Programme Specification ARO 034a

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if they take full advantage of the learning opportunities provided.

This document is published on the University website and will be a publicly available record of the named programme.

The information contained in this form should be included in the Programme Handbook, either as presented below or in a format determined by the Faculty.

Section 1 Key Facts

<table>
<thead>
<tr>
<th>Awarding Body</th>
<th>University of Stirling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner Institution</td>
<td></td>
</tr>
<tr>
<td>Programme Name</td>
<td>Performance Coaching</td>
</tr>
<tr>
<td>Award e.g. BSc (Hons), MA etc.</td>
<td>MSc</td>
</tr>
<tr>
<td>Faculty</td>
<td>Health Sciences and Sport</td>
</tr>
<tr>
<td>Division (if applicable)</td>
<td></td>
</tr>
<tr>
<td>UCAS Code (UG only)</td>
<td>TXO44-PFC</td>
</tr>
<tr>
<td>Programme Code</td>
<td></td>
</tr>
<tr>
<td>Mode of Study</td>
<td>Full Time [ ] Part Time [x] (if both please provide two Degree Programme Tables in the Outline Programme Structure)</td>
</tr>
<tr>
<td>Location/Method of Study</td>
<td>On Campus – UK [ ] International [ ] Where: Online [x] Blended [ ]</td>
</tr>
<tr>
<td>Admission Points</td>
<td>September [x] January [ ] Other (if more than one entry point please provide a Degree Programme Table for each in the Outline Programme Structure)</td>
</tr>
<tr>
<td>Length of Programme</td>
<td>24 months</td>
</tr>
<tr>
<td>SCQF Level</td>
<td>11</td>
</tr>
<tr>
<td>Total Credit Value</td>
<td>180</td>
</tr>
<tr>
<td>ECTS Credit Value</td>
<td></td>
</tr>
<tr>
<td>Relevant QAA Subject Benchmark</td>
<td></td>
</tr>
<tr>
<td>Professional Body Accreditation (all relevant accreditations to be listed)</td>
<td>Name of accrediting body: UK Coaching and British Canoeing Required for programme: No (delete as appropriate) Date of Accreditation: XX / XX / 20XX Date of Renewal: XX / XX / 20XX</td>
</tr>
</tbody>
</table>
Section 2 Overview

PROGRAMME SUMMARY
A comprehensive summary of the programme.

The first course of its kind in Scotland, this innovative online Masters gives experienced coaches the chance 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 of that practice. They will have the opportunity to improve their coaching skills through cutting-edge best practice and research. Our teaching is aligned with the UK Coaching Certificate (UKCC) Level 4 certification process and is endorsed by UK Coaching.

Students will develop their critical analysis skills, improve problem-solving abilities and learn innovative solutions to coaching problems. They will also learn modern best practice in coaching from case studies, peers and leading coaches. By the time they graduate, these skills will combine to ensure they can critically reflect on decisions, develop smart strategies and – most importantly – boost performance.

Key Features of the Programme (including what makes it distinctive)
Study is part-time and entirely online so it can fit around individuals’ careers
Enables students to focus on their own coaching practice and continue to work in their coaching context.
Through critically evaluating current concepts and evidence students enhance their thinking about and practice of coaching.
Endorsed by UK Coaching and aligned with the UKCC Level 4 certification process

PROGRAMME AIMS
Overarching Programme Aims

Our Performance Coaching MSc is for experienced coaches who wish to extend their expertise alongside their sport-specific qualifications. It will develop your critical analysis and reflective practice skills, enhance your problem-solving capacity and promote innovative solutions for coaching problems.

We’ll help you become a coach who can:

• reflect and challenge personal assumptions and beliefs to improve future performance
• critically reflect on decisions in complex and unpredictable situations
• recognise and resolve problematic coaching issues through the generation of innovative strategies and solutions
• design and implement an optimal learning environment to impact on athletes’ performance needs
• design and implement a planned and strategic approach to performance improvement
• develop and manage appropriate support structures to facilitate improved performance

WHAT WILL I BE EXPECTED TO ACHIEVE?
Detailed Learning Outcomes
On successful completion of this programme, you should be able to:

1. Display attributes consistent with personal excellence that underpin and lead to deliberate, effective
coaching practice
2. Use knowledge in a breadth of domains to a depth relevant to the role of developing the participant, self and others
3. Synthesise and integrate knowledge
4. Take informed goal-directed decisions and actions, using analytical, intuitive and/or innovative cognitive processes
5. Adopt professional perspectives including a commitment to continued self-development, individual autonomy and appropriate ethical practice.

Knowledge and Understanding:
1. seek out, synthesise and apply relevant concepts, theories and principles
2. critically reflect on decisions in complex and unpredictable situations
3. recognise and resolve problematic coaching issues through the generation of innovative strategies and solutions

Intellectual, Practical and Transferable Skills and other graduate attributes:
1. design and implement an optimal learning environment to impact on athletes’ performance needs
2. design and implement a planned and strategic approach to performance improvement
3. develop and manage appropriate support structures to facilitate improved performance

Values and Attitudes:
1. reflect and challenge personal assumptions and beliefs to improve future performance

HOW WILL I LEARN?
Outline of the teaching methods and approach to be used on the programme.
Modules are characterised by blended learning. Content is presented as a mixture of recorded lectures, textbook extracts, journal articles, sport specific materials, web sources, and module co-coordinator-designed materials. These are combined with videoing of personal practice, self-reflections of practice, and discussion of scenarios, profiles, problems/issues. The supportive learning framework presents a series of study topics with guided progression through activities, readings, reflections, analyses and reporting. Through these guided and independent learning and teaching activities students will investigate research and theory related to the coaching process, analyse their own coaching practice, critical appraise coaching behaviours, leadership and relationships, and develop a personal coaching process model. Students use their own coaching as the focus for tasks, reflections, and discussions therefore learning is work-related and individualised. Students are encouraged to be active and creative throughout the module (e.g., development of personal coaching process model).

WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?
Outline of the assessment methods and approach to be used on the programme.
Assessment and Assessment Criteria
Learning Tasks and Assessment Tasks encourage students to collect evidence and critically reflect on their coaching practice and thinking about coaching. A range of types of assessment are used throughout the programme including: written essays, blog posts, discussions, presentations, video analysis/interpretation, case study reports, reflective journal.

Assessment criteria vary dependent on the task, however, a common theme is evidence of synthesis and critical evaluation of evidence (research/theory/own data) in relation to their own coaching practice

Feedback on Assessment
You will receive feedback on coursework within 3 weeks of completion of the assessment. Feedback is usually provided electronically on formal coursework. Feedback and Guidance sessions with teaching staff are available on all modules. These provide regular opportunities to discuss feedback further. More information about feedback on assessment can be found here;
Assessment Regulations

Highlight any exceptions to the assessment regulations for this programme
NA

If you would like to know more about the way in which assessment works at the University of Stirling, please see the full version of the assessment regulations at:

Undergraduate
Postgraduate – Taught
Postgraduate - Research

WHAT WILL I STUDY?

Outline Programme Structure

The list below shows compulsory and option modules for this programme. Option modules are revised over time and, in some cases, will be dependent upon pre-requisite and/or co-requisites being taken. More information about these requirements can be found in the relevant Module Descriptors. The options available each year can be subject to change due to student demand and availability of teaching staff.

- Where an “Option list” is specified, you have a choice of which module to take at this point in the degree programme and these choices are listed below
- For year 1 and 2 where “Any Module” is used it means that you can choose from all modules available to the year group and you can see the full list by following these links:

Undergraduate
Postgraduate

Year 1

Total year 1 credit value = 60
Compulsory credits = 60
Option credits = 0

Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Coaching Process</td>
<td>SPSP052</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>Coaching Concepts</td>
<td>SPSP050</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
<tr>
<td>Performance Analysis and Planning</td>
<td>SPSP062</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
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</tbody>
</table>

(Add and delete year/rows as needed)

Year 2

Total year 1 credit value = 120
Compulsory credits = 120
Optional credits = 0

Compulsory Modules

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credit</th>
<th>Semester</th>
<th>SCQF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching as Learning</td>
<td>SPSP054</td>
<td>20</td>
<td>Autumn</td>
<td>11</td>
</tr>
<tr>
<td>Independent study</td>
<td>SPSP056</td>
<td>20</td>
<td>Autumn/Spring</td>
<td>11</td>
</tr>
<tr>
<td>Understanding Performance</td>
<td>SPSP057</td>
<td>20</td>
<td>Spring</td>
<td>11</td>
</tr>
<tr>
<td>Applied Coaching Project</td>
<td>SPSP037</td>
<td>60</td>
<td>Spring/Summer</td>
<td>11</td>
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</table>

(Add and delete year/rows as needed)
### Reading List

Required and Recommended Reading for the Programme

Provided for each module includes research articles, discussion papers, academic books.

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### Section 3 Student Support [PLEASE UPDATE AS NEEDED FOR THE STUDENT COHORT]

#### SUPPORT FOR STUDENT LEARNING

**Induction**

You will receive an induction during the first days of your programme. This includes information sessions and activities to help you orientate yourself to studying at Stirling and access the services available to you.  
*Please include any Faculty/programme specific information here.*

**Study Skills Support**

Student Learning Services (SLS) are committed to providing comprehensive guidance on all aspects of effective and efficient learning. The ultimate aim of the service is to enable you to make the most of your academic studies at the University and for you to become an independent, successful learner during your time at the University of Stirling. This is facilitated through collaborative work with experienced tutors and by offering a variety of courses, workshops and tutorials.

All students, whatever stage of their academic studies, are welcome to use Student Learning Services. However the service may be particularly beneficial:

- In your first two years of study.
- If you are making the transition from college to Higher Education.
- If you have been out of education for some time.

**What SLS are able to do:**

- Advise you on academic skills relevant to your studies at University.
- Help you consolidate your previous learning and develop new learning strategies.
- Advise on action-plans to potentially improve grades.
- Suggest practical solutions if you feel overwhelmed by assignment work.
- Help you gain confidence in the transition to Higher Education.

More information can be found here: [http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/](http://www.stir.ac.uk/campus-life/learning-support/student-learning-services/)

**STEER**

STEER is a University-wide peer support scheme linking in returning student "Captains" with new undergraduate or taught post-graduate "Crew" during their first year at Stirling.

The scheme aims to help you make the most of your time at the University, help new students - the Crew - settle in and realise the opportunities available to them. You can find out more information here: [https://www.stirlingstudentsunion.com/representation/studentsupport/steer/](https://www.stirlingstudentsunion.com/representation/studentsupport/steer/)

**Academic and Pastoral Support**

**Adviser of Studies:** Advisers have an important role to play in enhancing your academic and personal development and are essential to ensuring you make the most of your time at university. Advisers provide a personalised point of contact for you to discuss academic concerns or queries within the academic community. The general purpose of the role is to provide more in-depth advice on the academic options available to you and on the academic policies and regulations within the University. More information can be found here: [http://www.stir.ac.uk/registry/advisers/](http://www.stir.ac.uk/registry/advisers/)

**Personal Tutor:** The role of a personal tutor is to help you feel part of the University community. They are a specific and consistent source of guidance, information and support for you throughout your studies. The tutor
should be your first formal point of contact for general academic guidance and pastoral support. More information can be found here: http://www.stir.ac.uk/tse/personal-tutor/

**Support and Wellbeing:** At university you may face non-academic issues where you need some expert help or guidance. There are lots of ways we can help you in your day-to-day life at University. Student Support Services provide a range of high-quality services to assist you during the course of your studies, help prepare you for life after graduation. We aim to enhance the student experience and help you to get the most out of your time at University. More information can be found here: http://www.stir.ac.uk/campus-life/support-and-wellbeing/

**Student Union:** you can also access support through the Students’ Union, more information can be found here: https://www.stirlingstudentsunion.com/representation/studentsupport/

**Accessibility and Inclusion (A&I)**
A&I are committed to offering a service which is welcoming and supportive of the needs of all students. Our service takes into account the full range of needs you may have, in a wide variety of circumstances including physical and mobility difficulties, sensory impairments, specific learning difficulties including dyslexia and autistic spectrum disorder as well as medical conditions and mental health difficulties. A&I can also support you if you have short-term, temporary impairments or other difficulties as a result of an accident, injury, illness or surgery. More information can be found here: http://www.stir.ac.uk/student-support/accessibility-inclusion-service/

**Learning Resources**
You can find out more about the resources available to support your learning here: http://www.stir.ac.uk/campus-life/learning-support/

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**Section 4 Programme Evaluation and Enhancement**

**METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING**

**Module Evaluation**
Module evaluations are carried out each year and are an important way of getting student feedback on the modules we teach. We aim to evaluate every module we teach in every semester. You can find out more here: http://www.stir.ac.uk/registry/studentinformation/moduleevaluation/

**Programme Review**
Programmes are reviewed annually and on a 5 yearly cycle. You can get involved in a variety of different ways; by completing module evaluations, becoming a course representative and attending Student Staff Consultative Committees, or participating in the review process itself. You can find out more here: http://www.stir.ac.uk/academicpolicy/handbook/review-and-monitoring/

**External Examiner(s) (To be added following Stage 2 approval)**
Name of External Examiner: Dr Andrew Abraham
Institution: Leeds Beckett University
*Please add as required.*

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**Section 5 My Future**

**WHAT KIND OF CAREER MIGHT I GO ON TO?**

*What career avenues does this qualification open up to the student?*

How does this programme facilitate your development of the Graduate Attributes?

**Connected**
Connect with other coaches and the wider sporting community both in the UK and internationally

ARO 034a August 2017 v1.4
Innovative
Learn about the most up to date ideas, concepts and evidence relating to coaching practice

Transformative
Reinforce, challenge and extend your thinking about coaching and coaching practice

WHAT STUDY ABROAD OPPORTUNITIES ARE AVAILABLE?
NA

WHAT PLACEMENT OPPORTUNITIES ARE AVAILABLE?
Students are expected to be actively coaching in their own context throughout the programme.

WHAT FURTHER STUDY OPTIONS ARE AVAILABLE TO ME?
What programmes of study could the student go on to after successfully completing this one?
PhD

WHAT OTHER INFORMATION DO I NEED TO KNOW?
Information that should be displayed at module registration and/or on the Degree Programme Table webpages to help students understand any programme specific requirements or agreed exceptions to regulations. This could also include useful information that will enable a student to decide to take this programme, prepare for the programme, or that will be useful to them on completion of the programme e.g. professional recognition/accreditations etc.

Section 6 Admissions

HOW DO I ENTER THE PROGRAMME?
Admissions Criteria
A minimum of a second class Honours degree (2.1 preferred) or equivalent in a relevant subject. You must also have five years' appropriate work experience in coaching, and evidence of successful completion of sport-specific coaching qualifications is expected.

If English is not your first language you must have one of the following qualifications as evidence of your English language skills:

- IELTS: 6.5 with 5.5 minimum in each skill
- Cambridge Certificate of Proficiency in English (CPE): Grade C or above
- Cambridge Certificate of Advanced English (CAE): Grade B or above
- Pearson Test of English (Academic): 60 with 51 in each component
- IBT TOEFL: 90 with no subtest less than 17

If you need to improve your English language skills before you enter this course, our partner INTO University of Stirling offers a range of English language courses. These intensive and flexible courses are designed to improve your English ability for entry to this degree.