Programme Specification
Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	MSc
1.5 FHEQ Level:	7
1.6 Programme Title:	High Performance Sport Coaching
1.7 Mode and Duration of Study:	Full Time – 1 year; Part Time – 2 years
1.8 School:	Sport, Exercise & Rehabilitation
1.9 HECoS Code:	100095
1.10 Collaborative Provision Arrangement:	N/A
1.11 Admission Criteria:	

The High-Performance Sport Coaching programme is primarily designed for mature graduates already carrying out a professional role, who wish to engage with the programme as a means of professional development. As such it is anticipated that:

- Students will normally be 21 years of age or over
- Students will normally have secured a good Honours Degree (2:1) in a subject related to their subject specialism.
- Students will normally be in employment (full-time or part-time) or a voluntary role as a coaching specialist.

In addition, and due to the specialist nature of this course, applicants are also required to have either:

1) Experience of coaching in a club or equivalent (either a contract, casual or voluntary)

2) A minimum of a Level 2 coaching award (or equivalent)

It should be noted however, that each applicant will be considered on their own merits. For example, professionals engaged at senior coaching level where they are party to strategic decisions, but who have not secured a 2:1 or above at first degree level, will be

considered for a place on the programme (subject to appropriate admissions procedures).

International students will, in addition to the above, will be expected to have achieved IELTS 6.5.

1.12 Accrediting Professional Body/PSRB	N/A
1.13 QAA Subject Benchmarking Group(s):	Events, Hospitality, Leisure, Sport and Tourism (2019)
1.14 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework
1.15 Language of Study (for learning, teaching and assessment):	English
1.16 Work-Based Learning Arrangements:	N/A
1.17 Arrangements for Distance Learning:	Online platform will be available for those accessing content away from the institution
1.18 Original Date of Production:	September 2020
1.19 Date of Commencement:	September 2021
1.20 Review Date:	August 2027

2. Programme Outline

Behind every successful athlete, team or club lies a coach or group of coaches whose ultimate aim is to optimise performance. The processes behind the strategies, performance indicators and decision making are essential ingredients an individual must possess in order to master their craft as "coach". Therefore, before the success of the individuals or team can be acknowledged, a coach must learn more about the art of reflection, identity and how their actions and behaviours help to shape the environment they create for the athletes they work with. The MSc High Performance Sport Coaching programme is a course that will do just that. The course will combine contemporary approaches of learning and research and apply these methods to coaching practice in a flexible, stimulating and comprehensive way. Most sports and parasports now recognise coaches as an integral part of their development and success, and most athletes now consider the application of coach mentoring and support as an essential part of their training and competition. Many sporting organisations are now appointing specialist coaches within their set up to increase the standards and quality of provision provided.

Thus, the High Performance Sport Coaching degree will act as an essential point of progression for any practitioner associated to all sports and parasports seeking to learn more about the critical rigours of creating a high performing coaching environment. Additionally, this will be a very attractive programme to existing undergraduate (UG) students who aspire to progress into the senior levels of the sport coaching and performance sector.

Those enrolling straight from undergraduate level will be able to demonstrate their capabilities of working within high performance coaching sectors through tailored assessments such as scientific report writing, analysis of performance via live and e-Presentations, as well as critical examinations of current coaching practice. Learners enrolling on the programme with experience of coaching in high performance sectors (or their equivalent) will be able to apply their existing knowledge and understanding of practice to formal, research aligned assessments associated to tasks which they would normally complete as part of their role (case studies, coach-athlete relationship building, presentations and portfolios).

The programme will comprise 180 credits with four 30-credit modules providing the necessary foundations of high performance sport coaching, analysis, sport & exercise science knowledge, technical skills and professional development competencies required to succeed in the profession, with a final 60-credit module comprising of a thesis or project.

The programme is specifically focused towards providing students with an extensive, in-depth knowledge and understanding of the disciplines within high performance sport coaching sectors, including a critical awareness of applied research, current issues and developments informed by current scholarship and academic research. It will draw upon contemporary sport coaching techniques, via powerful online software programmes, allowing learners to not only examine the performance of the athlete or team, but also their own practice and behaviours as a coach both in real time and in retrospect too. There is no greater method in being able to critically observe and reflect on one's own delivery as a practitioner, thus opportunities to access state of the art technology, to develop a greater understanding on how behaviours and action shape sport coaching environments, will be a common thread running through this course.

Additionally, the programme will include unique opportunities where all students will be offered the opportunity to demonstrate their competency within their own sport coaching environment. The 60-credit thesis/project will provide an opportunity for the learner to progress to a higher level of research and develop a research profile distinct to the specialist area within their sport coaching domain. Through this experience, they will gain valuable skills that will enhance their future employability.

3. Distinctive Features

The MSc programme looks to build upon undergraduate sport coaching programmes that develop a necessary foundation of knowledge within this discipline, and tailors towards developing greater awareness and knowledge of high performance sport settings. The programme has strong links to industry drawn from the School of Sport, Health and Wellbeing as well as several external national and international sport partners. The programme is distinctive in the following ways:

1. It is a specialist progression for graduates and professionals with relevant vocational experience in the sport coaching sector to develop postgraduate level competencies required for high performance coaches.
2. It will be delivered in a blended manner enabling equality of opportunity and widening participation for those who are already in sport coaching employment or those wanting to return to study on a part-time or full-time basis.
3. It will follow distinctive threads through the course so that students can critically extend the knowledge and understanding from within their coaching environment. This cohesion will help to deepen learning and provide students with greater clarity and coherency of embedding high performance traits to their practice through the duration of the programme, strengthening their employability status also (Further detail on learning 'threads' is provided in Section 10.)
4. Innovative, real-life projects from international and national level sport coaches and directors will be embedded at the module level allowing students opportunities to gain invaluable insights to aid their specialist environment. In addition, practical, real-life curriculum will be used to explore the integration of disciplines to allow students to develop extensive, problem solving approaches to help strengthen their future or current employability.

5. Students will experience research-informed teaching from experienced, research active staff in the sport coaching field as well as gain insights from specialist practitioners in various high performance sectors. Whilst guided by the expertise of tutors, who can ensure focus on learning outcomes, students will be proactive in uniquely co-constructing their learning, selecting study areas that are bespoke and relevant to their coaching climate. The teaching, learning and content within modules consistently reflect this approach, with students increasingly taking ownership of their learning as they progress through the programme.
6. Students will be presented with opportunities to gain experience within the world class facilities available on campus in the British Association of Sport and Exercise Sciences (BASES) accredited sports science laboratory.

4. Programme Aims

The programme aims to:
- Provide students with advanced, critical knowledge and understanding of the disciplines of sport coaching, including a critical awareness of applied research, current issues and developments informed by current scholarship and academic research.
- Develop students' critical thought, intellectual reasoning, and practical precision in greater depth for application in diverse sport coaching settings.
- Help students from varied cultural and social backgrounds to extend their potential in both intellectual and practical sport coaching domains.
- Provide a stimulating, caring and flexible learning environment in which students feel secure and motivated to learn.
- To prepare students for future or further employment or study by equipping them with an extensive and diverse range of skills affiliated to sport coaching.

5. Programme Learning Outcomes

Knowledge & understanding:
By the end of this programme students should be able to demonstrate:
1. An advanced systematic understanding of knowledge in sport coaching and high performance disciplines and sub-disciplines.
2. A critical awareness of theoretical and contemporary insights in sport coaching and high performance sectors.
3. A deeper understanding to manage the implications of ethical dilemmas within high performance environments and to work proactively with others to formulate effective solutions via ethical decision-making.
4. A comprehensive understanding of methodologies applicable to sport coaching pedagogy within their own coaching practice.

Intellectual skills:
By the end of this programme students should be able to demonstrate:
5. An extensive ability to analyse new and/or abstract data independently, using a range of techniques appropriate to high performance sport coaching.
6. Critical perspectives to professional contexts and use a range of techniques and research methods applicable to their professional activities.
7. The ability to critically evaluate evidence to support conclusions/recommendations, reviewing reliability, validity and significance of performance development.
8. Critical investigation of contradictory information and identify substantial reasoning for these contradictions.

9. Critical awareness of complex and unpredictable situations within the practice of high performance sport coaching.

Practical skills:

By the end of this programme students should be able to demonstrate:

10. Critical self-reflection and independent approaches to learning required for continuing professional and personal development as a sports coach.
11. Extensive self-assessment of key and vocational skills in the field of high performance sport coaching.
12. Comprehensive proficiency of coaching and sport science assessment via critical analysis skills.
13. The ability to use a range of research methods and techniques to collect data, undertake assessment, apply interventions to critically evaluate sport coaching and sport science practice.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

14. Initiative and personal responsibility when working alone or with others on applied problems or tasks.
15. Effective decision making when using systematic methods and communicate conclusions clearly.
16. Critical reflection of organisational cultures and philosophies across local, national, and global contexts pertinent to high performance sport coaching.
17. In-depth and advanced knowledge and understanding of their subject and/or profession, informed by current practice, scholarship, and research.
18. Professional responsibility, integrity and ethics; and the ability to reflect on their own progress as a learner.

6. Learning and Teaching Methods

The practical-based and focus of the programme is underpinned by academic knowledge and understanding, and a range of learning, teaching and assessment strategies are adopted to enable flexible, student-centred learning via the Virtual Learning Environment. Teaching methods include a mix of scheduled learning, independent study and placement reflection to enable students the opportunities to bridge the gap between theory and practice. Learning and teaching methods are designed to develop students' practical skills, provide stimulating and challenging assessment whilst considering different learners' needs. Additionally, academic rigour will be maintained throughout to maximise opportunities for students to become independent and self-directed learners and practitioners.

Method	Description
Blended Learning	The delivery of learning opportunities using a range of methods such as attendance at lectures in University, flexible and distributed learning including VLEs, self-directed study etc.
Critique / Group Critique	The presentation of work in progress to peers and/or staff/professionals to gain constructive criticism to enable development.
Case Study	A case study is a research method involving an up-close, in-depth and detailed examination of a subject of study (the case), as well as its related contextual conditions. In doing case study research, the 'case' being studied may be an individual, organisation, event or action, existing in a specific time and place.
Critical Reflection	Critical reflection, or reflective practice, is the ability to reflect on one's actions to engage in a process of continuous learning. It often involves paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively and reflexively. This leads to developmental insight. A key rationale for reflective practice is that experience alone does not necessarily lead to learning; deliberate reflection on experience is essential.
Critical Review of Methods	An analysis and evaluation of a topic (often a chapter from a book or an article from a journal) used as a methodological approach to research, requiring the student to understand the material, while analysing and evaluating it using appropriate research skills.
Debate	Formal discussion on a particular matter in which opposing arguments are put forward.
Directed Study and Reading	Specific reading task set by the lecturer for students
e-Learning	Utilisation of electronic media, normally via the University's virtual learning environment (Canvas) to support learning in a variety of ways. Examples include providing direct access to relevant reading, utilising software such as Panopto and Microsoft Teams
Field Work	Learning undertaken in an alternative context, location or environment from the regular learning environment that may be for an extended period and may require transport and accommodation.
Group Work	Group work is a form of voluntary association of students benefiting from cooperative learning, which enhances the total output of the activity than when done individually. It aims to cater for individual differences, develop skills (e.g. communication skills, collaborative skills, and critical thinking skills), generic knowledge and socially acceptable attitudes or to generate conforming standards of behaviour and judgement
Guest Speaker	An expert in a certain field invited to share knowledge, views or experience, usually via a lecture
Independent learning	Activities where an individual learner conducts research, or carries out a learning activity, on their own.
Lectures	A lecture is an oral presentation intended to present information or teach students about a particular subject. Lectures are used to convey critical information, history, background, theories and equations. Usually, the lecturer will stand at the front of the room and recite information relevant to the lecture's content.

Observations	Learners observe selected practices related to their area of study and reflect and review them in relation to other models and processes as a means of learning.
Peer Group Study	A learning event in which one learner, or a small group of learners, helps other learners with a particular subject
Personal and Professional Development Planning	Students take part in activities that contribute towards the creation of a personal and professional action plan to achieve stated personal and career related objectives.
Practicals	Student activity, e.g. learning a skill or group work. This can also include laboratory sessions, coaching sessions in the sports hall and conditioning sessions in the fitness suite.
Presentations	A presentation is the process of presenting a topic to an audience. It is typically a demonstration, introduction, lecture or speech meant to inform, persuade, inspire, motivate or to build good will or to present a new idea or product.
Professional Practice	Learning achieved by undertaking activities, under supervision and mentoring, in a sport coaching context. Learning concepts and techniques associated with a particular sport coaching profession in a live working environment, while being monitored and supported by a tutor.
Seminars	A seminar is a form of academic instruction which has the function of bringing together small groups for recurring meetings, focusing each time on a particular subject, in which everyone present is requested to participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. It is essentially a place where assigned readings are discussed, questions can be raised, and debates can be conducted.
Tutorials/ Academic Tutorials	A tutorial is a small class of one, or only a few students, in which the tutor, a lecturer, or other academic staff member, gives individual attention to the students. More interactive and specific than a book or a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task.
Webinar	A video workshop, lecture, or presentation hosted online using webinar software allowing learners to explore the complexities of theories and concept in more detail.
Workshops	A training workshop is a type of interactive training where participants carry out several training activities rather than passively listen to a lecture or presentation. Broadly, two types of workshops exist: a general workshop is put on for a mixed audience, and a closed workshop is tailored towards meeting the training needs of a specific group.

6.1 Learning Enhancement

The programme aims to provide a holistic and extensive pedagogical approach to learning that is inclusive to all. This approach will feature contemporary approaches with use of digital learning, via online sport performance analysis platforms, sport coaching learning tools, via online coach behaviour software, athlete analysis, via online technical assessment, along with lab-based

techniques. Pedagogical approaches within the programme will also recognise the importance of collaboration to enhance the student learning experience.

6.2 e-Learning

The programme team recognises the increasing contribution that digital resources make to the learning experiences of students from all around the world. The team utilises the virtual learning environment to provide access to resources, discussion groups and other learning materials, such as web-capture, remote performance analysis platforms, online sport coach behaviour software, audio files, learning objects and lecture capture. Sport coaching examples and experiences can be recorded via the use of EduBlogs as well as synchronous and asynchronous web lectures, online assessments and the provision of podcast and other webinars. Students are encouraged to produce, share and utilise a range of e-learning resources as part of their learning experience too. The programme will also have a twitter feed that will encourage the dissemination of practical sport coaching information from elite professional organisations as well as the development of other, relevant professional networks.

Members of the programme team are receptive towards the development of a 'Smart Campus' and utilise the technology available to them. The use of the CleverTouch screens in teaching rooms has been used to record students' activities during teaching and then made available via Canvas for access. Furthermore, the use of the interactive tools in Microsoft TEAMS, such as break-out rooms and whiteboard, allow extended opportunities of sharing ideas and opinions. Formative assessments through platforms such as Socrative and Slido are also regularly used and this facilitates independent learning and provides students with ongoing feedback regarding their progress.

7. Modes of Assessment

Achievement of Learning Outcomes is formative through responses to practice tasks and directed tasks, and the accumulation of portfolio evidence from work-based learning. The student is required to critically draw on these experiences to inform summative assessments, thus providing the opportunity for cumulative learning and reflection and to demonstrate the whole of their learning. Module learning outcomes are explicitly stated on the VLE. Students are provided with assessment guidance and marking frameworks are made available during assessment workshops at the module level.

A broad range of assessment strategies are used in the programme to support the development of knowledge and understanding and professional and practical skills as well as providing opportunities to foster key and transferable skills. Throughout the taught modules, formative assessment is employed to support students in their learning and development. Students are encouraged to critically reflect on their own performance within assessments in line with the values of the University to empower students to become successful graduates.

The University uses Turnitin electronic assessment submission, which allows students to submit assignments electronically without the need to be physically present on campus. Turnitin deters plagiarism and supports staff identifying poor practice and malpractice. The typed feedback via Turnitin allows students to be able to read feedback clearly avoiding a range of handwriting styles on assessment forms.

Method	Description
Case Study	A case study is a research method involving an up-close, in-depth and detailed examination of a subject of study (the case), as well as its related contextual conditions. In doing case study research, the 'case' being studied may be an individual, organisation, event or action, existing in a specific time and place.
Critical Reflective Essay	Critical reflection, or reflective practice, is the ability to reflect on one's actions to engage in a process of continuous learning. It often involves paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively and reflexively. This leads to developmental insight. A key rationale for reflective practice is that experience alone does not necessarily lead to learning; deliberate reflection on experience is essential.
Master's Thesis Proposal	A brief written plan which indicates clearly and succinctly how the student wishes to proceed in a piece of research. Completed documentation relating to a piece of research that is appropriate for ethical review scrutiny. Prepared with a research proposal.
Master's Thesis	An in-depth independent study of up to 15000 words (or equivalent), approved by the module leader, following a topic of the students' choice, which should indicate the capacity to synthesise the different elements of high performance sport and sport coaching domains.
Portfolio/Portfolio (Evidence Based)	A collection of assessments covering the learning outcomes of a module (up to 15000 words), which usually takes several different forms such as essays, reports, presentations and task sheets and may use digital media. A compilation of weekly tasks, reflective diary and evaluations as evidence of students' achievement.
Presentation	A live delivery of a topic to an audience. It is typically a demonstration, introduction, lecture or speech meant to inform, persuade, inspire, motivate or to build good will or to present a new idea or product. This will either be face-to-face or online via an e-platform such as TEAMS or Zoom.
Report	A written response structured in an agreed format, based on individual research of a selected topic. This may include practical research. A structured written account of a laboratory practical with analysis and discussion of results.

8. Exemptions to University Regulations

This programme framework will adhere to all sections of the Marjon assessment policy and procedures, valid from September 2021. Our only area of exception would be in non-anonymised marking for modules such as HPCM02 with are underpinned by individual performance in a learner's own specific settings – be they practical delivery, reflective tasks, programme design for which the identity of the student is clear and obvious.

9. Work-Based Learning/Placement Learning

The High Performance Sport Coaching programme provides opportunities for all students to apply and develop their knowledge, practical skills and values in relevant applied sport coaching contexts obtaining professional and personal progression. Through this experience they will gain extensive skills that will enhance their future employability. HPCM02 and HPCH04 will be significant aspects of the taught programme where students will be required to demonstrate experience of their sport coaching delivery and leadership, through critical reflection, in a relevant environment. Whilst not distinctive placement modules per se, these 30-credit modules will integrate taught aspects of pedagogical approaches within a learner's existing coaching organisation. Whilst there is an expectation that learners will have access to a coaching environment, in the event that this is not the case then learners who are unable to use an existing provider to map their experiences will be provided with an alternative placement based at the University.

10. Programme Structure

Full Time

Level 7

Module Code	Module Title	Credits	Assessment	Semester	Compulsory/ Optional	Condonable/ Non-Condonable
HPCM01	The Landscape of Research in High Performance Sport	30	100% Coursework	Semester A	Compulsory	Non-Condonable
HPCM02	Through the Eyes of the Coach: Reflective Examinations of Coaching Practice	30	100% Coursework	Semester A	Compulsory	Non-Condonable
HPCM03	Fine Tuning the Athlete: Profiling, Monitoring and Analysis for Optimal Performance	30	100% Coursework	Semester B	Compulsory	Non-Condonable
HPCM04	Cultural Creators of High Performance	30	100% Coursework	Semester B	Compulsory	Condonable
HPCM05	Master's Thesis / Project: The End Game	60	100% Coursework	Semester C	Compulsory	Non-Condonable

Key: Semester X = A & B

Part Time

Level 7-Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
HPCM03	Fine Tuning the Athlete: Profiling, monitoring and analysis for optimal performance	30	100% Coursework	Semester B	Compulsory	Non-Condonable
HPCM04	Cultural Creators of High Performance	30	100% Coursework	Semester B	Compulsory	Condonable
HPCM02	Through the Eyes of the Coach – Reflective examinations of coaching practice	30	100% Coursework	Semester A	Compulsory	Non-Condonable

Level 7-Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
HPCM01	The Landscape of Research in High Performance Sport	30	100% Coursework	Semester A	Compulsory	Non-Condonable
HPCM05	Master's Thesis / Project: The End Game	60	100% Coursework	Semester C	Compulsory	Non-Condonable

Key: Semester X = A & B

Delivery Pattern

Full-time (12 months)

Duration	Taught Input	Module
September - January	September, October, November, December, January	HPCM01 - The Landscape of Research in High Performance Sport HPCM02 - Through the Eyes of the Coach – Reflective examinations of coaching practice
January – May	February, March, April, May	HPCM03 - Fine Tuning the Athlete: Profiling, monitoring and analysis for optimal performance HPCM04 - Cultural Creators of High Performance
June - August	June, July, August	HPCM05 – Master's Thesis / Project: The End Game

Part-time (24 months)

Year 1

Duration	Taught Input	Module
September - January	September, October, November, December, January	HPCM02 - Through the Eyes of the Coach – Reflective examinations of coaching practice
January – May	February, March, April, May	HPCM03 - Fine Tuning the Athlete: Profiling, monitoring and analysis for optimal performance HPCM04 - Cultural Creators of High Performance

Year 2

Duration	Taught Input	Module
September - January	September, October, November, December, January	HPCM01 - The Landscape of Research in High Performance Sport
January – May	February, March, April, May	
June - August	June, July, August	HPCM05 – Master's Thesis / Project: The End Game

The table below shows the various 'threads' through the programme. These 'threads' provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The 'threads' act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Level 7

Module Code	Module Title	Thread
HPCM01	The Landscape of Research in High Performance Sport	1, 3, 4
HPCM02	Through the Eyes of the Coach – Reflective examinations of coaching practice	1, 2, 3, 5
HPCM03	Fine Tuning the Athlete: Profiling, monitoring and analysis for optimal performance	2, 4, 5
HPCM04	Cultural Creators of High Performance	1, 2, 3, 5
HPCM05	Master's Thesis / Project: The End Game	1, 2, 3, 4, 5

1: Critical theory, research perspectives, skills for learning, professionalism and employability in high performance sport.
2: Developing critical, reflective skills for enhancing the delivery as a coach practitioner and to optimise athlete performance.
3: Identity and context – high performance coaching
4: Rigorous application of scientific data to optimate athlete performance

5: Adopting an extensive developmental and cultural approach to learning in sport coaching, with a clear focus on the individual needs of athletes and coaches as learners.

Structure and Points of Progression

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
HPCM01	The Landscape of Research in High Performance Sport	30	1	MAB – Feb PAB – March	PG Certificate
HPCM02	Through the Eyes of the Coach – Reflective examinations of coaching practice	30	2	MAB – Feb PAB – March	Exit award available
HPCM03	Fine Tuning the Athlete: Profiling, monitoring and analysis for optimal performance	30	3	MAB –June PAB – July	PG Diploma
HPCM04	Cultural Creators of High Performance	30	4	MAB – June PAB – July	Exit award available
HPCM05	Master's Thesis / Project: The End Game	60	5	MAB – September PAB - September	MSc

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

N/A

12. Professional Advisory Group

The Professional Advisory Group for this programme provides valuable guidance regarding the on-going development of the undergraduate and post-graduate programme content, placement opportunities and career opportunities for students. The professional participants of this team are comprised from University staff, employer-partners and external organisations affiliated to high performance sport coaching. The members of this group meet virtually at 2 points across the year and ensure there is broad representation and feedback from industry, and academic rigour is present across the provision.

13. Academic Progression Opportunities

Successful participants could be eligible to apply for an MPhil/PhD programme at Plymouth Marjon University, or other institutions. The research process throughout the provision will help to prepare students to pursue a postgraduate research position or continue their professional training by completing doctoral studies. In conjunction with doctoral studies there are progression opportunities within higher education teaching such as becoming an associate fellow of the Higher Education Academy (HEA).

14. Employability and Career Progression Opportunities

In accordance with the University's Growth Plan, which indicates that students need to be prepared for a number of careers rather than a single long pathway, the MSc High Performance Sport Coaching programme aims to prepare learners for a world of work that is complex and changing. In doing this, we prioritise skill development and we are explicit about what skills employers look for and how engagement through the programme can enhance these.

Employability skills are embedded in the programme as is evident in the threads (See Section 3.3 and 10). Skills relevant to the contemporary and future working world are embedded in key modules such as HPCM01, HPCM02 and HPCM04. Opportunities available to sport coaches are expanding all the time and this growth appears likely to continue for the foreseeable future. Most sports now recognise coaches as an integral part of their development and success, and athletes consider the application of coach mentoring and support as an essential part of everyday training and competition. Many sporting organisations are now appointing specialist coaches with their set up as the competition to drive up standards continues to surge ahead. Therefore, roles as Director of Sport, Head Performance Coach, Performance Coach, Coach Educator, Performance Analysts, and Regional Coach are a few career paths students could move into following completion of this course.

The Master's also provides a platform to other research/higher degrees in sport and promotion in other professional organisations such as University and College (US) settings. The completion of the MSc may also provide students with the ability to enhance their current working practices. Additionally, the MSc programme is a highly transferable degree and careers for sport coaches are varied and wide ranging. Careers can be forged in the performance, professional coaching and officiating, performance, analysis, rehabilitation, research, and teaching environments as evidenced above. Therefore, employability skills may include:

- Analytical thinking and innovation – students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.
- Active learning and reflective practice – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
- Creativity, originality and initiative – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
- Critical thinking and analysis - students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion
- Complex problem-solving – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.

- Leadership and social influence - students are able to motivate others to act towards achieving a common goal
- Emotional intelligence – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.
- Reasoning, problem-solving and ideation – students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions
- Systems analysis and evaluation – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way

Digital Skills:

- ICT Proficiency and Productivity – students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)
- Digital Collaboration, Participation, Communication – students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub).
- Finding Digital Information and Data Management – students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).
- Digital Learning and Teaching – students are able to identify and use digital learning resources, apps and services (e.g. Canvas, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin).
- Digital Problem Solving, Creation & Development – students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
- Digital Security, Well-being and Identity – students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).

15. Support for Students and for Student Learning

The University recognises the value of the complete student experience within Higher Education and students have full access to University facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:
- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:
- Personal Development Tutor (PDT)* for every student
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Comprehensive online module support through the VLE
- The Chaplaincy Centre, which is at the heart of the University, is used for social gathering, quiet reflection and prayer
- Students are supported by Marjon Student Union sabbatical officers and full-time members of staff.
- On campus Nursery provision (Flying Start)

*Each student has a PDT who takes a pastoral, academic and career development support role in conjunction with Marjon Futures who fully support students throughout their programme by offering students enriching career, travel, volunteer, enterprise and professional development opportunities.

16. Student Feedback Mechanisms

The programme team seeks to develop positive relationships with participants through ongoing and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the staff student liaison committee. In addition, students will be invited to participate in the Postgraduate Taught Experience Survey (PTES).

Students elect course representatives who meet with the programme team at least three times throughout the year to form the student liaison committee. Staff are committed to ensuring that students have a voice and the loop of feedback is closed to invoke improvement and change where appropriate.

17. Other Stakeholder Feedback

Through extensive consultation with several external personnel and stake holders, a programme that targets performance coaching has been developed. Currently, the University does now offer a sport coaching master's that is specifically aimed at performance and with a recent surge in interest and opportunities to work in performance related environments, it seems prudent to offer a programme to provide the necessary skills and knowledge to access these organisations. Discussions with senior personnel within professional football, rugby, swimming and basketball have all been consulted to gain their opinions on whether a level 7 course such as High Performance Sport Coaching would bring value to the industry. The consultation was unanimous; fully supporting this programme.

Additionally, existing undergraduate students at the University on sport related programmes were also consulted on the proposal of this course. A recent survey suggested that 72% of those who participated expressed an interest in undertaking a level 7 course that explored High Performance Sport Coaching as opposed to Sport Coaching & Leadership, Sport Coaching and Mentoring, Sport Coaching and Management and Sport Coaching.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.