



## Programme Specification

Part 1: Basic Data			
<b>Awarding Institution</b>	Hartpury College		
<b>Teaching Institution</b>	Hartpury		
<b>Delivery Location</b>	Hartpury		
<b>Study abroad / Exchange / Credit recognition</b>	None		
<b>Department responsible for programme</b>	Sport		
<b>Programme Title</b>	MSc Professional Development (Coaching Science)		
<b>Professional Statutory or Regulatory Body Links</b>	None		
<b>Highest Award Title</b>	MSc Professional Development (Coaching Science)		
<b>Default Award Title</b>	None		
<b>Interim Award Titles</b>	Postgraduate Diploma Professional Development (Coaching Science) Postgraduate Certificate Professional Development (Coaching Science)		
<b>Mode(s) of Study</b>	Full time, part time, blended learning		
<b>Codes</b>	<b>UCAS:</b>		<b>JACS: C600</b>
			<b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>			
<b>Last Major Approval Date</b>	1 September 2017	Valid from	1 September 2018
<b>Amendment Approval Date</b>		Amended with effect from	
<b>Version</b>	1.0		
<b>Review Due By</b>	1 September 2023		

## Part 2: Educational Aims of the Programme

The aims of the programme are to provide a postgraduate programme of study, where students will be prepared to solve intellectual and practical problems within the context of the applied sport industry, in particular their own work-based practice.

The Professional Development Award aim to provide a flexible modular structure for negotiating programmes of study which have work-based learning at their core.

The programme aims to provide learners with:

1. the opportunity to enhance their knowledge and skills and the ability to become more able, responsive and productive in their current or future roles by extending their current knowledge;
2. the opportunity to develop intellectual, analytical and problem solving skills and encourage the development of mature and independent judgement;
3. the skills to develop approaches to learning within the context of formal study as it relates to the workplace;
4. an enthusiasm for enquiry and learning which will encourage learners to consider their studies as a stage of a lifelong educational process.

In addition the Professional Development Award as a whole will:

1. offer a means by which employers and/or individual learners can negotiate a programme of study that best suits their needs and requirements;
2. provide the opportunity to have learning recognised for the award of credit;
3. facilitate the widening of access to and participation in higher education;
4. encourage participants on the programme to develop as independent learners who take responsibility for their own learning.


### Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The programme's learning outcomes concentrate initially on coaching methodologies and innovations in practice. A professional development portfolio integrates content synoptically whilst encompassing a personal needs led negotiated learning plan. Learners will test theory (via modules contextualised to employment sites – teaching, high performance sport and coach education) through the creation of self-designed work-based portfolios, these projects potentially sitting within the learner's actual professional responsibilities. Further portfolio study is directed to consultancy negotiated by learner, employer and teaching staff.

### Part 3: Programme Structure for : MSc Professional Development (Coaching Science)

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:

- 1 level and credit requirements
- 2 interim award requirements
- 3 module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	Professional Development Portfolio (HSPXMV-15-7) Work Based Learning Project Coaching Craft (HSPVM4-30-7)* Reflective Practice (HSPXMX-15-7)	Students are normally required to select 120 credits from the optional modules listed below in Years 1 and 2:  Coaching Work Based Learning Portfolio 1 (HSPVM5-15-7)* Coaching Work Based Learning Portfolio 2 (HSPVM8-15-7)* Coaching Work Based Learning Portfolio 3 (HSPVM9-15-7)* Coaching Work Based Learning Project (HSPVM6-30-7)* High Performing Environments (HSPXN3-15-7) Pedagogy in Practice (HSPXMY-15-7) Coach Education in Context (HSPXMW-15-7)	<u>PGCert Professional Development (Coaching Science)</u> Credit requirements: 60 credits at level 6 or above of which not less than 40 are at level 7. This must include at least one 15 credit Work Based Learning* module.  <u>PGDip Professional Development (Coaching Science)</u> Credit requirements: 120 credits at level 6 or above of which not less than 80 are at level 7. *At least one 15+ credit Work Based Learning module. This must include all compulsory modules.
	Year 2		Coaching Work Based Learning Extended Project (HSPVM7-45-7)* Coaching Work Based Learning Project (HSPVM6-30-7)*	<b>TARGET AWARD:</b> <u>MSc Professional Development (Coaching Science)</u> Credit requirements: 180 credits at level 6 or above with not less than 120 credits at level 7. *Not less than 45 credits of Work Based Learning. This must include all compulsory modules.
<b>GRADUATION</b>				

**Part time:**

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical part time student.

The part time student journey from Entry through to Graduation is individually negotiated with the student.

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	Professional Development Portfolio (HSPXMV-15-7) Work Based Learning Project Coaching Craft (HSPVM4-30-7)* Reflective Practice (HSPXMX-15-7)		<u>PGCert Professional Development (Coaching Science)</u> Credit requirements: 60 credits at level 6 or above of which not less than 40 are at level 7. This must include at least one 15 credit Work Based Learning* module.
	Year 2		Students are normally required to select 120 credits from the optional modules listed below in Years 1 and 2:  Coaching Work Based Learning Portfolio 1 (HSPVM5-15-7)* Coaching Work Based Learning Portfolio 2 (HSPVM8-15-7)* Coaching Work Based Learning Portfolio 3 (HSPVM9-15-7)* Coaching Work Based Learning Project (HSPVM6-30-7)* High Performing Environments (HSPXN3-15-7) Pedagogy in Practice (HSPXMY-15-7) Coach Education in Context (HSPXMW-15-7)	<u>PGDip Professional Development (Coaching Science)</u> Credit requirements: 120 credits at level 6 or above of which not less than 80 are at level 7. *At least one 15+ credit Work Based Learning module. This must include all compulsory modules.  <b>TARGET AWARD:</b> <u>MSc Professional Development (Coaching Science)</u> Credit requirements: 180 credits at level 6 or above with not less than 120 credits at level 7. *Not less than 45 credits of Work Based Learning. This must include all compulsory modules.
	Year 3		Coaching Work Based Learning Extended Project (HSPVM7-45-7)* Coaching Work Based Learning Project (HSPVM6-30-7)*	
<b>GRADUATION</b>				

## Part 4: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

<b>Learning Outcomes:</b>		<b>Professional Development Portfolio</b>	<b>Work Based Learning Project Coaching Craft</b>	<b>Reflective Practice</b>	<b>Pedagogy in Practice</b>	<b>High Performing Environments</b>	<b>Coach Education in Context</b>	<b>Coaching Work Based Learning Portfolio(s)</b>	<b>Coaching Work Based Project</b>	<b>Coaching Work Based Extended Project</b>
<b>A) Knowledge and understanding:</b>										
1	Evaluation and appraisal methods for current coaching processes and their relationship with current coaching practice.	✓	✓	✓			✓			
2	The sociological influence on coaching practice.	✓	✓	✓		✓				
3	The coaching industry from a pedagogical perspective framed by both coach-athlete interaction and through tutor-coach/peer-peer interaction within a coach education and/or professional development context.	✓	✓	✓	✓	✓	✓			
4	The relationships inherent within the sub-disciplines of sports science.					✓				
5	The roles, scope and range of competencies required by coaches to demonstrate effective and informed practice.	✓	✓	✓	✓	✓	✓			
6	The review, creation and maintenance of a high performing sports coaching environment with reference to inter-personal relationships, leadership and change management approaches.	✓	✓			✓	✓			
7	The role of reflective practice in the continuing professional development of coaches, the development of new knowledge, and the understanding of existing methodologies.	✓		✓						
8	The development of coaching practice through behaviour modification and problem based learning.	✓		✓	✓					
9	Both qualitative and quantitative research methodologies and their inherent qualities.	✓						✓	✓	✓
10	Identify salient issues and industry-based problems and apply appropriate research methodologies to the solution of a range of complex issues.	✓						✓	✓	✓
11	The methods, scope, development and formatting of an ongoing personal development portfolio.	✓								
<b>(B) Intellectual Skills</b>										
1	Demonstrate an ability to fully engage in postgraduate level academic enquiry through the application of cognitive skills of critical thinking, analysis and synthesis (including the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately).	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Critically evaluate current research and advanced scholarship in the areas of coaching science and coaching practice.	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Evaluate methodologies and develop critiques of the methodologies and, where appropriate, propose new hypotheses.	✓	✓	✓	✓	✓	✓			
4	Design, conduct, analyse the findings, draw conclusions and undertake a systematic critical reflection on a programme of original research in order to formulate appropriate recommendations;							✓	✓	✓
<b>(C) Subject/Professional/Practical Skills</b>										
1	Educate athletes in the management of their sports coaching and development programmes.	✓	✓		✓					

2	Apply sports coaching research protocols to industry-based problems and effect empirical research.	✓						✓	✓	✓
3	Utilise sports science principles to inform coaching practice.	✓			✓	✓	✓			
4	Provide immediate, effective target specific feedback that is beneficial to the performer both 'in and on' action.	✓	✓							
5	Implement effective reflection on personal and learner experiences to promote best coaching practice.	✓		✓	✓		✓			
6	Analyse coaching behaviours and modify styles were needed for greatest effect.	✓			✓		✓			
<b>(D) Transferable skills and other attributes</b>										
1	Communicate effectively with a wide range of individuals using a variety of appropriate means, showing self-awareness and sensitivity to diversity in people and different situations.	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Evaluate their own academic, vocational and professional performance through the structured use of reflection.	✓		✓				✓	✓	✓
3	Utilise problem-solving skills in a variety of theoretical and practical situations.	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Manage change effectively and respond appropriately, and flexibly, to changing demands.	✓	✓	✓		✓		✓	✓	✓
5	Take responsibility for personal and professional learning and development and act autonomously in planning and implementing tasks.	✓	✓	✓	✓	✓	✓	✓	✓	✓

## Part 5: Student Learning and Student Support

### Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

There is a policy for a minimum average requirement of 15 hours in year one and 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face-to-face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

1. The requirement to develop new strategies of learning fit for a demand-led programme.
2. Widening participation in Higher Education.
3. Offering a framework for managing and coordinating credit achieved through a range of vehicles and providers.
4. Promoting flexibility of educational opportunity in terms of geography, time and place.
5. The requirement to provide a programme, which has specified stepping on/off points which are directly related to specific roles, skill sets and competencies.
6. A focus on the improved employability and career prospects at organisational and individual level.
7. Offering an alternative route to complementary route.

Module delivery will be supported by a range of student-centred approaches e.g. distance learning, and will include learning sets which could be face-to-face and/or supported electronically.

The programme design team is committed to adult learning approaches that include the development of learning contracts and critical and independent enquiry for the work-based elements. Assessment methods reflect adult learning principles that allow students to shape and develop academic work that focuses on current work-based learning. These may include written assignments, practise assessment and examination of professional/work profiles.

The institutions centre with its named partners are committed to providing an organised system of student support in relation to both academic and personal concerns. It also recognises the need to ensure that learners have access to comprehensive information on the availability of resources and sources of help. This commitment will be demonstrated through:

An induction programme for all learners.

The provision of a Programme Manager.

Provision of web-based Scheme information and module handbooks for the compulsory work-based learning project modules.

Access to libraries and computer suites.

Student adviser and study skills support.

A named contact for enquiries.

The MSc Professional Development (Coaching Science) programme provides students with the opportunity to study the science behind athletic improvement and coaching practice. The 'core' modules aim to build upon fundamental principles by enhancing the students' practical coaching and personal reflection based knowledge and intellectual skills in a multi- and inter-disciplinary context. In addition, students are also exposed to the fundamental principles of the coaching process from a number of perspectives so that they have a core of knowledge with which they can progress their skills and awareness.

A range of 'contextualised' modules provides students with two foci: the first being the development of their own coaching practice via an interrogation of best practice for deployment of core skills within distinct coaching environments, in order to allow them the opportunity to gain an insight into diversity of methods required for those differing populations. Secondly, students are provided with an overview of the context in which they will operate within the industry upon graduation by examining

potential arenas for their future employment – teaching, high performance coaching and coach education on behalf of a governing body - which is critical to the portability of a target award such as Coaching Science.

The MSc Professional Development (Coaching Science) programme has been developed as a distinctive programme. This programme prides itself on its originality by offering students the opportunity to engage with innovative teaching methods that differ to the traditional approaches on offer at other universities within the UK. Students will benefit from an enhanced learning experience by engaging in a variety of creative teaching mediums such as mentorship, peer modelling, reflective discussion, video feedback and behavioural modification.

In addition, it is of paramount importance that the postgraduate student feels supported through their educational experience, which dictates the existence of a comprehensive framework of supporting documentation and structures. Alongside the documentation which indicate the institutions regulations and procedures, students receive a student planner which introduces 'student life at the institution' and 'academic life at the institution' along with an academic year diary for the students' use. A programme handbook detailing the programme aims and an overview of the programme, programme team biographies, the assessment schedule, guidelines for written work (institution wide), guidelines on citations and references, guidelines on assessment offences and guidelines for study and examination preparation is also provided to all students. In support of this, students receive a guide for each module that they study on the programme which provides information on the module aims and learning approach, the module timetable (scheme of work), a guide to study tours and visits relevant to the module and assessment guidelines. Each module guide also contains the current module descriptor and the assessment briefs.

The institution ensures that appropriate arrangements are in place to ensure equality of opportunity in formative and summative assessment for all students with special educational needs. We are committed to ensuring that the delivery and assessment methods of a module take account of students with specific educational needs, and this is addressed from the beginning of the module delivery period. Alternative forms of assessment may be recommended by module teams approved by the field concerned and notified to students at the beginning of the module delivery period. It is the responsibility of the student concerned to ensure that medical or other evidence is provided to establish the need for, and the nature of, any special arrangements which may be required.

The Virtual Learning Environment (VLE) is an electronic resource accessible remotely which is administered by the programme and module teams, providing students with access to academic materials relevant to their active modules and programmes and has the capability to be used as an online test of knowledge for students through the various online testing functions embedded into its infrastructure. Students can be kept up to date with information via the notice board areas on the VLE or via the SMS text service which the institution has engaged with. Students will engage in regular face to face tutorials with their allocated personal tutor via the Professional Development Portfolio module that is core to this award, which will serve to support the student professionally and academically. Student advisors are also in place as an additional recognition of the demands placed on students whom provide support in other factors that might impinge on the academic journey. Postgraduate students are provided with addition of academic support in the form of the opportunity to attend institution-wide research seminars and a postgraduate study centre is accessible on a 24 hour basis for their use. This provides space for postgraduate students from across the institution to work together in a postgraduate environment. It also provides students with IT facilities for their sole use.

The learning and teaching strategy of the institution provides the opportunity for students to engage in a number of different learning environments: It is understood that people learn through different means, so a range of methods are used including but not limited to lectures, debates, practical and computer based sessions, working within the local community to support ongoing sports coaching initiatives) and seminar/discussion sessions centred around current published literature. Assessment also comes in many guises in order that students experience a range of opportunities in which they may excel from written assignments and oral presentations through to coaching and practically based competency assessments.



The library service is very supportive of the academic disciplines within the Coaching Science programme and provides an extensive range of paper (book and periodical) and electronic based (e-book, periodical and database) resources relevant to postgraduate level study. The library further incorporates “remote access” to the majority of its holdings in order to enhance the learning experience of the student and enable postgraduate students off-site access to efficiently manage their personal learning. The library service is in constant contact with the programme team to provide up-to-date, relevant material which supports the students’academic journey.

If you wish to apply to have learning from experience assessed and recognised for the award of academic credit, ‘accredited experiential learning’ (AEL), AEL can be used to build up the credit required to gain a higher education award at the institution. AEL is defined as learning achieved through experience gained by an individual outside formalised learning arrangements where the learning outcomes are open to assessment by the institution.

Contact time encompasses a range of face-to-face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the MSc Professional Development (Coaching Science) programme teaching is a mix of:

***Scheduled Learning***

May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops and external visits.

***Independent Learning***

May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

***Virtual Learning Environment (VLE)***

This specification is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.

***Careers***

To support learner’s career preparations, careers personnel visit the institution on a regular basis and the students can use all the on line resources. Tutors will also offer subject specific careers advice through module sessions or individual tutorials. Careers Fairs are arranged periodically to allow students to engage directly with employers from the industry sector.

**Description of any Distinctive Features**

Module learning outcomes map to UKCC Level 4 learning outcomes and as such the programme provides a potential ‘bridging’ qualification between UKCC Level 3 and 4 – currently a major point of national governing body debate and practitioner demand.

Professional Development Portfolio work will allow for sensitive and personalised support concerning academic and professional development and is an experience that further mirrors the experiences, format, standards and demands of UKCC Level 4 vocational qualifications.

The programme’s flexible structure allows for personalisation of content and emphasis to the student’s learning needs once the compulsory modules have been completed. It is envisioned that students will ‘partner’ theoretical ‘content modules (e.g. Pedagogy in Practice, Coach Education in Context and High Performing Environments) with work-based portfolio modules (of either 15 or 30 credits) in order to carry theory ‘into’ workplace application and so evaluate their personal practice and the contextual sensitivity of the module content being appraised.

## Part 6: Assessment

This module will be assessed according to the Academic Regulations published for the academic year on the website <http://www.hartpury.ac.uk>

### Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

A variety of assessment methods will be employed throughout the programme. The learner's ability to demonstrate intellectual and personal/practical skills will be tested through written assignments, practical video review examinations, oral examinations, individual presentations and the creation of a personal development portfolio (core) and self-chosen range of contextualised work-based learning portfolios.

In line with the institutions commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.

### Assessment Map

The programme encompasses a range of **assessment methods** and these are detailed in the following assessment map:

#### Assessment Map for MSc Professional Development (Coaching Science)

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
<b>Optional Modules Level 7</b>	<b>Professional Development Portfolio</b>										A (100)
	<b>Work Based Learning Project Coaching Craft</b>										A (100)
	<b>Reflective Practice</b>						A (25)	B (75)			
	<b>Pedagogy in Practice</b>						A (25)	B (75)			
	<b>High Performing Environments</b>						A (50)	B (50)			
	<b>Coach Education in Context</b>					A (50)		B (50)			
	<b>Coaching Work Based Learning Portfolio(s)</b>										A (100)
	<b>Coaching Work Based Project</b>										A (100)
	<b>Coaching Work Based Extended Project</b>										A (100)

\*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

## Part 7: Entry Requirements

Applicants will have achieved entry criteria appropriate for the year of entry, which can be found through the institutions website ([www.hartpury.ac.uk](http://www.hartpury.ac.uk)).

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. Applicants will be considered on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of the programme. Where appropriate experience or learning has been gained prior to enrolment on the programme RPL/RPEL may be possible.

Applicants whose first language is not English must also gain a minimum IELTS score of 6.5 prior to entry onto the programme.

## Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

### **QAA UK Quality Code for HE**

Has been used to define the minimum level of achievement that students need to achieve to succeed on this programme and achieve the qualification. It has also been used to inform the academic quality of the programme and enhance the quality of the learning opportunities and the assessment methods used to measure achievement on the programme.

### **The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015**

The programme has been designed considering how it addresses aspects of part one of the ESG. In particular the programme has been designed so that it meets 'the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.'

Additionally the design and teaching, learning and assessment strategy within this programme encourages the programme to be 'delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach'.

This programme has been developed taking into consideration the QAA Master's Degree Characteristics Statement to support graduates to have in-depth and advanced knowledge and understanding of their subject and/or profession, informed by current practice, scholarship and research. This will include a critical awareness of current issues and developments in the subject and/or profession; critical skills; knowledge of professional responsibility, integrity and ethics; and the ability to reflect on their own progress as a learner.

Subject benchmarks for a range of skills-similar professions have been reviewed during the programme design and these, in particular the demands of the Counselling benchmarks, have influenced programme content and expectations, not least in the provision of extensive opportunities for engagement with the theory and applied demands of Reflective Practice.

### **Hartpury 2020 Strategy and the Teaching and Research Excellence Strategy 2017-2021**

These have been used in designing this programme to ensure that the programme is: learning-centred; underpinned by sound health and safety practices and informed by research and professional practice; inclusive, flexible and accessible, exemplified in particular by the part-time and accelerated study routes; and, provides a diverse assessment diet. Furthermore, the programme aims to produce graduates who: know and value themselves as open-minded, reflective and inter-dependent learners, and participants, employees, self-employed professionals

## Part 8: Reference Points and Benchmarks

and entrepreneurs in global settings and as global citizens; and, reflect on their own learning and practice, who value others as collaborators in their learning and its exchange.

Assessment within the programme: is an integral part of a dynamic learning and teaching process and not separate from it; plays a key part in the rigorous setting and maintaining of academic standards; provides all students with the entitlement to parity of treatment; makes no distinction between different modes of study; ensures that progression is achieved by credit accumulation and the completion of pre-requisites and co-requisites; recognises different module learning in different forms of assessment; and, affords students the maximum opportunity to demonstrate their knowledge, skills, competencies and overall strengths through a variety of assessed activities.

Teaching and assessment methods have similarly been shaped by the UK Centre for Coaching Excellence Scoping Report (2008). The institutions continuing collaboration with the Sports Coach UK – UKCC Level 4 Community of Practice has allowed the programme design to maintain contact with innovative and current coach education design directly responding to professional/workplace demands and therefore the concerns of potential programme applicants.

### **What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.**

Student consultation has been extensive with programme rationale and programme maps presented to staff-student liaison forums, current full-time MSc Coaching Science programme members, current part-time MSc Coaching Science programme members and past graduates from the current version of the MSc Coaching Science programme.

Industry consultation has been facilitated throughout by the department's representation within the UKCC Level 4 Community of Practice and by its continued delivery of the RFU Level 4 Postgraduate Certificate in Professional Development. The lead representatives for UKCC's Level 4 provision and for liaison with H.E.I.s have completed site visits to the institution to discuss programme design with current MSc programme delivery staff, postgraduate students and aspiring course members for the expected September 2013 first presentation of the revised MSc.

QAA Quality Code

QAA Framework for Higher Education

UKCC Level 4 coach competencies and module descriptors

UK Centre for Coaching Excellence Scoping Report (2008)

Staff research projects:

The proposed modules are based on well-established teaching areas within the institution.

These modules will be taught by staff who are either research or consultancy active, or actively engaged in scholarly activity, and who bring their current experience to bear on their teaching.

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 he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the Institution's website.