



7. Reasons for the proposal: its purpose and relevance; how it will enhance calibre of teaching and learning; implications for existing programmes and modules in the department (see \* below)

The formalisation of developments in coaching in the UK through the UK Coaching framework, promoted by sportscoach UK has created a more integrated approach to the professionalisation of sports coaching. Currently, there is a momentum for the development of coach education. Within this it is acknowledged that the higher-level educational opportunities for coaches are currently limited. The establishment of the UK Coaching Certificate (an endorsement process for Governing Body of Sport award programmes) and the identification of benchmark statements for the highest coaching award (Level 4) has focussed attention on the 'higher' levels of coach education. The establishment of the UK Centre for Coaching Excellence has given momentum to the development of higher end awards, and there is an agreement that L4 should have a postgraduate equivalency.

A number of sports have begun to develop certification courses at Level 4 in cooperation with institutions of Higher Education. While some governing bodies of sport are looking to recommend 'off the shelf' postgraduate modules as part of their L4 awards.

The recruitment to the existing part-time postgraduate sports Coaching awards at Loughborough will be enhanced by the need to contribute modules to such courses. Indeed, British Swimming aim to have a cohort of students on the course from September. These developments will boost part-time numbers which over the last three years have seen also started to grow through an increased awareness of the course.

In addition there is a demand for a shorter version of the awards and it is proposed therefore to offer a full-time version of the existing part-time MSc. In addition to aligning with changes in coach education provision around United Kingdom Coaching Certificate level 4, it is anticipated that the additional mode will continue to develop current student numbers and enable the course to attract overseas students. It is anticipated that the course will target students from Australia, Canada and the United States.

A central requirement of the current award is practical coaching experience and existing part-time students must be active coaches throughout the period of their study. The greater part of the work and associated assessment is related directly to this practical coaching experience. Modelled on, and in line with, the MSc Physical Education course, a full-time version of the MSc Sport Coaching programme will provide practical coaching experience through a non credit bearing module (PEP904 and PEP910 are the exemplars from physical education). Like physical education, the practical work is then embedded within the programme rather than being perceived as an add-on. This module ensures that sport specific subject knowledge as well as pedagogical knowledge is developed through practical experience. This module will be synoptically assessed within the taught modules, but also through attendance, observation and analysis of sport based work. Non completion of the practical coaching placement will severely diminish the ability of the student to complete assessments across other modules. Students who fail practical coaching, unless awarded a first sit opportunity at the IP board, may be re-assessed on one occasion only in the following academic year, by means of a further practical coaching placement (Partner sports and the SDC have agreed to provide a placement for such re-assessment).

8. Expected student numbers  
**10-15**

9. Staffing implications - adequacy of existing departmental resources; net increase/reduction in staff teaching effort or demands on support staff  
**None**

10. Additional Library requirements  
**None**

<p>11. Additional Computing Support required – <b>None</b></p> <p><input type="checkbox"/> Network/Software (<i>please elaborate</i>):</p> <p><input type="checkbox"/> Lab Space (<i>please elaborate</i>):</p>
<p>12. Other resource implications, e.g. - lecture room, lab and other space requirements; equipment, materials; timetabling constraints (block-teaching for example); any special residential requirements <b>None</b></p>
<p>13. Implications for other departments both providing and receiving <b>Sport Development Centre will offer the placements that form the Practical Coaching Placement module (PSP70X)</b></p>
<p>14. Evidence of demand and suitability; views of lecturers; current/prospective students; external examiners/ assessors, professional/industrial bodies etc. <b>As per section 7</b> <b>In addition the School receives enquiries from UK, EU and International students about taking the programme as a full-time mode of study</b></p>
<p>15. Implications for employability <b>As existing part-time mode of study</b></p>
<p>16. Any other relevant information <b>None</b></p>

*\* A department proposing a group of new programmes/titles with a high proportion of common modules, or proposing to add a new programme/title to an existing group of this kind, should produce information clearly defining the award pathways and justify the differentiation of the award titles. Proposals of this type should be flagged up during the strategic phase, bearing in mind that the case may be driven by non-pedagogic issues (such as marketing, recruitment or administration). For proposals of this kind, Departments are advised to produce a single set of Programme Regulations and one Programme Specification, identifying clearly the pathways to, and the ILOs for, the award titles.*

**\*\* For the complete list of JACS codes see:**  
[http://www.hesa.ac.uk/index.php?option=com\\_content&task=view&id=158%Item](http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=158%Item)  
 Advice may be sought from Tom Wale ([t.f.wale@lboro.ac.uk](mailto:t.f.wale@lboro.ac.uk), extn 2235) in the Planning Office.

STRATEGIC PHASE

Financial Statement attached

to  follow

Howard Jones (Student Recruitment and Admissions) and Tony Westaway (International Office) have been consulted about the proposed title of the programme)

to  follow

For undergraduate programmes only:  
Comments attached from Howard Jones (Student Recruitment and Admissions) on market opportunities for the programme

n/a

Departments having terminology in common in their programme titles and for which this may be a concern have been consulted e.g Management, Business, Design. Consultation forms are attached

n/a

Head of Department Signature:  .....

Date: 17-02-10 .....

**Comments from Associate Dean (Teaching):**

This proposal has been discussed with the Department and can now be submitted to the Faculty Directorate and Operations Committee.

Yes/No

Associate Dean (Teaching) Signature: .....

Date: .....

*Forms not including both the Head of Department's and Associate Dean (Teaching)'s signature will not be accepted.*

## OPERATIONAL PHASE

Programme Regulations attached (with any Distance Learning Modules identified)  yes

Programme Specification attached  yes  
(see Template Shop website – item 3.2 - for updated Prog Spec Template and Guidance Notes)

New and Restructured Module Specifications (*LUSI* versions) attached  yes  
(to include a completed proposal form for module changes as used for the Annual Update process, excluding the Approval Route page for signatures – one form will suffice for common responses)

Curriculum Map attached  yes

Assessment Matrix attached (for *all* modules)  yes

Evidence of External Support attached  n/a  
(*N.B.* see guidance notes for requirements)

Consultation forms attached and considered:

*Other Academic Departments*  
(Please list)  n/a

*Library*  n/a

*Careers Centre*  n/a

*IT Services*  n/a

*Facilities Management*  n/a

*Teaching Centre (where appropriate for the development, support and provision of distance learning)*  n/a

Quality Assurance Statement attached (for collaborative proposal only)  n/a

**Head of Department Signature:**.....

**Date:** .....

**Comments from the Associate Dean (Teaching):**

This proposal can now be submitted to Curriculum Sub-Committee

**Associate Dean (Teaching) Signature:** .....

**Date:** .....

*Forms not including both the Head of Department's and Associate Dean (Teaching)'s signature will not be accepted.*

**WHEN SUBMITTING OPERATIONAL PROPOSALS please forward an electronic copy of the proposal form and the programme regulations/specification as an email attachment to J.E.Elliott**

(July 2009)

LOUGHBOROUGH UNIVERSITY

PROGRAMME REGULATIONS FOR PART-TIME  
POSTGRADUATE STUDIES IN  
SPORT COACHING

(For students entering in 2010 onwards)

These regulations refer to the conduct of this programme in the Session ~~2009/10~~ 2010/11 but are subject to change from time to time. Notice of change will be given in subsequent editions of these Regulations. Students should enquire as to the up-to-date position when they need to know this.

The Regulations are to be read in conjunction with Regulation XXI.

1 STRUCTURE

- 1.1 The Programme is the responsibility of the School of Sport and Exercise Sciences.
- 1.2 The Programme leads to the award of MSc, Postgraduate Diploma and Postgraduate Certificate as specified in Regulation XXI.
- 1.3 Entrance requirements are those referred to in Regulation XXI.
- 1.4 The minimum period of study for the award of MSc is ~~twenty four~~ twelve months ~~part-time or part-time equivalent~~.
- 1.5 Students cannot normally advance with their research (see specification for the Research Project (see specification for Module PEP704) until modules have been studied with a total rating of 120 credits and the research proposal has been approved by a School supervisor and the Programme Leader.

2 CONTENT

- 2.1 To be eligible for consideration of the awards for this programme students must have accumulated the necessary credits from the following modules:

Compulsory modules (total modular weight 150):

CODE	SUBJECT TITLE	MODULAR WEIGHT
PEP704	Research Project (MSc Sport Coaching)	60
PEP709 <sup>±</sup>	The Learning Coach	15
PEP706 <sup>±</sup>	The Coaching Process: Concepts and Application	15
PEP708 <sup>±</sup>	The Coaching Process: Pedagogy and Practice	15
PEP707 <sup>±</sup>	Coach Learning and Mentoring	15
PEP70X	Practical Coaching Placement (full-time only)	0

Either	PEP002	Research Design and Practice <b>plus</b>	15
	PEP003	Advanced Statistical Analysis <b>or</b>	15
	PEP012	Qualitative Data Analysis	15

Or	PEP211 <sup>±</sup>	Practitioner Research	30
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Optional modules (total modular weight 30):

**Choice of two from the following modules**

PEP705	Physiology for Sport Coaches	15
PEP710	Sports Biomechanics for Coaches	15
PEP711	Psychology of Sports Coaching	15

\* Partially by Distance Learning - PEP211 (50%) / PEP706, PEP707, PEP708 and PEP709 (30%)

2.1.1 For details of when the modules are taught and the specific assessment procedures see Module Specifications

- 2.2 Students may not study more than 60 credits in any one academic term without the approval of the Head of School or Programme Leader.
- 2.3 Part-time students may not accumulate more than 90 credits in any one academic year.
- 2.4 Guidance will be given to candidates concerning the selection of optional components. However, the School of Sport, and Exercise and Health Sciences reserves the right to offer or withdraw any optional module. ~~Candidates shall be required to provide a reserve list of preferred modules.~~
- 2.5 Two copies of the Report from Module PEP704, in the order of 16,000-20,000 words, must be handed in not later than August 14th in the appropriate year. The candidates may be required to submit themselves to an oral examination on the subject of their Project.
- 2.6 The contents of the Research Project Report may only be disclosed to persons outside the University with the written permission of the Programme Leader and/or Head of School.

### 3 ASSESSMENT AND AWARDS

- 3.1 Each module in the programme will be assessed and credits awarded in accordance with the levels of achievement specified in Regulation XXI.
- 3.2 In accordance with Regulation XXI, candidates who have a right of re-assessment in a module may choose to be re-assessed in the University's special assessment period.
- 3.3 The normal eligibility of candidates on the programme for the award of the Degree of Master, Masters with Distinction, Postgraduate Diploma, Postgraduate Diploma with Distinction, Postgraduate Certificate and Postgraduate Certificate with Distinction will be in accordance with Regulation XXI.

June 2009/2010



Programme Specification

MSc Sport Coaching

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if full advantage is taken of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in Module Specifications and other programme documentation and online at <http://www.lboro.ac.uk/>. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Awarding body/institution;	Loughborough University	
Department;	SSEHS	
Teaching institution (if different);		
Details of accreditation by a professional/statutory body;		Being sought <input type="checkbox"/> Provisional <input type="checkbox"/> Established <input type="checkbox"/>
Name of the final award;	MSc, Postgraduate Diploma, Postgraduate Certificate Sport Coaching	
Programme title;	Sport Coaching	
UCAS code;	n/a	
Date at which the programme specification was written or revised.	June <del>2009</del> 2010	

**1. Aims of the programme:**

The MSc in coaching aims to support the continuing professional development of sports coaches and those working in closely related fields.

**2. Relevant subject benchmark statements and other external and internal reference points used to inform programme outcomes:**

Framework for Higher Education Qualifications.

Benchmarks for this programme do not exist, however the outcomes for this postgraduate programme overlap with and further develop the statements in the 'excellent performance' category of achievement in study areas that are appropriate. We would expect students

on this programme to develop further their analytical skills and the ability to link analysis, learning and personal professional practice.

### **3. Intended Programme Learning Outcomes**

#### **3.1 Knowledge and Understanding:**

On successful completion of this programme, students should be able to demonstrate knowledge and understanding of:

- The concept of coaching as a complex multi-layered process through which sports performance is improved.
- The role of CPD within the coaching process
- The importance of self-reflection and its impact upon the coaching process
- Organisational and managerial aspects of performance management.
- The scientific nature of sports coaching and how to apply the theory behind principles of training and sports performance to the practical setting.
- Current legislation and policies underpinning the coaching process.
- One or two selected areas of personal professional practice in depth.

#### **Teaching, learning and assessment strategies to enable outcomes to be achieved and demonstrated:**

Knowledge and understanding are acquired and enhanced through lectures, seminars, workshops, group work, student presentations and guided independent study. Individual staff/student tutorials are used for providing feedback and for supervision of the Project. Students receive a School handbook describing the programme outline, module details, procedures and assessment criteria. In addition, module handbooks include details of timetable, content, assessment and an extensive bibliography. The assessment procedures involve a mixture of assignments, presentations and written coursework tests.

#### **3.2 Skills and other attributes:**

##### **a. Subject-specific cognitive skills:**

On successful completion of this programme, students should be able to:

- Analyse relevant theory and make links with personal professional practice
- Critically and reflectively analyse their professional practices and their implications for performer enhancement.
- Make links between their own personal learning and enhanced athlete learning and performance.

#### **Teaching, learning and assessment strategies to enable outcomes to be achieved and demonstrated:**

Module assessments require a combination of personal reflection, reading and analysis. ~~For those actively coaching a~~ All assessments can/will be linked to the practical coaching context, in particular through the Practical coaching placement

module (PSP70X) workplace. In addition For international students, comparisons between policies and practices here and in their own home countries are encouraged.

**b. Subject-specific practical skills:**

- Compile an annual plan for coaching based on sound scientific principles and evaluate that plan.
- Develop mechanisms for evaluation of own coaching performance.
- Assess areas of coaching strengths and weaknesses and construct personal programmes for development.
- Identify areas of practice that could benefit from small-scale research: design conduct and evaluate an appropriate study. (MSc and post-graduate diploma only).
- Employ training principles within and apply coaching theory to work place coaching placement and workplace in order to improve practice.

**Teaching, learning and assessment strategies to enable outcomes to be achieved and demonstrated:**

Teaching and learning focus on the practice contexts; assessments require students to link theory learnt on the course to the practical environment. For example, the formulation of an Annual Plan; optional modules will enable students to assess their own learning needs and interests.

**c. Key/transferable Generic skills:**

On successful completion of this programme, students should be able to:

- Communicate effectively orally, electronically and in writing;
- Determine through a process of analysis and observation learning needs of both self and athletes.
- Raise the standards of learning and performance in both themselves and their athletes
- Organise and manager personal study efficiently and effectively, particularly where distance and part-time study are involved.
- Use IT effectively as both a learning and communication tool
- Work confidently both as an individual and as part of a team both on the course and in the work place
- Work independently and use available support and resources strategically and effectively.

**Teaching, learning and assessment strategies to enable outcomes to be achieved and demonstrated:**

Teaching and learning are organised in a combination of seminars and workshops with emphasis upon shared analysis and discussion; electronic communication between tutor/group and also student/student will be a requirement of most modules; personal reflection, critical thought and analysis both in on the workplace placement and the classroom is an essential element of this programme. IT and library support is available to all students.

#### 4. Programme structures and requirements , levels, modules, credits and awards:

The programme is a part-time course of study. The minimum period of study for the MSc award is twenty-four months and the programme is taught by both weekend and distance learning.

The programme is divided into units of study called modules and these are rated as 15 credits, 30 credits or 60 credits. Each year of the programme is normally comprised of 90 credits.

For the award of Postgraduate Certificate 60 credits are required. These will be accumulated from the four coaching process modules (15 credits each module) offered in Year 1.

For the award of Postgraduate Diploma, 120 credits are required. These credits will be obtained from the coaching process modules (60 credits), the sport science modules (30 credits), and the remaining 30 credits from the research methods training module (either Practitioner Research or Research Design and Practice plus Advanced Statistical Analysis or Qualitative Data Analysis).

For the award of MSc 180 credits are required. These are as for the Postgraduate Diploma, plus the research project (60 credits).

Full details can be found in the Programme Regulations at:  
<http://www.lboro.ac.uk/admin/ar/lps/progreg/index.htm>

The requirements for the different awards are set out in the following table:

Award	Requirement	Notes
MSc	180 credits	A student can not progress to the research project until they have studied 120 credits
Loughborough University Postgraduate Diploma	120 credits	30 credits must come from research methods and 60 credits from the core modules
Loughborough University Postgraduate Certificate	60 credits	Credits come from the core taught modules.

#### 5. Criteria for admission to the programme:

All applicants must possess a good undergraduate degree and a National Governing Body coaching award is highly desirable.

For part-time study, The the programme is most suitable for those who are currently or who have very recently been working as a performance sports coach. However, teachers who are coaching within a school framework and other candidates who have recent and relevant coaching experience will be considered. Applicants must possess a good undergraduate degree and a National Governing Body coaching award is highly desirable.

All students must meet the University's English Language requirements. Further details can be found on the University's Web site at:

<http://www.lboro.ac.uk/admin/ar/international/prospective/englishlang/index.htm>

Further details about admissions can be found in the general regulations for modular postgraduate awards at: <http://www.lboro.ac.uk/admin/ar/calendar/regulations/index.htm>

See Regulation XXI

## 6. Information about assessment regulations:

The assessment will be through a range of assignments, reports and presentation. The assessment items are designed to ensure that students develop a range of skills and knowledge as outlined under 'Intended Learning Outcomes',

A 15 credit module and a 30 credit module are assumed to comprise of 150 hours and 300 hours of student effort, respectively. These hours are made up of a combination of lectures, seminars/laboratories, coursework assignments, module readings and other self-directed learning.

The assessment for each 15 credit module will normally be a 4-5000 word essay or equivalent and for a 30 credit module this will normally be an 8-10000 word essay or equivalent.

The assessment for the Project is a report of approximately 16-20,000 words. Students may be required to submit themselves to an oral examination on the subject of their project.

The pass mark for modules is 50%; however, a student can carry 30 credits with a mark between 40-50%. Resit, where appropriate, can take place either in during the University Special Assessment Period in early September each year or in the following academic year.

Assessment regulations for modular postgraduate awards can be found at:

<http://www.lboro.ac.uk/admin/ar/calendar/regulations/index.htm>

See Regulation XXI

## 7. What makes the programme distinctive?

The programme is designed with established practitioners in mind and is a 'professional practice' qualification. This means the programme equips students with relevant theoretical, empirical and practical knowledge thus preparing them to deal with dilemmas from their own coaching and take responsibility for their own development. The programme is research led and current research and leading researchers in the field are an integral part of the programme, thus giving coaches cutting edge resources and material.

The full-time mode offers practical coaching experience alongside study, while the part time flexible part-time mode of delivery is designed to enables study to fit around and within existing coaching commitments, so that both modes enabling knowledge and practice to complement one another grow together.

## **8. Particular support for learning:**

For further information please go to:

<http://www.lboro.ac.uk/admin/ar/templateshop/notes/lps/index.htm>

## **9. Methods for evaluating and improving the quality and standards of learning:**

For further information please go to:

<http://www.lboro.ac.uk/admin/ar/templateshop/notes/lps/index.htm>

June 2008~~2010~~

## Proposed New Module Specification

### 10PSP70X Practical Coaching Placement

This module is principally taught by School of Sport, Exercise and Health Sciences

<b>Modular Weight</b>	0
<b>Exam Weighting</b>	Type here
<b>Credit Level</b>	7
<b>Prereq Modules</b>	None
<b>Excluded Combinations</b>	None
<b>Distance Learning</b>	None
<b>Module Leader</b>	Dr Chris Cushion
<b>Delivery Period</b>	Semester 1 and 2
<b>Availability</b>	3

#### AIMS:

The aims of this module are for the students to:

Be introduced to the coaching skills necessary to work as a coach in an agreed coaching context (development, performance).

develop coaching competences detailed within the Professional Standards for the UKCC (SCUK, 2007).

#### INTENDED LEARNING OUTCOMES:

On successful completion of this module, students should be able to demonstrate:

- a) Knowledge and understanding:
  - coaching within a range of sporting contexts; contemporary coaching issues within a sporting context.
- b) Subject specific skills:
  - i) Intellectual/Cognitive Skills
    - plan, deliver and assess coaching sessions and athlete learning.
  - ii) Practical/Subject-Specific Skills
    - apply their generic and subject-specific knowledge and understanding in a practical setting;
    - coach safely within a given sporting context.
- c) Key transferable skills:
  - structure and communicate ideas effectively both orally and in writing;
  - manage resources and time;
  - recognise and manage personal emotions and stress;
  - work independently;
  - work as a member of a team;

- assess the relevance and importance of the ideas of others;
- find and use information technology.

## **CONTENTS:**

Competencies related to the planning, delivery and assessment of coaching sessions

## **METHOD OF TEACHING, LEARNING AND ASSESSMENT:**

**Total student effort for this module is: 150 hours**

### **Teaching and Learning:**

Students are placed in a sporting context with access to a range of performance level athletes; the placement involves 150 hours of leading and assisting with coaching sessions. Students are supported throughout the coaching placement by a subject Mentor and a Tutor from the university.

### **Assessment:**

The module is synoptically assessed through PEP706, PEP707, PEP708 and PEP709.

## **METHOD OF FEEDBACK:**

### **1. Feedback given to students in response to assessed work**

Individual written feedback on coursework;

Feedback discussed as part of a tutorial;

Individual feedback on request;

Weekly meetings with coaches which focus on target-setting to develop coaching performance;

A report is compiled towards the end of the teaching practice

### **2. Developmental feedback generated through teaching activities**

Feedback on drafts / work plans;

Dialogue between students and staff in tutorials;

Placement visit dialogue / reports;

Weekly meetings with coaches which focus on target-setting to develop coaching performance;

Coaches review coaching practice files to comment upon session plans, lesson evaluations and teaching resources.



## Curriculum Map

This map provides a design aid to help identify where programme outcomes are being ASSESSED within a programme. It is complementary to the Assessment Matrix which follows. Together these are used in programme approval and periodic programme review to demonstrate that programme outcomes are assessed, and that the volume of assessment and the methods used are appropriate. This information is also of value to students, staff and External Examiners.

Programme award and title:.....MSc Sport Coaching.....

Modules		Programme Outcomes																						
Level* & Part	Code	Title	C/O**	Wt	K1	K2	K3	K4	K5	K6	K7	C1	C2	C3	P1	P2	P3	P4	P5	T1	T2	T3	T4	T5
MSc	PEP709	The Learning Coach: Philosophy, research and practice	C	15	x	x	x			x	x	x	x			x				x	x			x
MSc	PEP706	Coaching process: Concepts and applications	C	15	x	x	x	x		x	x	x	x		x	x				x	x			x
MSc	PEP708	Coaching Process: Pedagogy and Practice	C	15	x	x	x	x			x	x	x			x	x			x	x			x
MSc	PEP707	Coach development and mentoring	C	15	x	x	x				x	x	x		x	x				x	x			x
MSc	PEP211	Practitioner Research	C	30		x	x		x			x						x		x				x
MSc	PEP705	Physiology of sport for coaches	O	15					x		x	x	x				x		x	x				x
MSc	PEP710	Biomechanics for coaches	O	15					x		x	x	x				x		x	x				x
MSc	PEP711	Psychology of sports coaching	O	15					x		x	x	x				x		x	x				x
MSc	PEP704	Coaching Research project	C	60	x	x	x		x		x	x	x			x	x		x	x				x
MSc	PSP70X	Practical Coaching Placement	C	60	x	x	x	x	x		x	x	x			x	x	x	x	x				x

x indicates assessment of programme outcome

Listing of optional modules is only required where these provide outcomes not met by core modules, and these may be grouped where they assess common outcomes rather than listing each individual module. Where outcomes are not met by core modules a statement should be included in the Content section of Programme Regulations that the selection of module options must ensure that each programme Intended Learning Outcome is delivered by at least 2 modules. Reference can be made in the Programme Regulations to the Curriculum Map and a copy of the map can be provided to students.

\*This is the level at which the module maps onto the national credit framework.

see <http://www.qaa.ac.uk/england/credit/default.asp>

\*\* Compulsory/Optional. List compulsory modules for each part before optional modules.

### **Knowledge and Understanding**

- K1 The concept of coaching as a complex multi-layered process through which sports performance is improved.
- K2 The role of CPD within the coaching process
- K3 The importance of self-reflection and its impact upon the coaching process
- K4 Organisational and managerial aspects of performance management.
- K5 The scientific nature of sports coaching and how to apply the theory behind principles of training and sports performance to the practical setting.
- K6 Current legislation and policies underpinning the coaching process.
- K7 One of two selected areas of personal professional practice in depth.

### **Subject-specific cognitive skills**

- C1 Analyse relevant theory and make links with personal professional practice
- C2 Critically and reflectively analyse their professional practices and their implications for performer enhancement
- C3 Make links between their own personal learning and enhanced athlete learning and performance.

### **Subject-specific practical skills**

- P1 Compile an annual plan for coaching based on sound scientific principles and evaluate that plan.
- P2 Develop mechanisms for evaluation of own coaching performance.
- P3 Assess areas of coaching strengths and weaknesses and construct personal programmes for development.
- P4 Identify areas of practice that could benefit from small-scale research; design conduct and evaluate an appropriate study. (MSc and post-graduate diploma only).
- P5 Employ training principles within and apply coaching theory to work place in order to improve practice.

### **Key/Transferable skills**

- T1 Communicate effectively orally, electronically and in writing.
- T2 Determine through a process of analysis and observation learning needs of both self and athletes.
- T3 Raise the standards of learning and performance in both themselves and their athletes
- T4 Organise and manage personal study efficiently and effectively, particularly where distance and part-time study are involved.
- T5 Use IT effectively as both a learning and communication tool

February 2010

## Assessment Matrix

### Proposed Programme: MSc Sport Coaching Part T (PG programme)

Module Code	Module Title	Mod Wt	Sem	* Opt/ Comp	Examination	Continuous Assessment (weighting and length, where appropriate)										**% module assessment that is group/teamwork		
						Essay	Laboratory Write-up	Report	Presentation	Case Study	Project	CA A	In-class tests	Other				
PSP710	Practical Coaching Placement (full-time only)	Non-credit bearing	1 & 2	C (FT only)	Exam												100% attendance	
PEP700	Research Project (Sport Coaching)	60	2	C										100% 16,000-20,000 word report				
PSP701	The Learning Coach: Coaching Philosophy, Research & Practice	15	1	C	100%													
PSP702	The Coaching Process: Concepts and Application	15	1	C	70% literature review												30% portfolio of study tasks	
PEP703	The Coaching Process: Pedagogy and Practice	15	2	C	70% critical review of coaching log				30%									
PEP704	Coach Development and Mentoring	15	2	C	50%				25%								25% mentor log	
PSP705	Physiology of Sport for Coaches	15	1	O	80%							20% lab report						
PSP706	Psychology of Sports Coaching	15	1	O	70%				30%									
PSP707	Sports Biomechanics for Coaches	15	2	O	50%												50% c/w test	
PSP203	Practitioner Research	30	2	O	60%				20%								20% group mapping activity	20%

PSP001	Research Design and Practice	15	1	O		50% research proposal		20%				30% Learn based research tasks
PSP002	Advanced Statistical Analysis	15	2	O		40%		20%			40% computer-lab assessments	
PSP003	Qualitative Data Analysis	15	2	O		50%	30% lab-based research tasks	20%				

\* For each programme part, list compulsory modules before optional modules. Where a large number of optional modules are proposed the assessment information on these modules can be indicative only.

\*\* Where the % module assessment that is group/teamwork is 50% or above, the following should be completed in relation to these modules:

An element of individual/peer assessment is included  
*(If No, an explanation is required)*

Yes  No

Signature \_\_\_\_\_ (May 2010)