

**Programme Specification for MSc Sports Coaching, MSc International Sports Coaching,  
MSc Sports Management and MSc International Sports Management**

<b>1</b>	<b>Awarding institution/body</b> University of Worcester
<b>2</b>	<b>Teaching institution</b> University of Worcester
<b>3</b>	<b>Programme accredited by</b> N/A
<b>4</b>	<b>Final award</b> PG Cert, PG Dip, MSc
<b>5</b>	<b>Programme title</b> Sports Coaching; International Sports Coaching; Sports Management; International Sports Management
<b>6</b>	<b>Pathways available</b> N/A
<b>7</b>	<b>Mode and/or site of delivery</b> Weekday evenings across semester and weekends across semester; University of Worcester
<b>8</b>	<b>Mode of attendance</b> Full Time/Part Time; Weekday evenings across semester and weekends across semester;
<b>9</b>	<b>UCAS Code</b> Not applicable
<b>10</b>	<b>Subject /Professional Benchmark statements</b> Not applicable
<b>11</b>	<b>Date of Programme Specification preparation/revision</b> August 2011/ October 2011 / January 2013 / August 2014 (regulations amended) / September 2015 (new module MSPO 4014 added, PAT amended, MSc International Sports Management reinserted); March 2017 correction to regulations section.
<b>12</b>	<p><b>Educational aims of the programme</b></p> <p>The educational aims provide the over-arching structure to the course, together with also establishing its key philosophical underpinnings.</p> <p>The course aims will enable students to:</p> <ol style="list-style-type: none"> <li>a. develop a systematic and in-depth understanding of knowledge and a critical awareness of current problems and/or new insights for the advanced study of contemporary issues in sports coaching or sports management, in a stimulating, multi and interdisciplinary, student-centred learning environment;</li> <li>b. develop a critical understanding of techniques and research methods applicable to their own applied research and advanced scholarship;</li> <li>c. 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;</li> <li>d. utilise their advanced knowledge and understanding of sports coaching or sports management to deal with complex issues systematically and creatively, problems and communicate their conclusions clearly;</li> <li>e. further develop their key and vocational relevant skills and independent learning ability required for continuing professional and personal development through professional practice in sports coaching or sports management;</li> <li>f. have the opportunity to engage in and experience international academic study and employment in sports coaching or sports management and further develop vocational skills required to meet the challenges of the global, knowledge-based economy.</li> </ol> <p>The relationship between the course aims, learning outcomes, modules and learning, teaching and assessments are mapped out in the Course Handbook.</p> <p>Programme aim c is normally achieved on the MSc course only and not the PG Certificate and PG Diploma.</p>

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

The programme provides opportunities for students to develop and demonstrate knowledge, understanding, skills, qualities and other relevant attributes. The following learning outcomes have been informed by the Descriptors for a qualification at Masters (M) Level: Masters degree (Framework for Higher Education Qualifications in England, Wales and Northern Ireland, 2008) and adapted according to the needs of this particular course.

The learning outcomes for the Sports Coaching and Sports Management Taught Masters programmes are as follows:

<p><b>Knowledge and understanding:</b> On successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. identify, analyse and critically reflect upon appropriate theory and contemporary issues in sports coaching or sports management</li> <li>2. appreciate and critically reflect upon current problems or contemporary insights in sports coaching or sports management;</li> <li>3. identify, analyse and critically reflect upon a wide range of quantitative and/or qualitative methods applicable for applied research or advanced scholarship in sports coaching or sports management.</li> </ol>	<p><b>Examples of learning, teaching and assessment methods used:</b></p> <p>Structured lectures, seminars, student discussion groups, problem based learning encouraging a multi/interdisciplinary perspective, live projects and the use of Blackboard to support learning.</p> <p>Use of case study approach / business plan / action research project in each pathway (e.g. MSPO 4003, MSPO 4004, MSPO 4005) to contextualise theory and practice and encourage an multi/interdisciplinary approach</p> <p>Use of scenario based case studies.</p> <p>Use of online discussions forums for modules MSPO 4003 and MSPO 4004 to discuss and analyse research, coaching and scientific practice.</p> <p>Use of guest speakers to help add depth and 'real' world insights.</p> <p>Analysis of techniques for research or advanced scholarship in core modules (MSPO 4001, MSPO 4010) and other modules (MSPO 4004)</p> <p>Variety of assignments methods (refer to Course Handbook for details regarding these).</p>
<p><b>Cognitive and intellectual skills:</b> On successful completion if the course, students will be able to:</p> <ol style="list-style-type: none"> <li>4. demonstrate an in depth understanding and application of appropriate research methods;</li> <li>5. design, implement and evaluate a personal research project in a contemporary area of sports coaching or sports management demonstrating critical analysis of the research process, appropriate research methods and the analysis, interpretation and dissemination of data;</li> <li>6. critically analyse and appreciate different perspectives, values and strategies of sports practitioners in the fields of sports coaching or sports management and synthesise these with theory to deal with complex issues systematically and creatively and communicate their conclusions clearly to specialist and non-specialist audiences;</li> </ol>	<p><b>Examples of learning, teaching and assessment methods used:</b></p> <p>Structured lectures, seminars, computer based sessions (SPSS), independent research work, literature searching and reviewing and the use of Blackboard to support learning.</p> <p>Use of online discussions forums for modules MSPO 4003 and MSPO 4004 to discuss and analyse research, coaching and scientific practice.</p> <p>Development of Research Proposal in core module (MSPO 4001)</p> <p>Completion of own research project in the Dissertation (MSPO 4010)</p> <p>Problem based learning, case study scenarios and seminars encourage students to think systematically and creatively to resolve problems.</p> <p>Analysis of the perspectives, values or strategies of sports practitioners together with theory to deal with complex issues and solve problems (MSPO 4003, MSPO 4005)</p>

<p><b>7.</b> demonstrate self-direction and originality in identifying needs, analysing needs, formulating solutions and evaluating strategies within the context of sports coaching or sports management.</p>	<p>Action Research based projects</p> <p>Multi/Interdisciplinary Case Study requiring students to analyse the needs of athletes and solve problems regarding performance enhancement (MSPO 4004)</p> <p>As students' progress through their research proposal and Dissertation development, they will be required to deal with complex issues relating to research design, methods and data collection systematically, creatively and with self-direction and originality.</p>
<p><b>Practical skills relevant to employment:</b></p> <p>Same as for Transferrable skills – they are both overlapped to cover similar areas i.e. key skills which are embedded in the workplace</p>	<p><b>Examples of learning, teaching and assessment methods used:</b></p> <p>Refer to information for Transferrable skills. In addition, the Professional placement module MSPO 4009 and MSPO4013 focuses on the students analysing their own skills and competencies for their targeted profession. Through workplace activity, students monitor and develop skills necessary for employment and utilise academic research to help develop the knowledge and skills required for that employment. They also concentrate on developing knowledge and practice in the areas of reflection to support a lifelong learning approach and their ability to become a reflective practitioner and be able to maximise CPD opportunities during their career.</p>
<p><b>Transferable/key skills:</b> <b>On successful completion of the course, students will be able to:</b></p> <p><b>8.</b> demonstrate initiative and personal responsibility when working alone or with others on applied problems or tasks;</p> <p><b>9.</b> make decisions in complex applied situations using systematic and creative methods and communicate their conclusions clearly;</p> <p><b>10.</b> develop critical self-reflection and an independent autonomous approach to learning required for continuing professional and personal development as a reflective practitioner;</p> <p><b>11.</b> demonstrate critical self-assessment of key and vocational skills in either sports coaching or sports management</p> <p><b>12.</b> have the opportunity to appreciate and critically reflect upon foreign cultures and philosophies through study and/or employment abroad.</p>	<p><b>Examples of learning, teaching and assessment methods used:</b></p> <p>Throughout the course students will have opportunities to develop their self-reflection, personal responsibility and independent autonomous approach to learning through structured lectures and seminars with staff, formative assessment tasks and planning, prioritising and undertaking assessments. Blackboard will be used by staff to support students learning with additional resources, tasks and activities accessible online.</p> <p>The students' completion of a Professional Placement and reflective portfolio both form a key learning and assessment method in the development of ILO's 8, 9, 10 and 11.</p> <p>Students will go through an intensive reflective process requiring an in depth assessment of key and vocational skills followed by target setting and monitoring of skill development (MSPO 4009 and MSPO4013).</p> <p>ILO 12 - Students have the opportunity to complete an international professional placement and a Dissertation with an international comparative focus and obtain an MSc International Sports Coaching or MSc International Sports Management See section 15 below.</p>
<p>Intended Learning Outcome 5 is normally completed on the MSc course only and not the PG Certificate and PG Diploma. Intended Learning Outcomes 10, 11 and 12 may not be completed on the PG Certificate depending upon the student's choice of modules for this course. Refer to Regulations of Assessment for details on choice of modules for the PG Certificate.</p>	

## 14. Assessment Strategy

On completion of the MSc programme students will have demonstrated competency in a range of skills relating to knowledge and understanding, cognitive and intellectual skills and key skills and further, given the wide variety of modes of presentation of information required by employers today, the course aims to assess student's abilities and skills in as wide a range of these modes as possible whilst ensuring coherence with the module intended learning outcomes. As such, students are required to submit assessments including oral presentations, portfolios, research proposals, written reports, business plans, case studies, data handling assignments and research findings through the Dissertation. In addition, opportunities exist for students to undertake an interdisciplinary approach to their work and ensure a holistic analysis of the subject area being studied

The course is in line with the Institute Strategy for Assessment where all learning outcomes are assessed normally through one or two assessment items for any module. Additional formative assessment opportunities may exist within modules. A range of assessment modes is ensured through the course team meetings together with External Examiner input. The appropriateness of assessment design and the alignment of assessment to learning outcomes are ensured through course approval, external examiner monitoring and minor modifications at the Institute Quality Committee (IQC). Each assessment task has published specific marking criteria contained in the module outline given to students at the beginning of the module. Tutors utilise the Masters Level Generic Grading Criteria customised to specific assessments when marking work. A copy of the generic grading criteria is available at the following link: <http://www.worc.ac.uk/aqu/documents/GradeDescriptorsLevel7.pdf>

## 15. Programme structure and requirements

The course is available in full and part-time modes. The maximum registration periods for each of the awards PG Cert, PGDip and full MSc are listed in the table below.

### Registration periods for awards.

PG Cert		PG Dip		Masters	
Full time	Part time	Full time	Part time	Full time	Part time
1 year	2 years	2 years	4 years	3 years	6 years

Students can follow courses in Sports Coaching or Sports Management. The courses require students to complete nine modules (180 credits, 90 ECTS) at Level 7 in the Postgraduate Regulatory Framework. Each module is worth 20 credits (10 ECTS), however, one of the Professional Placement modules (MSPO 4009) is a double module and worth 40 credits (20 ECTS). The final module to be completed by students on the programme is the Dissertation module worth 60 credits (30 ECTS).

### Level 7

The key defining characteristic of work at Masters level is that it is informed by issues and insight at the forefront of the discipline, field or area of research and professional practice. Students will be expected to demonstrate mastery of a complex and specialised area of knowledge, skills and practice, allowing them to conduct Masters level research, to act autonomously and responsibly in their professional setting. The programme encourages students to take an interdisciplinary approach to study and practice.

For the MSc award, all modules in the programme are mandatory and students complete core modules, course specific modules, professional development modules and finally research modules. Throughout the programme, many opportunities exist for students to

tailor their study towards a specific area within their course e.g. performance/development coaching and sports event management.

### Pre-requisites and Pathways

MSPO4001 Research Methods is the pre-requisite module for the Dissertation (MSPO 4010).

### Delivery:

The programmes have 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".

Core modules are held on weekly evening sessions (6.15-9.15pm) throughout the semester and the pathway specific modules are held over intensive weekends (Friday 6.15-9.15pm; Saturday 9.15-5.15pm and Sunday 9.15-5.15pm) throughout the semester which are held approximately 4-5 weeks apart. A one day seminar is utilised to provide students with preparation for their placement which is followed by tutorials throughout the placement. The Dissertation is a research project undertaken independently by the students and supported by tutorials with the student's supervisor throughout.

### MSc International Sports Coaching and MSc International Sports Management

The opportunity for students to obtain an award of MSc International Sports Coaching or MSc International Sports Management exists with students required to successfully complete a Dissertation with an international focus (MSPO4010) **and** undertake their Professional Placements (MSPO4009 and MSPO4013) in an international setting.

### Sports Coaching Award Map

Module Code	Module Title	Credits	Status (Mandatory (M) or Optional (O))		
			MSc Sports Coaching	PG Dip Sports Coaching	PG Cert Sports Coaching
MSPO4001	Research Methods	20	M	M	-
MSPO4002	Leading & Managing People	20	O	O	O
MSPO4003	Philosophy & Practice of Sports Coaching	20	M	M	O
MSPO4004	Scientific Concepts of Sports Coaching	20	O	O	O
MSPO4009	Professional Placement	40	O	O	O
MSPO4013	Professional Placement	20	O	O	O
MSPO4014	Inclusive Coaching and Disability Sport	20	O	O	O
MSPO4010	Dissertation	60	M	-	-

*Students registered on to the PG Cert Sports Coaching must successfully complete 60 credits at Level 7 (from MSPO4002, MSPO4003, MSPO4004, MSPO4014, MSPO4009 or MSPO4013)*

*Students progressing onto the PG Dip Sports Coaching must also successfully complete MSPO4001 and MSPO4003 to successfully complete a total minimum of 120 credits at Level 7.*

*To be awarded the MSc Sports Coaching students must complete a total of 180 credits at Level 7 including a minimum of 60 credits for the dissertation (MSPO4010).*

To be awarded the MSc International Sports Coaching students must successfully complete all mandatory modules in the table above and fulfil the criteria of an international based placement (out of their country of origin) and an international focused dissertation research topic.

### Sports Management Award Map

Module Code	Module Title	Credits	Status (Mandatory (M) or Optional (O))		
			MSc Sports Management	PG Dip Sports Management	PG Cert Sports Management
MSPO4001	Research Methods	20	M	M	-
MSPO4002	Leading & Managing People	20	M	M	O
MSPO4005	Entrepreneurship in Sport	20	M	M	O
MSPO4006	Sports Marketing and the Environment	20	M	M	O
MSPO4009	Professional Placement	40	M	M	O
MSPO4013	Professional Placement	20	-	-	O
MSPO4010	Dissertation	60	M	-	-

Students registered on to the PG Cert Sports Management must successfully complete 60 credits at Level 7 (MSPO4002, MSPO4005, MSPO4006, MSPO4009 or MSPO4013)

Students progressing onto the PG Dip Sports Management must successfully complete MSPO4001, MSPO4002, MSPO4005, MSPO4006, and MSPO4009 to successfully complete a total minimum of 120 credits at Level 7.

To be awarded the MSc Sports Coaching students must complete a total of 180 credits at Level 7 including a minimum of 60 credits for the dissertation (MSPO4010).

To be awarded the MSc International Sports Management students must successfully complete all mandatory modules in the table above and fulfil the criteria of an international based placement (out of their country of origin) and an international focused dissertation research topic.

#### Professional Practice

The Professional Placement contributes to the awards as either a 20 credit (MSPO4013; 100 hours placement activity) or a 40 credit module (MSPO4009; 200 hours placement activity) and encourages students to make an in-depth self-critical assessment of their practice whilst also developing lifelong critical reflective skills. We support reflective learning in an applied setting, allowing students to apply skills, knowledge and understanding derived from their own professional practice as well as from specialist course modules into a professional setting, and explore the challenges of applying 'book-learning' into professional practice. Placements are identified in the main by postgraduate students (in some cases, contacts within the Institute are used to help a student struggling to find a placement opportunity). The majority of current professional students will cite their placement activity within their current place of work and normally use it to further develop their effectiveness and/or implement new initiatives identified by themselves in discussions with their employers.

## 16 QAA and Professional Academic Standards and Quality

### The Framework for HE Qualifications

The programme is consistent with the Framework for HE Qualifications (FHEQ). It has been developed with reference to the Descriptor for a qualification at Masters (M) level: [Masters degree \(National Qualifications Framework for Higher Education Qualifications in England, Wales and Northern Ireland, 2008\)](#) ensuring that the qualification represents appropriately the level of achievement required for Masters courses. The programme aims are mapped onto the FHEQ descriptors to ensure alignment with the descriptors.

**QAA Quality Code for Higher Education, section B3 learning and Teaching, Section 2: Work-based and Placement Learning**

The Institute has completed a work-based learning and placement audit record developed by the University which is based upon the QAA UK Quality Code for Higher Education, section B3 Learning and Teaching, Section 2: Work-based and placement learning (2007/11) and takes account of the UCEA/USHA Health and Safety Guidance for the placement of HE students (2009).

**17 Support for students**

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

- **Sports Coaching and Sports Management** students experience a wide variety of support for their learning e.g. seminar group work, practical activities, tutorials, problem based learning, pre-module learning activities, Personal Academic Tutor support and the use of e-learning and access to computer and internet facilities e.g. Blackboard.
- Two evenings induction course.
- Student Course Handbook (published on an annual basis).
- Online support and guidance from tutors where travel to the University is limited between module sessions.
- All students have a Personal Academic Tutor who offers general support regarding academic progress, academic support, pastoral support and guidance and can guide the process of Personal Development Planning (PDP). The Personal Academic Tutor is available to support students in a variety of ways including telephone or online contact if travel to the University is limited between study sessions.
- Opportunities to study abroad (optional).
- The Language Centre provides English Language courses for International Students.
- Access to the [Disability and Dyslexia Service](#).

**18 Admissions**

**Admissions policy**

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**

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

Applicants 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 sports coaching and sports management experience

All applicants will be interviewed.

**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

### **Admissions procedures**

Prospective students may contact the course leader for further information about the course and guidance as to their suitability for the course. Online and postal applications are accepted, upon which, candidates demonstrating a suitable academic and experiential profile will be invited for interview and of the Institute and its facilities. Some candidates may be required to provide a coaching or management portfolio and/or complete a brief assignment in a relevant subject area to demonstrate suitable level of academic writing.

### **Admissions/selection criteria**

- Strong knowledge in the field of sports coaching or sports management suitable for Masters level academic work
- Evidence of engagement with professional and academic literature/publications relevant to CPD
- Ability to manage self, learning and professional duties where applicable
- Good communicator
- Evidence of ability to manage work independently
- Proven track record of dealing with complex and multidisciplinary issues relevant to their chosen subject area

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

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

- Annual evaluation of the quality of the subject.
- External Examiner reports.
- Each module provides opportunities for student evaluation (mid module and end of module)
- Course Management committee considers student feedback via student academic Representatives (StARs).
- Departmental staff and student consultative committee considers generic student issues.
- University Learning, Teaching and Student Experience Committee and the Academic Development and Practice Unit promote learning and teaching across the institution.
- Board of Examiners Moderation Group – Post module investigation (selected modules).
- Peer review of teaching by staff.
- A teacher accreditation course (Postgraduate Certificate in Learning and Teaching in Higher Education) for new staff accredited by HEA and SEDA.
- Institute of Sport & Exercise Science Learning Advisory Group.
- New Staff mentoring system.
- New staff observed by Head of Institute.
- Peer observation
- Personal Academic Tutor Feedback

## **20 Regulation of assessment**

The course operates under the University's **Taught Courses Regulatory Framework**

### **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 D- 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 may 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 D- 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 please see the Taught Courses Regulatory Framework.

#### **Retrieval of failure**

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

#### **Requirements for Awards**

<b>Award</b>	<b>Requirement</b>
PG Cert	Passed a minimum of 60 credits at level 7, as specified on the award map
PG Dip	Passed a minimum of 120 credits at level 7, as specified on the award map
Masters (MSc)	Passed a minimum of 180 credits at level 7, as specified on the award map

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

## **21 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 online 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.

Specific indicators of Quality and Standards for the Sports Coaching and Sports Management courses include:

- Our Masters Survey of Student Perceptions and Experiences (2012; responses = 16; response rate = 32%) indicated that 63% of the sample perceived the course to have a large impact upon their professional development with 12 students securing

new employment or promotion, 5 students gaining recognition from their employer (either monetary or from the employer) and 4 students starting a further course upon completing the award.

- Students cited a range of reasons for the impact the MSc had including “...development of reflective thinking”, “reflection on my performances” and “Micro political strategies that I now consciously use to manage people, athletes and situations”.
- External Examiners endorse the quality and standards of the courses identifying several areas of excellent practice:
  - “willingness to openly engage in critical debate about MSc delivery is excellent practice” (External Examiners Report for Sports Coaching, 2011-12),
  - “...industry based case studies are contained within the assignments, but the Professional Practice module is exceptional in its comprehensive structure and support, with diagnostic materials and exercises which enable the student to realise the full potential of the placement and to reflect accurately on their learning whilst working” (External Examiners Report for Sports Management, 2011-2012).

## **22 Graduate destinations, employability and links with employers**

### **Graduate destinations**

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.

- **MSc Sports Coaching**

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 Sports Coaching 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, such as:-

- Professional Sports Coach
- Fitness instructor
- Physical Education teacher
- Sports Coach
- Strength and Conditioning coach
- Coach Development Officer
- Sport Development Officer
- Sports Coaching Lecturers
- Recreation officer
- Self-employed coaching consultant
- Researcher
- Performance Analyst

- **MSc Sports Management**

The MSc in Sport Management is designed to enhance the student’s personal career, whether this is for existing employment, or helping to open up new sport career

pathways. The programme can develop more specific sport management disciplines, particularly in relation to marketing and leadership, or it can be used in a more general manner, as a base to develop new, or support existing entrepreneurial enterprises. In terms of more specific areas of sport employment, it is of particular relevance for people interested or involved in sport facility management (public, voluntary and private), sport research, sport development and sport business enterprises. It also encourages students to look at the career opportunities not only in a domestic setting, but increasingly in a global context.

### **Student employability**

The courses prepare students for employment, through the development of employability skills and attributes throughout all elements of the modules and in particular the Professional Placement where their placement activity enables students to engage in application of advanced theory into practice. In this context students can apply skills, knowledge and understanding derived from their own professional practice as well as from specialist course modules into a professional setting, and explore the challenges of applying 'book-learning' into professional practice. The use of mentor support and a critical friend underpin this experience whilst academic guidance from tutors helps the student develop advanced critical reflective skills preparing them for lifelong learning and effective continuing personal and professional development; a necessity in the work environment.

### **Links with Employers**

Modules within the Masters Programme have been written by academics currently members of and engaged with an array of professional bodies and employers within their pathway disciplines including the Institute of Leisure and Amenities Management, the Institute of Sport and Recreation Management, the British Association of Sport & Exercise Sciences, English Basketball Association, British Triathlon Association, British Swimming, British Canoe Union and British Gymnastics Associations.

Through involvement of the Institute of Sport & Exercise Science Sports Employers Advice Panels (SEAP), the blend of academic qualification and professional engagement of staff within the programme team has ensured that career considerations are at the forefront of the programme content.

**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 outlines and the course handbook provided to all students at the start of the course. 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](#).