Programme Specification

Programme award and title: MSc Performance Coaching

SCQF Level: 11  SCQF Credit Value: 180

Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

- Aim and Objective

- Performance sport coaches are recognisably exceptional and knowledgeable decision makers. This programme seeks to advance their learning, with a concomitant impact on sport performance. Sport coaching at performance level is essentially cognitive; it involves a continuous process of decision making about when and how to intervene in order to maintain momentum and progression towards the achievement of performance goals.

- Course Aim

- To allow performance coaches to expand their professional capacity by engaging in a set of learning experiences that emphasises and promotes informed analysis of their professional practice, and critical reflection upon that practice.

- Course Objective

- A graduate of the course will have

- Attributes consistent with personal excellence that underpin and lead to deliberate, effective coaching practice

- Knowledge in a breadth of domains to a depth relevant to the role of developing the participant, self and others

- Cognitive capacity to synthesise and integrate knowledge

- Capability to take informed goal-directed decisions and actions, using analytical, intuitive and/or innovative cognitive processes

- Professional perspectives including a commitment to continued self development, individual autonomy and appropriate ethical practice.

Intended programme learning outcomes:
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student’s personal development planning (PDP) and future employability.

Knowledge and understanding

- On successful completion of the programme, coaches will be able to:

- Reflect continuously on coaching practice and challenge personal assumptions and beliefs to improve future performance.

- Seek out, synthesise and apply relevant concepts, theories and principles

- Critically reflect on decisions in complex and unpredictable situations
- Recognise and resolve problematic and atypical coaching issues through the generation of innovative strategies and solutions
- Design and implement an optimal learning environment to impact on athletes’ performance needs
- Adapt interpersonal, teaching and instructing behaviours to the needs of the athlete(s) and context
- Design and implement a planned and strategic approach to performance improvement
- Develop and manage appropriate support structures to facilitate improved performance.

Subject-specific skills and other attributes

Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes

Learning, teaching and assessment strategies:
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

- Overall, a flexible, blended approach to learning will characterise the degree. One delivery approach will be web-based, i.e. WebCT, with a number of additional, required residential workshops. Assessment modes will also be blended according to the learning programme and outcomes. Accessibility of the curriculum will be in line with institutional policies and is anticipated that coaches (and of athletes with) disabilities will form part of the cohort on a regular basis.

Professional/statutory body accreditation or recognition:
At present a (UK) government led initiative to develop a 4 level coaching award & accreditation system is underway. As contained in the Course Rationale & Structure document accompanying this pro-forma, the MSc Performance Coaching is intended to be for high level sports coaches either exclusively or as part of their attempt to secure Level 4 certification. Discussions are ongoing with sportscoachUK and DCMS to determine the awarding body functions and professional implications of such developments, but whatever the outcomes, post graduate students on this programme will be able to complete their studies and gain a recognised coaching qualification in their chosen sport. The first 2 sports projected to start on this programme are Scottish Rugby and British Swimming.

Further details:
Entry requirements: [http://www.external.stir.ac.uk/postgrad/index.php](http://www.external.stir.ac.uk/postgrad/index.php)
Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)
Relevant Subject Benchmark statement (if applicable): [http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)
Introduction/revision date: