

PROGRAMME SPECIFICATION: MSc European Basketball Coaching Science

1	Awarding institution/body	University of Worcester
2	Teaching institution	University of Worcester and Lithuanian Sport University
3	Course accredited by	N/A
4	Final award	MSc
5	Course title	European Basketball Coaching Science
6	Pathways available	N/A
7	Mode and/or site of delivery	Blended / Distributed Learning (Intensive Teaching Blocks and on-line delivery) University of Worcester/Lithuanian Sport University
8	Mode of attendance	Part Time FDL (Flexible Distributed Learning) course with mandatory attendance requirements of approximately 20 days per year
9	UCAS Code	Not applicable
10	Subject Benchmark Statement	Not applicable
11	Date of Preparation/Revision	May 2010 / June 2012 / October 2012 / July 2013 / August 2014 and October 2014 (regulations amended). November 2014 (MSPO4025 added)

12. Educational aims of the programme

The educational aims provide the over-arching structure to the course, together with also establishing its key philosophical underpinnings. This course provides students with a unique opportunity to combine studies with elite sports activities.

The course aims will enable students to:

- A. Develop their conceptual and theoretical understanding in the field of basketball coaching;
- B. Develop a greater appreciation of the different structures, systems, development programmes and coaching frameworks employed in different European nations;
- C. Engage as reflective practitioners through relation of their own professional practice to acknowledged models of learning and professional competency;
- D. Extend their scientific knowledge of basketball from application of the most current research evidence;
- E. Develop originality in the application of knowledge together with a practical understanding/application of theoretical and research skills necessary to create and interpret knowledge in the discipline;
- F. Utilise their advanced knowledge and understanding to deal with complex issues systematically and creatively, solve problems and communicate their conclusions clearly;
- G. Have the opportunity to engage in and experience international academic study and further develop vocational skills.

13. Intended learning outcomes and learning, teaching and assessment methods

<p><i>Knowledge and understanding:</i> Students will be able to:</p> <ul style="list-style-type: none"> • identify, analyse and critically reflect upon appropriate theory and contemporary issues in basketball coaching; • appreciate and critically reflect upon current problems or contemporary insights in basketball coaching; • identify, analyse and critically reflect upon a wide range of quantitative and/or qualitative methods applicable for applied research or advanced scholarship in basketball coaching. 	<p>Learning and Teaching methods used to achieve these learning outcomes will include:</p> <ul style="list-style-type: none"> • Tutor led sessions, group seminars, computer workshops, online discussion groups and individual tutorials. • In MSPO4020 the primary activity will be independent autonomous research work undertaken by the students. Use of guest speakers to help add depth and 'real' world insights. • MSPO4026 is predominantly workplace based; professional practice, tutorials, mentor / supervisory support, etc.
<p><i>Cognitive and intellectual skills:</i> Students will be able to:</p> <ul style="list-style-type: none"> • demonstrate an in depth understanding and application of appropriate research methods; • design, implement and evaluate a personal research project in a contemporary area of basketball coaching, demonstrating critical analysis of the research process, appropriate research methods and the analysis, interpretation and dissemination of data; • critically analyse and appreciate different perspectives, values and strategies of basketball in the fields of basketball coaching and synthesise these with theory to deal with complex issues systematically and creatively and communicate their conclusions clearly to specialist and non-specialist audiences; • demonstrate self direction and originality in identifying needs, analysing needs, formulating solutions and evaluating strategies within the context of basketball coaching. 	<p>Learning and Teaching methods used to achieve these learning outcomes will include:</p> <ul style="list-style-type: none"> • Tutor led sessions, group seminars, computer workshops, online discussion groups and individual tutorials. • In MSPO4020 the primary activity will be independent autonomous research work undertaken by the students. • Use of guest speakers to help add depth and 'real' world insights.
<p><i>Practical skills relevant to employment:</i></p> <ul style="list-style-type: none"> • Critically analyse the occupational sector in which the work-based learning occurs. • develop critical self-awareness and evaluation as a professional practitioner. • Evaluate appropriate career models to ascertain career profiling and explore strategies for continuing personal and professional development. 	<p>Learning and Teaching methods used to achieve these learning outcomes will include:</p> <ul style="list-style-type: none"> • Tutor led sessions, group seminars, computer workshops, online discussion groups and individual tutorials. In MSPO4020 the primary activity will be independent autonomous research work undertaken by the students. Use of guest speakers to help add depth and 'real' world insights. • MSPO4026 is predominantly workplace based; professional practice, tutorials,

	<p>mentor / supervisory support, lectures and seminars, e-mail and Blackboard for student support and guidance throughout their placement. Through the chosen method of assessment, this module will ensure that students engage with PDP as part of their programme.</p>
<p><i>Transferable/key skills:</i></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • demonstrate initiative and personal responsibility when working alone or with others on applied problems or tasks; • make decisions in complex applied situations using systematic and creative methods and communicate their conclusions clearly; • develop critical self-reflection and an independent autonomous approach to learning required for continuing professional and personal development as a reflective practitioner; • demonstrate critical self-assessment of key and vocational skills in basketball coaching; • have the opportunity to appreciate and critically reflect upon foreign cultures and philosophies through study and/or employment abroad. 	<p>Learning and Teaching methods used to achieve these learning outcomes will include:</p> <ul style="list-style-type: none"> • Tutor led sessions, group seminars, computer workshops, online discussion groups and individual tutorials. • In MSPO4020 the primary activity will be independent autonomous research work undertaken by the students. Use of guest speakers to help add depth and 'real' world insights. • MSPO4026 is predominantly workplace based; professional practice, tutorials, mentor / supervisory support etc.

14. Assessment Strategy

The Learning and Teaching strategies used in the MSc in European Basketball Coaching Science are in accordance with the UW Learning, Teaching and Assessment Strategy and with the Institute response to that document. Hence the course is in line with the University learning paradigm which develops learning in terms of students working towards learning outcomes and the alignment of teaching and assessment to achieve those learning outcomes. Each module has identified and validated learning outcomes and the achievement of those outcomes is monitored through a robust system of quality management including internal mechanisms supported by External Examiners.

The learning environment will include a full range of practical work, lectures, seminars, workshops and independent and group study tasks, with students gradually required to take control of their learning in a more independent manner as they progress throughout their course. A period of applied professional work based learning is included within the course whereby students are required to apply their knowledge and skills to a basketball coaching environment. The course culminates with a Masters level dissertation during the final year of study.

Furthermore, the course will operate within the Postgraduate Regulatory Framework (PRF) for assessment, marking and re-assessment.

Assessments will test both students' theoretical knowledge and application of that knowledge to practical situations. Students will be required to demonstrate competency in Research Methods prior to progressing to the Dissertation.

Marking criteria are provided with all assignment briefs upon commencement of each module.

In addition to summative assessment tasks, a range of formative tasks (which will include on-line group discussions and tutorials) will provide the opportunity for students to receive feedback on their progress. The modules, delivered primarily through distance learning, will make frequent use of formative tasks given the reduced opportunity for face to face discussion of course content.

15. Programme structures and requirements

The course is available in part-time mode. The maximum registration period for part time study is six years.

The programme requires students to complete nine modules (180 credits, 90 ECTS) at Level 7 in the Postgraduate Taught Masters Scheme.

Each module is worth 20 credit points (10 ECTS). The final module to be completed by students on the programme is the Dissertation module worth 60 credits (30 ECTS).

Delivery

The programme has been designed to provide opportunities for both newly qualified graduates and currently employed professionals to achieve excellence at postgraduate level. In accommodating these groups of students, in particular those in current employment, the modules have an innovative delivery pattern which supports the University's Mission statement of *"increasing access, widening participation and assisting students to achieve their potential"*.

The delivery of the course will focus upon an innovative approach that will involve teaching in both Worcester and Lithuania (satisfaction of visa requirements for these Intensive Teaching Blocks is the responsibility of each student) and will take a minimum of two years to complete (maximum six years). Lectures and seminars will strategically take place at mid and end points of the playing season, whilst on-line classes and tutorials will be available throughout the year. The Dissertation is a research project undertaken independently by the students with support through tutorials with the student's supervisor throughout.

Following intensive face to face teaching (front loading each module with approximately 2-5 days contact time) students will engage with on-line resources and module staff to complete 6 to 11 months of module work. The on-line resources and commitment will include self-paced learning units, self assessments, PowerPoint and audio input, individual on-line tutorials, e-mail support and group discussion forums.

Expected student contribution to each 20 credit module will be 200 hours. Using the Research Methods module as an example, the 200 hours will normally consist of:

- 30 contact hours: comprising of 15 hours face to face teaching contact and 15 hours

organised tutor lead distance learning support (on-line sessions/activities, discussion forums, e-mails communication, tutorials, etc.).

- 70 hours assessment preparation, including completion of on-line tasks, self tests and formative assessment.
- 100 hours student independent learning using on-line resources and directed study tasks.

Award Map

Award maps are designed to show students which modules must be taken in order to gain different awards. It is likely that students will have to take certain modules as pre-requisites for further study in any given area and the Course Leader or members of the course team will advise students on these choices.

The award map for this course is outlined in the matrix below.

LEVEL 7				
Module Code	Module Title	Credits	Module Status	Prerequisites
MSPO 4021	Research Methods	20	Mandatory	None
MSPO 4022	European Basketball Coaching Concepts	20	Optional	None
MSPO 4023	European Basketball Coaching Pedagogy	20	Optional	None
MSPO 4024	Scientific Concepts of Basketball Coaching	20	Optional	None
MSPO 4025	Current Issues in Basketball Research	20	Optional	None
MSPO 4026	Applied Professional Placement	20	Optional	None
MSPO 4027	Questioning Techniques and Tactics	20	Optional	None
MSPO	Dissertation	60	Mandatory	120 credits (60 ECTS)

4020				from the taught elements of the course.
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16. QAA Academic Infrastructure

Benchmark Statements

There are currently no benchmark statements for sports related Masters courses.

The Framework for HE Qualifications

The course is based on the descriptors for M level published in the [QAA UK Quality Code for Higher Education](#) ensuring that the qualification represents appropriately the level of achievement required for Masters courses. In addition it reflects the guidance of the [Masters Degree Characteristics - QAA guidance on writing Masters courses](#)

The course has responded to the [QAA UK Quality Code for Higher Education](#) by the setting and maintaining threshold academic standards through national benchmarking, rigorous approval and review processes, through externality of assessment and through the assessment of achievement of learning outcomes. The assurance and enhancement of academic quality within the course is ensured through clear programme design in line with the UW professional practice framework, clearly articulated criteria for admission, appropriate approaches to learning, teaching and the assessment of learning, appropriate student support and learning resources, and the incorporation of claims for APEL / APL within the course documentation. Information about the course is provided by the development of a student handbook which responds to each of the precepts in the code. Information is also provided on the course page of the [UW website](#) and is available to students through SOLE.

Management of Work-Based Learning

The management of work-based learning is based on the UW Policy on the Management of Work-based and Placement Learning, which incorporates the indicators of sound practice for Work-based and placement learning in UK higher education providers from the [QAA UK Quality Code for Higher Education, section B3 Learning and Teaching, section 2: Work-based and placement learning](#) and takes account of the UCEA/USHA Health and Safety Guidance for the placement of HE students (2009). The management of work-based learning is also informed by UW guidance on [Work based and Placement learning - Policy on management](#).

All project modules are considered as work-based modules. The responsibility for assuring the management, approval and monitoring of the work-based learning lies with a named individual within the institute. The work-based learning handbook contains information for students and significant stakeholders on all aspects of placement processes and procedures in line with the UW policy.

Risk-management principles form an important part of the approval and supervision of work-based projects and include: clarification of roles, risk assessment, contingency planning and evaluation and monitoring. All placement providers will be required to complete a placement providers' health and safety audit and provide evidence of appropriate insurance. Records

of all work-based learning will be kept up to date and an annual audit record will be completed.

17. Support for Students

The [Disability and Dyslexia Service](#) within Student Services provides specialist support on a one to one basis. In addition, Student Services specifies appropriate arrangements that can be made for students with disabilities.

The following guidance and support structure is in place for students participating in this course:

- European Basketball Coaching Science students experience a wide variety of support for their learning e.g. seminar group work, practical activities, tutorials, pre-module learning activities, Academic Tutor support and the use of e-learning and access to computer and internet facilities e.g. Blackboard.
- Intensive Induction course.
- Student Handbook (published on an annual basis).
- All students have an academic tutor who may guide the process of Personal Development Planning (PDP) and offers general support.
- Module tutors will act as your Work Experience and Dissertation Supervisors.
- Library induction and information skills packages.
- Study skills are provided by the Student Services.
- Students are supported by Information learning Services (Library, IT, Media and Print).
- The University's Careers Service provides training opportunities for career planning.
- The University's International office offers support to overseas students.
- The Language Unit provides English Language courses and support for International Students.

18. Admissions policy, criteria and procedures

Our policy is to offer a place to any student that we deem to be capable of success and who is likely to substantially benefit from the programme. We support the University's mission statement of increasing access, widening participation and assisting students to achieve their potential.

Entry requirements

Students will normally have a 2:1 classification in a sport related degree.

Students who hold a sport-related degree classification of 2:2 or below or a non-sport related degree will be considered on a case by case basis and may be required to submit a portfolio of evidence to demonstrate their experience or complete a written task at interview.

All applicants will be interviewed (in person, on-line or by telephone).

Any applicants whose first language is not English or who have not been educated wholly or mainly in the medium of English must reach a minimum IELTS score of 6.5 (or equivalent in an approved test in English) or otherwise demonstrate that they have an adequate command of both written and spoken English before starting the course.

Recognition of Prior Learning

Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Additional costs associated with the course

Additional costs associated with the course include flights, transfers, accommodation, meals and drinks. The cost of your conference registration fee is included with your course fees. Any other additional costs will be detailed within your welcome letter.

Please contact the Registry Admissions Office for further information or guidance on +44 (0) 1905 855111.

19. Methods for evaluating and improving the quality and standards of teaching and learning

The Institute of Sport & Exercise Science operates a robust, organic and on-going system of quality management and enhancement that involves the following elements:

- The Course Leader will be appointed from within the Institute of Sport & Exercise Science.
- The Assistant Course Leader will be appointed from within the Lithuanian Sport University.
- Annual review of the quality of the subject.
- External Examiner reports.
- Each module provides opportunities for student evaluation (mid module and end of module).
- Institute Quality Committee considers formal student feedback.
- Institute staff and student consultative committee considers generic student issues during mandatory Intensive Teaching Blocks and/or using online course discussion forums.
- University Learning, Teaching and Student Experience Committee and the Academic Development & Practice Unit promote learning and teaching across the institution.
- Post Exam Board module investigation (selected modules).
- Peer review of teaching by staff from both University of Worcester and Lithuanian Sport University.
- A teacher accreditation course (Postgraduate Certificate in Learning and Teaching in Higher Education) for new University of Worcester staff, and subsequent Higher Education Academy membership.
- Institute of Sport & Exercise Science Learning Advisory Group.
- New staff mentoring system.
- New University of Worcester staff observed by Head of Institute.
- Team teaching on all modules with staff from both the University of Worcester and the Lithuanian Sport University.
- Personal tutor system.
- National Student Survey.

- Student Induction Survey.

- **Regulation of assessment**

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is 50% for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at 50% unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Postgraduate Regulatory Framework](#)
- For on-line submission of written pieces of assessment a random sampling check using oral discussion with the student may be undertaken and the chosen student must comply with this process.

Retrieval of failure

- Where a fail grade has been awarded for a module, a student will be entitled to a maximum of two attempts to retrieve the failure unless the failure was due to non-attendance.
- The Board of Examiners may require a student to either retake the module or be reassessed in the module. A student who achieves an overall mark of less than 25% will normally be required to retake the module.
- Reassessment takes place during the following semester or during the summer reassessment period at the end of the academic year.
- If following reassessment the module has been passed, the module grade will be capped at 50%.
- If a student is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.
- A student who fails 40 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

Requirements for Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7
PG Dip	Passed a minimum of 120 credits at level 7
Masters (MA/MSc/MBA/MTL)	Passed a minimum of 180 credits at level 7 including a minimum of 40 credits from the Dissertation

The awards of PG Cert, PG Dip or Masters may be made with Merit or Distinction.

20. Indicators of quality and standards

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student on-line environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement and the inclusive approach to working with its collaborative partners.

Each course receives an annual External Examiner's report and these reports serve as confirmation that academic standards are being upheld and appropriate actions are put in place to enhance student learning and raise student levels of achievement. For example the External Examiner for the MSc programmes reported on his most recent visit in March 2010 that: *"The staff know the students personally and have created a positive, productive learning environment where staff and students can share knowledge and reflect on pertinent experiences"*.

"The curriculum includes a good mix of theoretical, work based and research-related content."

Final year students report high levels of satisfaction with their courses through the National Student Survey (NSS). Students scored their own personal development at Worcester very highly (4.2 out of 5). A score of 4.1 was recorded for overall satisfaction.

At the recent OFSTED inspection of the PGCE programmes at UW, of which the PGCE Secondary Physical Education course is one, a rating of 1 was achieved, the highest possible award for an institute.

21. Career Opportunities & Links with Employers

Upon successful completion of the Masters Programme, there may be opportunities for students to gain first employment, promotion within their own organisation, gain international employment or move to a senior management position in other organisations. The Masters also provides a platform to other research/higher degrees in sport and promotion in other professional organisations. The completion of the Masters may also provide students with the ability to enhance their current working practices. Completion of this Masters degree also enables interested students to pursue higher level research qualifications.

A graduate of the MSc will develop knowledge, skills and critical thinking to enable a positive contribution in a sports or business career. The purpose of the MSc is to develop well rounded, knowledgeable and empathetic people who have an ability to think critically about a variety of situations and offer a service that help their athletes/clients participate, perform and develop life skills.

An MSc in European Basketball Coaching Science will provide students with opportunities in

many areas of sport and/or careers that are useful not only in coaching, but in other areas of employment as well. In fact this degree is useful in a wide range of occupations, for example: performance and participation basketball coaching; teaching and lecturing; performance analysts; researcher and further study; fitness related employment and sports development and recreation officers.

Modules within this course have been written by academics currently members of and engaged with an array of professional bodies and employers within their discipline.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module study guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the [Quality Assurance Agency for Higher Education](#)