# Programme Specification

**Programme award and title:** MSc Sports Coaching

<table>
<thead>
<tr>
<th>SCQF Level:</th>
<th>11</th>
<th>SCQF Credit Value:</th>
<th>180</th>
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**Educational aims of the programme:**
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

- **Aim**
  - To enable experienced coaches to extend their professional capacity by engaging in a set of learning experiences that emphasises and makes possible informed analysis of their professional practice, and critical reflection upon that practice.

- **Course Objectives**
  - Further develop skills of analysis and critical reflection and their application to professional practice.
  - Further develop a capacity for integrating elements of the coaching process.
  - Extend problem solving skills and innovative solutions to coaching problems.
  - Reinforce the use of research evidence to underpin coaching practice.
  - Further enhance a critical awareness of the social and ethical factors impinging on coaching practice.
  - Redress perceived areas of weakness in the component disciplines constituting the coaching process.
  - Provide opportunities for in-depth study and dissemination of selected elements of sports specific knowledge.
  - Extend the capacity to manage the coaching process.

**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**
- please see attached table (Appendix 1) extracted from the Course Rationale & Structure document.

**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 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 with (and of athletes with)
disabilities will form part of the cohort on a regular basis.

- The learning experiences will be presented in such a way as to adhere to adult learning principles. This means that content and learning demonstrate relevance, problem solving, learning by doing, a strong element of self-direction and ownership, are based on the learner’s experience, and have clear goals.

| 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 Sports Coaching is intended to be for "post- Level 3" 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. |

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: September 2008
Appendix 1 – Mapping Exercise of Course Learning Outcomes & Modules

Aim
To enable experienced coaches to extend their professional capacity by engaging in a set of learning experiences that emphasises and makes possible informed analysis of their professional practice, and critical reflection upon that practice.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>CoPro</th>
<th>Plan</th>
<th>Ped</th>
<th>Ind</th>
<th>SpMan</th>
<th>Op 1</th>
<th>Op 2</th>
<th>ARP</th>
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<tbody>
<tr>
<td>Analyse and reflect critically on their capacity for dealing with the complexity and dynamic nature of sports coaching.</td>
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<td>Build coaching practice around the needs and individual characteristics of performers and teams.</td>
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<td>Reflect in their coaching practice a critical capacity for decision making in relation to deliberative and non-deliberative decision-making contexts.</td>
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<td>Situate their professional practice within a critical knowledge and awareness of existing good practice prescriptions, and relevant theories and concepts.</td>
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<td>Apply a problem solving approach to common dilemmas in performance sport.</td>
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<td>Integrate into planning and delivery a range of common contextual factors in performance sport.</td>
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<td>Reflect in their coaching practice the most recent sport specific technical developments.</td>
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<td>Demonstrate in their practice the benefits of a supportive community of practice.</td>
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<td>Disseminate recommendations for improved professional practice.</td>
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