

PROGRAMME SPECIFICATION

for the award of

MSc Applied Coaching Science

Managed by the Faculty of Health and Life Sciences

delivered by Department of Sport, Health Sciences and Social Work

Date approved:	14 December 2020
Applies to students commencing study in:	Sept 2021

RECORD OF UPDATES

Date amended*	Nature of amendment**	Reason for amendment**
2.2.21	Splitting the module Action Researcher into two modules	To spread credit and workload more evenly, provide additional time (chronologically) to plan and execute project effectively and to provide students with more time and support in year one of study to understand the associated research methodologies.

Extend list as necessary.

*Date of meeting of Faculty AESC, validation panel, or other authorised body at which changes were formally approved.

**Give brief outline of what has been updated and why (e.g. section 4.2 updated due to changes in PSRB requirements).

SECTION 1: GENERAL INFORMATION

Awarding body:	Oxford Brookes University
Teaching institution and location:	Oxford Brookes University, Headington campus
Language of study:	English
Final award/s:	Master of Science
Programme title:	Applied Coaching Science
Interim exit awards and award titles available:	PG Diploma in Applied Coaching Science PG Certificate in Applied Coaching Science
Brookes course code:	MSC-ACI
UCAS code:	
JACS code:	C606
HECoS code:	100095
Mode of delivery: (Mode of Study given in brackets)	Face to face/on-campus [block delivery] (part-time)
Duration of study:	PT 2-years Maximum duration permitted is 5 years from initial registration date.
Subject benchmark statement/s which apply to the programme:	Msc - Generic benchmark statements
Professional accreditation attached to the programme:	N/A
Apprenticeship Standard:	N/A
University Regulations:	The programme conforms to the University Regulations for the year of entry as published/archived at: http://www.brookes.ac.uk/regulations/ The programme conforms to regulations laid out by the Framework for higher education qualifications of UK degree-awarding bodies: https://www.brookes.ac.uk/regulations/awards-and-courses/awards/

SECTION 2: WHY STUDY THIS PROGRAMME?

The Applied Coaching Science (MSc) degree at Oxford Brookes is a programme driven by an intention to produce highly educated professionals equipped with the knowledge and practical skills to develop and deliver at the cutting edge of coaching science. To this end, it has been designed in collaboration with leaders in the sector, specifically aligning curricula and content with the current focus of national organisations such as the English Institute of Sport, UK Coaching, UK Sport, and CIMSPA. The curriculum, delivery mode and assessments have been designed with the purpose of supporting the development of sports coaching practitioners' (and associated vocations) understandings 'in-practice'. It is here that the significance and originality of the programme is evident as the pedagogical focus is placed directly upon supporting the applied practice of coaching scientists. The programme employs a practice to theory and problem solving approach to engage students with contemporary theoretical, empirical and importantly practical knowledge. At the core of this approach is the quest to understand the broader context of sport and coaching, and seek through a process of critical inquiry the capacity to deliver informed and pragmatic solutions to the challenges faced within the sports coaching landscape. All assessments will be designed for the learning and development of the students. To facilitate this, all assessment is positioned to help students seek and solve problems located within their own specific practice(s).

The delivery of this programme is supported by a staff team of research informed/engaged academics that also operate as high-level practitioners within the coaching science landscape (i.e. as International Performance Coaches, Performance Strength and Conditioning Coaches, Performance Psychologists, National event Coaches, Coach Developers, etc). Additionally, staff are actively involved in consultancies across a wide range of employers and organisations within this sector. These connections help to ensure that our course is informed by recent developments in scientific research and contemporary practice. Throughout the programme, students are offered opportunities to interact with leading practitioners and academics in coaching science through a variety of means (i.e. visiting academic and practitioner specialists).

Link to academic staff profiles - <https://www.brookes.ac.uk/shssw/sport-and-coaching-sciences/about/staff/>

SECTION 3: PROGRAMME LEARNING OUTCOMES

On successful completion of the programme, graduates will demonstrate the following Brookes Attributes:

3.1 ACADEMIC LITERACY

Demonstrate how the delivery of coaching practice, encompassing learning experience in and through sport, can be improved through consistent planning, analysis and evaluation

Demonstrate knowledge and understanding of the variables involved in the delivery of programmes in sport and coaching across domains

Describe, synthesise, interpret, analyse and evaluate information and data relevant to the professional coaching/sporting context

3.2 RESEARCH LITERACY

Critically analyse existing sporting organisations/structures and demonstrate an ability to apply strategic and developmental planning skills in light of contemporary understandings

Research and synthesise knowledge of key paradigms, theories, principles, concepts and factual information, and apply such skills in explaining and solving problems.

Critically assess and evaluate evidence in the context of research methodologies and data sources.

Plan, design, execute and communicate a sustained piece of independent intellectual work which provides evidence of critical engagement with, and interpretation of, appropriate data.

Describe, synthesise, interpret, analyse and evaluate information and data relevant to a professional or vocational context and apply reflect on personal vocational experience(s)

3.3 CRITICAL SELF-AWARENESS AND PERSONAL LITERACY

Apply knowledge to the solution of familiar and unfamiliar problems.

Work effectively, both independently and with others as part of a vocational coaching network

Demonstrate effective communication and presentation skills.

Appreciate the diversity of learners within the contexts of sport and coaching, in order to plan for effective practice given the complexity of interactions between learners and these contexts.

Demonstrate how the learning experience in sport and coaching can be improved through consistent reflexive planning, analysis and evaluation

Demonstrate responsibility for own learning and continuing personal and professional development

3.4 DIGITAL AND INFORMATION LITERACY

Critically interpret data of different kinds of, and appraise the strengths and weaknesses of approaches utilised in the capture, analysis and interpretation of data.

3.5 ACTIVE CITIZENSHIP

Demonstrate a critical understanding and appreciation for the impact that sport and coaching, and the pedagogic philosophies therein, have within broader society, by drawing on educational, social, economic and political theory.

SECTION 4: CURRICULUM CONTENT & STRUCTURE

4.1 PROGRAMME STRUCTURE AND REQUIREMENTS:

Code	Module Title	Credits	Level	Status	Coursework: Exam ratio
SPORXXX X	The Critical Pedagogue ^{a,b}	20	7	compulsory	100:0
SPORXXX X	The Orchestrator ^{a,b}	20	7	compulsory	100:0
SPORXXX X	The Learning Designer ^{a,b}	20	7	compulsory	100:0
SPORXXX	The Action Researcher 1	20	7	compulsory	100:0
SPORXXX X	The Performance Practitioner ^b	20	7	compulsory	100:0
SPORXXX X	The Sport Scientist ^b	20	7	compulsory	100:0
SPORXXX X	The Programme Lead ^b	20	7	compulsory	100:0
SPORXXX X	The Action Researcher 2	40	7	compulsory	100:0

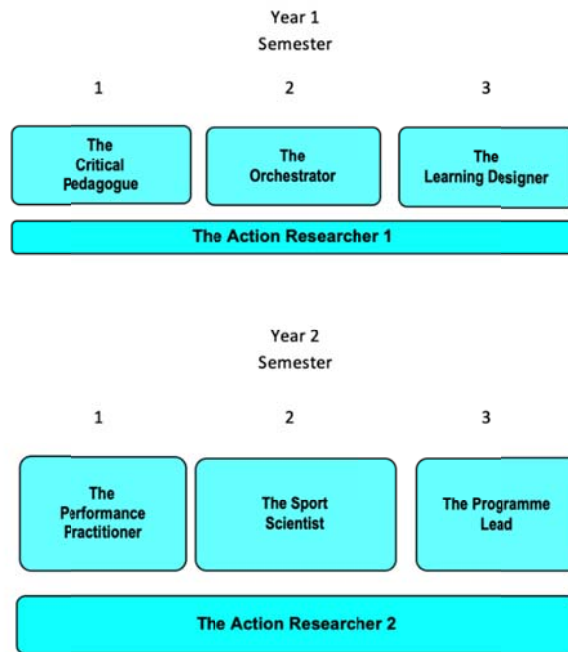
4.2 PROGRESSION AND AWARD REQUIREMENTS

For the award of MSc, 180 M level credits are required, for the Postgraduate Diploma, 120 M level credits and for the Postgraduate Certificate, 60 credits.

^a Denotes modules required for PGCert in section 4.1

^b Denotes modules required for PGDip in section 4.1

SPORXXX The Critical Pedagogue must be completed first by students given the critical study skills embedded throughout the modular content. As such, this module acts as a primer for those that follow, as outlined in the programme flowchart)



4.3 PROFESSIONAL REQUIREMENTS

N/A

SECTION 5: TEACHING AND ASSESSMENT

The programme adopts a block delivery approach. The block delivery model is to be delivered via a blended format including lectures, seminars, tutorials and online synchronous and asynchronous activities. Students are also expected to undertake significant periods of independent study and collaborative work with significant others, including (but not limited to) coach mentors and those within their coaching/teaching context. The weighting of this delivery is flexible, however and exemplar structure (from the Critical Pedagogue module) is presented below:

Students will be provided with asynchronous lectures and content (approximately 2 hours) to engage with prior to attending a three-day face-to-face teaching block. During this block, students will receive a mixture of face-to-face lectures, seminars and tutorials (approximately 18 hours). Throughout the remainder of the module students will be provided with ongoing online asynchronous lectures, synchronous seminars, and individual tutorials (approximately 16 hours).

The strategy for the programme in Applied Coaching Science aims to present a coherent and balanced programme of teaching and assessment. The programme takes into account the overall aims and learning outcomes of the programme and the individual learning outcomes for each module. Students will experience a variety of assessment methods inclusive of: individual and group work, written reports, oral and poster presentations, practical skills assessment, and research project reports/portfolios.

Teaching and learning strategies within the programme, and across the modules, encourage and develop a range of learning experiences. Students will have opportunities to actively assimilate, apply, question, debate and critically reflect upon the material presented within each module through modes inclusive of: lectures and seminars led by staff members and visiting specialists; workshops, various online methodologies (both synchronous and asynchronous), and case-based learning.

The actual assessment of any given module will be based on a subset of these methods deemed to be most appropriate, as to be in keeping with the programme emphasis on the practical applications of coaching science. As such, there are no examinations within the programme as they do not reflect the vocational challenges/practices students will face within employment.

SECTION 6: ADMISSION TO THE PROGRAMME

6.1 ENTRY REQUIREMENTS

To successfully complete this programme, applicants are expected to have (or be about to attain) at least 5 years of relevant industry experience in coaching science, teaching or a related field (at voluntary, full-time or part-time levels).

It is desirable although not essential for an applicant for registration on the programme shall normally hold a first or upper second-class honours degree of a Higher Education Institution in the UK or a qualification which is regarded by the Research Degrees Committee as equivalent to such an honours degree.

An applicant holding qualifications other than those outlined above, shall be considered on the applicant's merits and in relation to the nature and scope of the programme of work proposed. In considering an applicant in this category, the Subject Coordinator shall look for evidence of the candidate's ability and background knowledge in relation to the expectations of the programme. Professional experience, publications, written reports or other appropriate evidence of accomplishment shall be taken into consideration. Given the design of the programme, prior experience will not be considered for Accreditation of Prior Experiential Learning (APEL). However, the Accreditation of Prior Learning (APL) (maximum of 120 credits) will be reviewed on a case by case basis according to the requirements of the specific programme. An applicant wishing to be considered under this regulation shall include in the application for registration the names of two suitable persons whom the Faculty shall consult concerning the candidate's fitness for study.

Applicants whose main language is not English must meet the University's English language requirements and where applicable the Faculty or Department's requirements.

6.2 DBS AND OTHER PRE-COURSE CHECKS REQUIRED

N/A

6.3 JOB ROLE/EMPLOYER PROFILE (DEGREE AND HIGHER APPRENTICESHIPS)

N/A

SECTION 7: PREPARATION FOR EMPLOYMENT

Students on the programme are expected to be interested in working in sport broadly (coaching science, coaching, sports management, sports development, coach development, and teaching) and are encouraged to utilise the case based approach to teaching and assessment to further their professional development within specific domains suited to their needs. Indeed, the programme has been designed in collaboration with sector leaders, specifically aligning curricula and content with the current focus of national organisations such as the English Institute of Sport, UK Coaching, UK Sport, and CIMSPA. As

such, the programme looks to support the professional development of practitioners in line with contemporary development within the field of applied coaching science.

To support this, we invite guest speakers from industry, other universities and research organisations to provide additional subject specialist knowledge through the modular content. Students will also be invited to a bi-weekly Applied Coaching seminar series hosted by a network of Higher Education institutions committed to development research informed applied coaching practice. Here, students will have the opportunity both to engage with new research, create and maintain professional networks, and also discuss potential career paths/developments with those from both research and industry backgrounds.