

LEEDS BECKETT UNIVERSITY

Course Specification

MSc Sport Coaching 2018-19

(MSCSC)

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LEEDS
BECKETT
UNIVERSITY

School of Sport

Award and programme title: MSc Sport Coaching (MSCSC)

Level of qualification: Level 7

Interim awards available:

| | | |
|-------|----------------|---|
| PGDip | Sport Coaching | 7 |
| PGCrt | Sport Coaching | 7 |

Length and status of programme and mode of study

| Programme | Length (years) Status (FT/PT/SW) | Mode (campus- based / DL or other) |
|---------------------------|---|---|
| MSc Sport Coaching | FT/ 1 year | Headingley Campus |
| MSc Sport Coaching | PT/ 2-3 years | Headingley Campus |

Course Specification

Overview and Aims

In an effort to keep the aims concise and clear there are only two core aims for this course, that upon completion all students:

- will be better equipped to excel in their coaching role through making more professional judgements for and in practice
- will be better placed to respond to career opportunities

Keeping to such concise aims allows for a clear and distinctive focus based around improving the judgement and practice of the students who undertake this course. The learning outcomes of the course and the associated Coach Capabilities shown in Appendix 1 make a lot of reference to the term Professional Judgement and Decision Making (or variations thereof). The philosophy of this course is that coaches have to make judgements in order to make decisions about practice to perform their role. Research has shown that many of these judgements are rapid, emotional, intuitive and naturalistic in nature, often dictated by the time frame and environment in which decisions have to be made. Research has also shown that other judgements are slower, made with greater thought and deliberation and take a 'classical' approach to problem solving. Ultimately, improving students' ability to make and reflect on professional judgements is the overall goal of this course, where professionalism is based in being able ground judgements in extensive theoretical, personal and practical expertise. Crucially this is true for both naturalistic and classical judgements. In essence if a professional judgement is made in classical manner it must be robust and a result of much thinking and planning. If a professional judgement needs to be made intuitively and in a naturalistic setting then it must come from extensive practice informed by hours of previous critical, theoretically informed thinking and reflection otherwise it is unlikely to be intuition and more likely to be guesswork. As such the job of this programme is to improve coaches' capacity to make classical and naturalistic judgements and decision-making. For clarity, we do not associate the term 'professional' with paid coaching work. Both paid and voluntary coaches are welcome on this course to improve their professional judgement and decision making.

Consequently, where the term Professional Judgement and Decision Making (or variations thereof) are used it should be assumed that this refers to the development of both naturalistic and classical decision making.

It is through the improvement of professional judgement that Aim 2 will be achieved. Improvements in judgements will draw from students becoming more intellectually, socially and theoretically aware of coaching practice and their role as a coaching practitioner. Students should notice an improvement in their coaching practice with an aligned improvement in their employability.

Course Learning Outcomes

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| A full constructively aligned table of Learning Outcomes to Coach Capabilities to Assessment Approaches to Indicative Modules can be seen in Appendix 2. On successful completion of this course, students will be able to : | |
| 1 | make, defend and critique professional judgements in order to critically evaluate developmental needs and wants of the individual participants with whom you work in order to personalise practice |
| 2 | make, defend and critique professional judgements in order to work with stakeholders to proactively influence your coaching context |

| | |
|----|--|
| 3 | make, defend and critique professional judgements in order to reflect on and interrogate personal intentions, practice and their alignment in order to generate personal development goals |
| 4 | Students will achieve either 4a or 4b: |
| 4a | make, defend and critique professional judgements in order to critically evaluate sport <u>or</u> early sport psycho-motor performance in order to develop innovative sport specific <u>or</u> psycho-motor goals and curriculum relevant to your role |
| 4b | make, defend and critique professional judgements in order to critically evaluate theories of learning in order to design and implement learning environments relevant to achieving long, medium and/or short term goals |
| 5 | plan, deliver and evaluate long-term programmes of development to meet the needs, motives and entitlements of others. |
| 6 | define a research problem and select and defend research methods appropriate to investigating that problem |
| 7 | through a critical synthesis of theory and practice, define a problem pertinent to your coaching role, design and apply appropriate methods of investigation, analyse and interpret resultant data and offer a critically informed response to the problem |

Course Structure

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| Level 7 |
| <p>The structure of the MSc Sport Coaching is designed to support students in achieving the aims and learning outcomes of the course. The progression and delivery of modules offer a clear course identity and a logical and coherent journey through the course, for both full-time and part-time students. Achievement of the programme outcomes for this course will be achieved by progressing through modules delivered across 1, 2 or 3 years depending on whether students enrol on a full time or part time basis. All modules are written to level 7 requirements, which encompass the need to display judgements that are at the forefront of professional coaching practice informed by relevant coaching research and related disciplines. These academic disciplines are delivered through coaching related modules that focus on the long medium and short term challenges faced by all coaches. All modules are delivered and assessed in order to help coaches understand and meet these challenges.</p> <p>Masters award comprises 180 credit points at level 7. The achievement of these credits is exemplified in the following tables:</p> |
| MSc SPORT COACHING (6 OR 7 X 20 CREDIT MODULES + 60 OR 40 CREDIT PROJECT) |
| <ul style="list-style-type: none"> • Understanding Expertise: Critical Self Analysis and Action Planning • Research Methods |

•40 Credit Major Independent Study (MIS) or 60 Credit Applied Coaching Project

- One Module from Strand 1
- One Module from Strand 2
- One Module from Strand 3

•One or two modules from any strand*

* Two modules would be selected if the 40 credit MIS is selected

| Strand 1 | Strand 2 | Strand 3 | Strand 4 Scheme Options |
|--|---|--|--|
| • The Developing Child: Bio-Psycho-Social Development | • Coaching Practice | • Optimising Learning and Development | <ul style="list-style-type: none"> • Student Negotiated Learning • Coaching Systems and Policy • Other modular options, currently validated through other programmes, will also be offered in the areas of: <ul style="list-style-type: none"> ○ sport science and its sub disciplines (e.g. sport psychology, nutrition, physiology, biomechanics) ○ sport business management and its sub disciplines (e.g. sport entrepreneurship, sport marketing, Sport Injury and Legal Liability) |
| • The Developing Talented Performer: Bio-Psycho-Social Development | • Coach Education: An Overview to Course Design and Delivery and Assessment | • Understanding and Analysing Sport Performance | |
| • Coach Education: Personalised Learning and Mentoring | | • Understanding and Analysing Early Sport Psycho Motor Development | |

| Semester 1 | Core (Y) | Semester 2 | Core (Y) |
|---|----------|-------------------------|----------|
| Strand 3 Module | Y | Understanding Expertise | Y |
| Research Methods | Y | Elective 1 | |
| Strand 1 Module | Y | Elective 2 | |
| Semester 3 | | | |
| Strand 2 Module | Y | | |
| Strand 3 Module | Y | | |
| 40 Credit MIS or 60 Credit Applied Coaching Project | Y | | |

The semesterisation of the modules shown displays when modules will be completed and may not relate to when the module is started. I.e. the MIS and Applied Coaching Project will be started in semester 2. Furthermore the strand 3 module will normally be started in semester 1 to reflect its year-long delivery.

Learning and Teaching

Details relating to contact hours and other key information sets (KIS) are available on the course page of our Online Prospectus on our website.

Learning and Teaching Approaches

The University's Assessment, Learning & Teaching Strategy 2008-2012 details five main headings designed to ensure quality practice in ALT provision:

- Inclusive
- Appropriate
- Effective
- Reflective
- Transformative

In order to develop effective learning environments, thus meeting the demands required of these 5 headings, we have a core focus that the course programmes outcomes, curriculum design, learning and teaching approaches and assessment methods are constructively aligned. Or put more simply every aspect of the course has a rationale to it that fundamentally links back to the aims of the course; students

- will be better equipped to excel in their coaching role through making more professional judgements for and in practice
- will be better placed to respond to career opportunities

Our first consideration is to identify student 'needs' and 'wants', simplistically, 'wants' are what the coach wishes to get out of a course; 'needs' are what the we thinks the coach should get out of the course. It obviously helps, therefore, if wants and needs are closely matched so that all students feel included in their own development. We aim to achieve this through the first core module; *Understanding Expertise: Critical Self Analysis and Action Planning*. This module focuses on students reflecting on their own beliefs and practice against models of ethical athlete centred practice. It encourages student to expose the hypocrisy in their coaching and their everyday behaviour. By its very nature the module focuses on inclusion and students are again encouraged to critically consider if the course is practising what it preaches.

Our second teaching and learning consideration was to make sure we get our recruitment right. Given the focus on work based learning it is crucial that all students have a good level of coaching experience and will continue to have coaching experiences during the course thus ensuring that the course is appropriate to the students. Specific requirements are identified in the admissions document.

Our third learning and teaching consideration was to put together a curriculum that encourages vertical and horizontal integration of ideas. Coaching is by its very nature a synoptic exercise and so our learning outcomes have been designed so as to encourage students to look

across modules of content for ideas that can influence the problems encountered in their coaching. The curriculum also necessitates the need for students to reflect back on, make connections with and structure previous learning, whether this is formal (the strands used in this MSc match the strands used in the undergraduate BSc the university runs) or in/non formal learning achieved through practice or simply chance.

Our fourth learning and teaching consideration is to value the experiences and goals of students taking the MSc. In fact calling these people students may create false impressions. We fully expect the 'students' on this course to be opinionated and knowledgeable meaning the MSc represents an opportunity to share ideas and challenge each other's practice. This will lead to delivered content being contextualised to the students' own practice creating a meaning for the student and therefore increasing the effectiveness of delivering real change to practice.

Our fifth consideration is to provide a pedagogical environment that models the inclusive, critical, considered and theory based practice that we wish the students to adopt and/or develop.

Our final consideration therefore is to use teaching, delivery and assessment methods that promote the values embedded in the previous five considerations and lead to an effective, consistent and persistent transfer of ideas gained on the course into the students' own values and beliefs and thus into practice.

The first key factor will be to make sure the people involved in delivering the course have a clear understanding of the philosophy and goals of the course. A strength of this development has been that all core staff have been actively involved in the development of this course (and the previous BSc course) from the outset. CVs for core staff are identified in the resources section later. In addition to these staff we will bring in visiting expert speakers who have a track record of critically examining aspects of coaching and/or educational practice and with a renowned ability to communicate complex ideas in a meaningful fashion.

Coaching is, by its nature problematic and complex. In order to support students in their capacity to recognise, unpack and effectively solve the problems of coaching we will use a mixture of reading, classroom based lectures, debates and discussions to introduce and connect formal theoretical ideas to the personal experiences of the students. To support the integration of new ideas, work based learning tasks linked to using a problem-based learning will be used to test theory application. Furthermore, opportunities for reflective discussions will be enabled through classroom and online contact. There will be a strong expectation that students will use theoretical ideas delivered through face to face contact and explored in reading as a sounding board against which their reflections (for, in and on) will be unpacked.

We have a strong desire to develop peer led communities of practice where, respectful yet robust critical interactions between students and/or staff are the norm. We recognise such communities do not develop overnight so this will be a consistent theme running throughout the course.

In order to develop the surprise element required to really facilitate reflection all students will be encouraged to take themselves out of their comfort zones. This will be achieved, for example, by insisting that all students spend time outside of their normal context, i.e. anything from working with coaches in a different sport to working with athletes/learners who are very different to those normally encountered to volunteering in community projects where sport is not even a consideration.

Mentoring will be a crucial element to the course with groups of not more than 5 students allocated to 1 member of staff for this purpose. This will be introduced in the practice based modules (Coaching Practice or Coach Education: An Overview) where small group reflective sessions will be developed (this will not be the only method used in these modules). Furthermore, it will be expected that students will develop their own peer-to-peer mentoring relationships.

Learning and Teaching Activities

The course will be delivered in modular blocks. Each module will be delivered over 4 days with assessments added. These 4 days will be delivered in 2x2 days with approximately 4 weeks of practice between each 2 day session. Assessments will then be set for submission 4-6 weeks after the second 2 day session. This amount of delivery will *have* to be supported by a real and critical engagement in coaching by all students.

From the very first module students are encouraged to expose the assumptions in their own and others practice and to critically review these against insights offered by research and each other's thoughts. Research skills are deliberately targeted in two core taught modules: Understanding Expertise and Research Methods. These skills are subsequently built on and reinforced in the more practice based taught modules. There is then an obvious independent focus on these skills in the project modules.

The actual delivery and assessment will be focused around students and their practice making use of keynote lectures (we will make use of expert guest lecturers as well) group discussions, formative presentations, peer review of coaching in the field, shared literature critiques etc. There will be high expectations that coaches on the course will drive the contact sessions along with critical reflections on their own coaching and coaching environment. Similarly therefore, every opportunity to engage coaches on the course in the assessment process using peer review methods will be taken. For example, in the first module students are asked to share their assessment with 2 or 3 other students on the date of submission. The students are invited to 'grade' the work and return the feedback to each other and to the module leader who takes account of this feedback and grading in the assignment of a final grade. Other modules include opportunities for students offer summative peer assessment in presentation. Formative assessment opportunities are offered where students review the work of each other through observations of practice.

Graduate Attributes (UG only)

N/A

Use of the Virtual Learning Environment

The course uses the VLE and wider online community to support, enhance & link face to face with online materials and to provide a space for students to communicate with each other and the course team. Students are introduced to the VLE in induction week which includes small group work in a computer lab to ensure they can access and navigate effectively. Personal tutors and module leaders check specific aspects of VLE use and proficiency as part of module delivery and formatively assessed activities. Modules will use the VLE and online delivery in a variety of ways which include:

- A repository for teaching materials to support face to face delivery which may include module handbooks, lecture slides, work books, multimedia elements, reusable learning objects, digitised readings, work sheets, past exam papers and placement handbooks
- Electronic submission of assignments using the VLE via formative Turn-It-In drafts and summative submissions.
- Synchronous and asynchronous interactions online such as FAQ's, discussion boards and chat rooms to support student learning outside of the classroom and to enable students to support each other and establish a course 'community'.
- Communicating with students using a selection of electronic media via consistent channels
- Monitoring student engagement through level of engagement in online activities and usage statistics
- Providing formative and summative feedback to students on an individual or group level in a selection of formats including electronic and audio feedback
- Encouraging students to identify and evaluate other electronic resources from a range of sources internally and externally that may support their studies further
- Encouraging staff & students to engage in subject-specific professional networks and professional debate on and offline

The course will blend learning across all modules. The approach will involve a combination of face-to-face facilitated learning. Face to face learning is then supported by online tasks and self-study communicated through the VLE. Students are provided with readings and directed activities in order to encourage students work and experiment with delivered content and reading.

Use of Blended-Learning

N/A

Assessment Strategy

Our assessment philosophy for the whole course is that it should be, wherever possible, assessment *for* learning rather than *of* learning. Furthermore, that there is a clear alignment between the objectives of the course, module, coach and tutor. To fulfil this philosophy we have three clear guidelines:

Assessment should meet the needs of the learner in achieving the learning outcomes and not convenience of marking for the tutor. As such we will always endeavour to develop an assessment approach that is informed by the needs and context of the coach on the course. While we have expectations on what the learning outcomes and coach capabilities are, a crucial element to assessment development is that, as far as possible, each assessment is owned by the learner rather than controlled by the tutor.

Assessment will provide the opportunity for meaningful feedback on progression towards becoming a better coach. By delivering the *Understanding Expertise* module first, the coaches on the course are able to start making a judgement on what 'better coach' means for them from the outset of the course.¹ (Abraham et al., 2010)

Assessment should be informed by peer review. While it is incumbent of universities to have staff to ensure assessment and learning standards are maintained we recognise that expertise and performance is often best measured and developed through informed peer review, not least because it can cause deep learning reflections in the peers, therefore peer review that involves the coaches on the programme is crucial. Furthermore the more people engage in peer review the more they become informed.

In combination therefore, all assessments developed for this course will specifically involve an engagement with the coach's own practice. This will involve one or a combination of

- critical thinking and review of others² work (with implications for own practice)
- critical thinking and planning of own NDM and CDM work
- critical thinking and reflections on own NDM and CDM work

There will be an emphasis placed on coaches being able to evidence these approaches through recourse back to various forms of 'data' collected through various mediums (reflections, portfolios, feedback sheets, video etc) and informed by various sources (athletes, parents, managers, study participants etc).

A typical assessment drawing on this approach would be the critical self analysis and goal setting report as part of the *Understanding Expertise* module. Students will be expected to

collect data about themselves through various methods, i.e. questionnaires, interviews, discussions, from various stakeholders and compare and contrast this data with ideas they hold about themselves while reflecting against theory and research about coaching expertise. In order to facilitate the integration of this data, students will be expected to collect this data in the space between formal contacts in order to discuss their findings with other students at the second formal contact. All students will be required to read through and grade at least one piece of work from another student ensuring ideas and perspectives are shared.

The final consideration in the delivery of assessment is the use of formative assessment. In keeping with the alignment principle that underpins the course, students will be set tasks in each module that will scaffold learning toward completion of the final assessment(s). These tasks will offer the opportunity for formative feedback to be given and check progress.

Feedback on Assessed Coursework

Students will receive feedback from tutors and each other throughout the course. This feedback will come from three or more sources. Firstly, and most importantly, feedback will be self-generated through a deliberate climate of continuous critical thinking and reflection. The second source of feedback will be through peer to peer sharing of work and ideas as previously described. The final source of feedback will be from staff delivered verbally during formal contact and summative presentations and delivered through written feedback through formative tasks and summative written assessments.

Module Assessment Methods

N/A

Employability and Professional Context

All students will be expected to be operating within a context of coaching and/or coach education that can support the achievement of the learning outcomes. The course is designed to encourage students to critically reflect on their performance within these contexts and identify ideas to improve performance. All students will be required to work outside their normal context either through observation and assessment of others or through their research dissertation at the culmination of the programme.

Current students have already increased their employability options through full time teaching posts, part time coach education posts and research assistants.

Students should expect to be in a position to apply for senior coaching roles in organisations involved in the development of children and or the development of talented performers.

Students should also expect to be in a strong position to apply for roles in coach education, Further Education and research.

Reference Points used in course design and delivery

All our courses leading to Leeds Beckett University awards have been designed and approved in accordance with UK and European quality standards. Our courses utilise the Frameworks for Higher Education Qualifications (FHEQ) and relevant subject benchmarks (where these are available) and professional, statutory and regulatory body requirements (for professionally accredited courses).

We review our courses annually and periodically, responding to student feedback and a range of information to enhance our courses. Our University is also subject to external review by the Quality Assurance Agency. Our latest report can be found on the QAA website at <http://www.qaa.ac.uk/reviews-and-reports>

We appoint External Examiners to verify that our University sets and maintains standards for awards which adhere to relevant national subject benchmark statements and the FHEQ (UK), ensure standards and student achievements are comparable with other Higher Education Institutions in the UK, with which they are familiar, and ensure that assessments measure achievement of course and module learning outcomes and reach the required standard. External Examiners may also provide feedback on areas of good practice or potential enhancement.

Student Support Network

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is StudentHub@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.