**Programme Specification for the
Integrated Masters in Cricket Coaching and Management**

This document applies to Academic Year 2024/25

Table 1 Programme Specification for MSci Cricket Coaching and Management

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	University of Worcester
3.	**Programme accredited by**	N/A
4.	**Final award or awards**	MSci Cricket Coaching and Management
5.	**Programme title**	Cricket Coaching and Management
6.	**Pathways available**	Single
7.	**Mode and/or site of delivery**	Level 4 and 5: Face-to-face Level 6 and 7: Blended
8.	**Mode of attendance and duration**	Full Time / Part Time
9.	**UCAS Code**	UCAS Code (NX18) Integrated Masters in Cricket Coaching and Management
10.	**Subject Benchmark statement and/or professional body statement**	Events, Hospitality, Leisure, Sport and Tourism November 2019 QAA Masters Degree Characteristics Statement 2020 Inspiring a Generation – The England and Wales Cricket Boards Game Wide 5 year strategic plan
11.	**Date of Programme Specification preparation/ revision**	Approved at ASQEC January 2021 August 2021 – AQU amendments July 2022 (RP removed UWIC reference) August 2022 – AQU amendments July 2023 – annual updates January 2024 – CMAS (removal of SPRT2056, addition of SPRT2077)

12. Educational aims of the programme

The new Integrated Masters in Cricket Coaching and Management course, the only academic course of its type in the country, blends both applied practical skills and knowledge of coaching, with the vital skills and functions of management and development. The blended teaching of these core elements provides students with a diverse array of skills and experience that will enable graduates to drive high quality cricket related programmes.

The vocationally relevant degree will enhance the student's employability prospects through:
- Vocationally recognised cricket coaching qualifications. Alongside the degree, students will have the opportunity to access the England and Wales Cricket Boards (ECB) coach education program (foundation 1, foundation 2 and the advanced coach course). This opportunity facilitates the integration of professional standards and educational aims and will enable added breadth and depth to the students' knowledge and understanding of the game.
- Two work placement modules at the start of year 3 and year 4 and an applied performance analysis module at the start of year 3. These placement focused modules, which include the option to study internationally, will afford the student an opportunity to experience different cricketing conditions and a variety of coaching, management, performance analysis and development methods. This unique feature of the course will provide students with a further opportunity to appreciate diversity and develop an awareness of intercultural differences.

The educational aims provide the over-arching structure to the course, establish its key philosophical underpinnings and also include qualities and transferable skills necessary for employment.

The educational approaches of constructivism, behaviourism and cognitivism have been utilised in the development the programme with constructivism and behaviourism being the primary lenses. Constructivism identifies the importance of new knowledge construction and learner-centred experiences (Biggs, 2003 and Wang et al., 2012), with behaviourism centred in observing and imitating others (Gog et al., 2008 and Staddon, 2014). It is the fundamental transition from teacher-centred learning to student-centred learning that is at the heart of the development within the programme (Biggs, 2003 and Biggs and Tang 2011). The educational aims of the programme are therefore to develop an autonomous graduate who is equipped to add value, to solve problems and make a positive difference to the cricketing landscape.

The course aims will enable students to:
a. Utilise their advanced knowledge and understanding of cricket coaching and management to innovatively and effectively deal with complex issues systematically and creatively and be able to communicate their conclusions clearly
b. Effectively apply the principles of sustainability, social and corporate responsibility to help guide future cricket coaching, management and development practices and actions for organisations and business
c. Construct 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 cricket coaching and management
d. Select and demonstrate safe and ethical practices within the cricket industry
e. Appraise both domestic and global opportunities within cricket coaching, management and development.
f. Formulate both a risk and entrepreneurial practitioner culture which can be used to lead innovation and change in the cricket industry.

In addition to the educational aims, the programme has been developed to consider (1) the England & Wales Cricket Boards (the games governing body) 5 year strategic plan (2020-2024) entitled Inspiring Generations and (2) the principles set out by the Active Endorsement Scheme for Higher Education which is administered by SkillsActive in conjunction with the Chartered Institute for Management of Sports and Physical Activity (now CIMPSA).

It should be noted that the programme content is also guided by the International Council for Coaching Excellence (ICEE) Standards for Higher Education: Sports Coaching Bachelor Degrees (2016).

The rationale for this is to ensure that the course is current and relevant both to the curriculum and requirements of Higher Education, but also to the employment sector in which students would be aiming to gain employment. The eight principles identified by the Active Endorsement Scheme are considered to include pertinent skills required of a graduate from a sports coaching science related degree and have helped informed the content of the mandatory modules for the cricket coaching science strand within the program.

The principles are summarised as follows:
1. Pedagogy of coaching practice including types of coaching methods and strategies, their application to sports coaching, methods of planning, periodization and setting objectives when delivery coaching sessions, making use of evaluation, reflection and self-analysis techniques within sports coaching.
2. Professional practice related skills which includes the nature of the coach athlete relationship, ethical and moral considerations when working as a coach, inclusive coaching related issues, guidelines and responsibilities that require consideration when working with a range of populations including children and vulnerable adults;
3. A practical approach to delivery and learning through the use of relevant sport industry examples embedded within all the modules. This element is underpinned by two 100

hour work placement modules which take place in semester 1 at level 6 and level 7. This platform enables to students' to critically apply knowledge and understanding to the practical environment in which the sport operates. The online teaching provision of semesters 1 of years 6 and 7 affords flexibility to study abroad and/or in the UK.

4. Social psychological aspects of sports coaching including the effects of stress, anxiety and arousal on performance, techniques to enhance performance and an appreciation of the various perspectives and theories that underpin psychological behaviour relevant to sports coaching;

5. Analysis of sports performance including the knowledge of systems that can be used to analyse technical, tactical and strategic perspectives, utilising different systems to draw accurate conclusions that are relevant to the coaching process and be able to individually profile athletes to assess their strengths and weaknesses;

6. Management and Development of Coaching to include the sports industry in the UK and the position of the coach within this industry, key policy and strategic documents and the structure and the system of sports coaching from an International perspective;

7. A risk paradigm which views risk as both a practical process and as a business culture, with the latter adopting the view that change is inevitable, and with change brings risks which create both opportunities and threats.

8. Research skills to include qualitative and quantitative methods of enquiry, ethics associated with research and methods and techniques that can be used to undertake a significant piece of independent research.

Inspiring Generations is the game-wide five-year [strategic plan](#) to grow cricket in England and Wales from 2020-24.The National Governing Bodies five-year plan will see the whole game united behind a clear purpose: to connect communities and to inspire current and future generations through cricket.

It should be noted that all of the aforementioned aims are crucial in providing the over-arching structure of the programme and setting the general tone, or philosophy. This means that these aims can be both *explicitly* dealt with in modules, whilst at other times they are *implicitly* referred to in the modules.

13. Intended learning outcomes and learning, teaching and assessment methods
The course provides opportunities for students to develop and demonstrate knowledge, understanding, skills, qualities and other relevant attributes.

Learning Outcomes: BSc (Hons) Cricket Coaching and Management
By completing level 6 of the programme, as set out on the award map, students will have attained all the intended learning outcomes as set out below.

Table 2 knowledge and understanding outcomes and which module/code they relate to

Knowledge and Understanding		

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Analyse and critically reflect upon appropriate theory and contemporary issues in inclusive cricket coaching	SPRT3070 SPRT3071
2.	Construct and develop both multi-disciplinary and inter-disciplinary approaches to the study and practice of cricket coaching	SPRT2072 SPRT2073 SPRT3070 SPRT3071

3.	Critically analyse past, present and future developments of cricket organisations and services at a national, regional and global level.	SPRT3006 SPRT3008
4.	Select and apply the key business management disciplines and their underpinning concepts to analyse how they meet individual wants, economic goals, and intercultural and social objectives	SPRT2015 SPRT2068 SPRT3006

Table 3 cognitive and intellectual skills outcomes for module code/s

Cognitive and Intellectual skills		
5.	Apply research skills and critically reflect upon literature aligned to cricket based projects.	SPRT2065 SPRT3070 SPRT3033
6.	Critically appraise a range of evidence for the construction of reasoned arguments, problem solving, decision making and strategic planning in cricket.	SPRT3069 SPRT2015 SPRT2065
7.	Debate and evaluate contemporary issues relevant to cricket coaching.	SPRT2072 SPRT2073 SPRT3069

Table 4 learning skills and capabilities related to employability outcomes for module code/s

Skills and capabilities related to employability		
8.	Design, develop and defend inclusive practical cricket coaching sessions.	SPRT2073 SPRT2072
9.	To organise cricket coaching related activity with due respect for health and safety requirements.	SPRT3069 SPRT2072 SPRT3033
10.	Formulate and demonstrate a contemporary viewpoint on inclusive, intercultural, economic, moral, ethical and legal issues within cricket coaching and management	SPRT2072 SPRT3069 SPRT3006 SPRT3008
11.	Generate, design and evaluate innovative solutions to problems, strategies and services to meet the diverse changing needs within the sport of cricket	SPRT3006 SPRT3008 SPRT3071

Table 5 transferable/key skills outcomes for module code/s

Transferable/key skills		

12.	Communicate information, ideas, problems and solutions, sensitive and complex issues effectively with a range of people verbally, electronically and in writing, with clear expression and style.	SPRT3033 SPRT3069 SPRT3009
13.	Critically self-appraise and constructively reflect upon their own practice.	SPRT2072 SPRT3033 SPRT3009
14.	Engage effectively in team based problem solving activities and exhibit inclusive leadership qualities in the achievement of specified outcomes.	SPRT2077 SPRT3009 SPRT3069

Learning Outcomes: Integrated Masters in Cricket Coaching and Management

By completing level 7 of the programme, as set out on the award map, students will have attained all of the Level 6 learning outcomes, and in addition.

Table 6 knowledge and understanding outcomes and which module/code they relate to

Knowledge and Understanding		

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights within the field of cricket coaching and management	MSPO4273 MSPO4290
2.	Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate conclusions clearly to a range of audiences	MSPO4290
3.	Demonstrate a comprehensive understanding of techniques applicable to applied research or advanced scholarship in cricket coaching or management.	MSPO4276

Table 7 cognitive and intellectual skills outcomes for module code/s

Cognitive and Intellectual Skills		

4.	Critically analyse and appreciate different perspectives, values and strategies of practitioners in the fields of cricket 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	MSPO4273
5.	Demonstrate self-direction and originality in identifying needs, analysing needs, formulating solutions and evaluating strategies within cricket management environments	MSPO4290
6.	Evaluate critically current research and advanced scholarship in cricket coaching and management	MSPO4276
7.	Evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses in the area of cricket coaching and management	MSPO4276

	Skills and capabilities related to employability	
8.	Criticise, appraise, manage, lead and educate people in a professional but supportive context.	MSPO4273 MSPO4290
9.	Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level	MSPO4290
10.	Generate and construct inspirational cricket related programmes in a contemporary cricket environment that accounts for diversity, inclusion and intercultural awareness	MSPO4290

Table 9 transferable/key skills outcomes for module code/s

	Transferable/key skills	
11.	Continue to advance their knowledge and understanding, and to develop new skills to a high level.	MSPO4290 MSPO4276
12.	Make decisions in complex applied situations using systematic and creative methods and communicate their conclusions clearly	MSPO4290
13.	Demonstrate high levels of initiative, personal responsibility and effective leadership skills.	MSPO4290

Learning, teaching and assessment

The course emphasises a learning experience that is meaningful, reflective, collaborative, creative and applicable to the contemporary cricket industry. These principles are practised through working methods and outcomes reflected in a range of assessments and subject matter requiring critical analysis and reflective activities. Interactive taught lectures, seminars, tutorials and workshops will be used extensively but in addition, work based learning and online teaching will be utilised in semesters 1 of level 6 and level 7.

Students will develop their knowledge and understanding of the cricket coaching science curriculum, values and beliefs, scientific disciplines, specific pedagogy and a range of generic learning and cricket coaching principles. Students will be challenged to self-reflect on previous practice and future aspirations. Knowledge and understanding is assessed through a range of different assessment opportunities in each module.

Students will develop key business skills, an understanding of the sport business environment and how it creates changes that can be both threatening and opportunistic.

A wide range of assessment is applied across the various modules including written and oral presentations, examinations, posters, case studies including real operational/strategic and professional role based scenarios, eportfolios and reports as well as practical assessment in selected coaching modules. Students will develop their communication and presentation skills through the sharing of ideas, providing peer feedback, formal presentation of ideas, work placement and research tasks.

Students will develop the ability to self-appraise and reflect on their own strengths and weaknesses using tools such as video, tutor and peer feedback. Summative feedback may be provided in written and/or tutorial feedback. Students will develop the ability to plan and manage learning in areas such as meeting deadlines for assessments, using tutorial support and liaising with Clubs and team coaching staff. Students will develop skills of camera technology and various ICT software packages to allow them to contribute to the coaching process and appreciate what is required when working in a coaching environment.

Students will engage and have the opportunity to achieve ECB and other UK recognised coaching awards throughout the duration of the course, some of which will be aligned to the course itself.

UW learning technologies and support are available for all modules and courses including the Blackboard VLE site. Pebblepad is used on selected modules and serves as a good vehicle for learners to record and store a range of work in relation to their development and undergraduate learning.

Teaching
The teaching strategy will be varied and diverse enabling the student to gain the necessary underpinning theoretical knowledge and research that will enable active exploration and critical reflection.

Students are taught through a combination of interactive seminars, lectures, practical activities and on line classes. Interactive seminars take a variety of formats and are intended to enable the application of learning through discussion and small group activities, the interactive seminars enable the discussion and development of understanding of topics covered in lectures. Practical sessions are focused on developing subject specific skills and applied individual and group coaching delivery.

Action learning will be integrated into classes, face-to-face learning and where appropriate both formative and summative assessments. Guest speaker input, vocational practice and visits to sports organisations add depth and real world insights to enable the contextual understanding presented throughout the course.

To further the student's vocational awareness and industry readiness, two placement focused modules have been developed within the course program. Both modules require the completion of a minimum of 100 hours of relevant work based learning in both a cricket coaching and management focused environment. These modules form central components to semester 1 at Level 6 and 7. Students will also be required to complete a performance analysis placement within the Applied Performance in Cricket Analysis module in semester 1 at Level 6. Work-based learning hours cannot be double counted in semester 1 at Level 6 and students will be required to achieve the necessary hours specified within the module specification for both Work Placement (coaching) and Applied Performance in Cricket Analysis. The placement modules enable application of theory to practice as well as the development of industry-relevant skills. The intensive preparation and blended delivery of these semesters provide students with the opportunity to study these modules remotely and thus students could engage in internationally based work based learning activities. Online lectures, seminars and tutorials will support the student's remote learning.

The students on this award will receive a Level 5 Research Methods module in line with all other undergraduate programmes. This basic understanding will then be supplemented and expanded at Level 7 within each subject specific module. The School has committed to delivering and supporting research and researcher development within each specific module at Level 7. This approach has been commended at recent Postgraduate Approval events by the external advisor. The basis for this approach emerges from experience that students engagement and understanding of Research Methods appears far higher and deeper when the research methods emerges from subject specific research articles and subsequent analysis.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Contact time

In a typical week students will have around 12-16 contact hours of teaching. The precise contact hours will depend on the optional modules selected. Two weeks of intensive study will be conducted at the end of Level 5 and Level 6, in preparation for semester 1 at level 6 and level 7. Semester 1 at Level 6 and 7 will be delivered online and in semester 2 at Level 7 you will normally have slightly less contact time in order to do more independent study.

Typically class contact time at level 4, 5 and semesters 2 of level 6 and 7 will be structured around:
- Practical Sessions
- Theoretical lectures
- Blended learning
- Seminars (in small study groups)
- Module specific tutorials

In addition, students are able to access 8 hours of tutorial support during the course of their Sports Research Project study in the final year. Students will also receive structured Research Project support in the intensive preparation period.

Independent self-study

In addition to the contact time, students are expected to undertake around 25 hours of personal self-study per week. Typically, this will involve completing online activities, reading journal articles and books, working on individual and/or group projects, undertaking research, completing placements and preparing for assignments/assessments.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior academics, professional practitioners with industry experience, demonstrators and technical officers.

Teaching is informed by research and consultancy, and the majority of lecturers on the course have a higher education teaching qualification or are Fellows of the Higher Education Academy.

You can learn more about the staff by visiting our staff profiles.
https://www.worcester.ac.uk/discover/sport-meet-our-experts.html.

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Assessment methods include written examinations and a range of coursework assessments such as essays, reports, portfolios, case studies, practical coaching, presentations and a final year research project.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

Year 1: Written essays, coaching portfolio, paired and individual presentations, practical coaching episodes, multiple-choice exams

Year 2: Coaching portfolio; essays, presentations, poster presentation, oral defence of work, practical coaching episodes, case studies, grant applications, exams (module selection dependant)

Year 3: Reflective reports, essays, presentations, coaching portfolios, practical coaching episodes, placement evidence

Year 4: Individual presentation, portfolios, essays, research project

14. Assessment strategy

The underpinning philosophy of all the assessments is developmental, enhancing current knowledge, expertise and capabilities towards each individual being an able and confident cricket related practitioner. Each learner will receive regular and constructive feedback from the academic team, peers, and, where appropriate, industry professionals. There will be support in the use and integration of this feedback as part of professional and self-development, and this active guidance will help to plan the next stages of the learning journey. This opportunity for supported self-reflection will enable each student to take charge of their own learning through the development of critical evaluation, reflection and planning skills.

To facilitate and maximise learning, a range of assessment methods are used throughout the programme. Assessments are authentic and practical scenarios to enable learning to be transferred to the professional environment, and for each learner to demonstrate their developing skills and abilities. Assessments include individual written assignments, professional reports, oral presentations, creative design tasks, e-communication submissions, and an applied research project. Each student will emerge a more informed, confident, communicative and engaging individual ready for the next life challenge within the global cricket sector.

The learning and teaching environment includes interactive 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. Two periods of work-based learning is included within the course whereby students are required to apply their knowledge and skills to an applied setting. The course culminates with a Master's level Research Project during the final stages of study.

Assessments test both students' theoretical knowledge and application of that knowledge to real-world situations.

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 online group/individual tasks and tutorials) will provide the opportunity for students to receive feedback on their progress.

15.   Programme structures and requirements

Table 10 award map for each level of the course

Course Title: Integrated Masters in Cricket Coaching and Management

Module Code	Module Title	Credits (Number)	Status (Mandatory (M), Optiolnal (O))	Pre-requisites (Code of Module required)
			Single Hons	

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)
SPRT1048	Principles and Practice of Cricket Coaching	30	M	None
SPRT1038	Introduction to the Sport Industry	30	M	None
SPRT1049	Inclusive Cricket Coaching	15	M	None
SPRT1036	Sports Coaching Intrapersonal Skills	15	M	None
SPRT1005	Introduction to Motor Learning and Skill Acquisition	15	O	None
SPRT1050	Foundations of Cricket Development	15	O	None
CODE XXXX	Optional modules offered by the Centre for Academic English and Skills/Institute of Education	15 / 30	O	N/A

Requirements at Level 4
Students must take 120 credits in total drawn from the table above to include 90 credits from all mandatory modules and optional modules - which can include up to 15/30 credits drawn from a range of modules in: Teaching English as a Foreign Language (TEFL); Academic English for native and non-native speakers of English and modules in Tutoring. Details of the available modules can be found here
https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/optional-modules.aspx

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O)) Single Hons	Pre-requisites (Code of Module required)
SPRT2072	Cricket Coaching Pedagogy and Practice	30	M	SPRT1048
SPRT2073	Scientific Principles of Cricket Coaching	30	M	None
SPRT2065	Creating Successful Research	15	M	None
SPRT2068	Management and Leadership in Sport	15	M	None
SPRT2077	Professional Skills in the Workplace	15	O	None
SPRT2015	Sponsorship and Fundraising	15	O	None
CODE XXXX	Optional modules offered by the Centre for Academic English and Skills/Institute of Education	15 / 30	O	N/A

Single Honours Requirements at Level 5
Students must take 120 credits in total drawn from the table above to include 90 credits from all mandatory modules and optional modules - which can include up to 15/30 credits drawn from a range of modules in: Teaching English as a Foreign Language (TEFL); Academic English for native and non-native speakers of English and modules in Tutoring. Details of the available modules can be found here
https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/optional-modules.aspx

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O)) Single Hons	Pre-requisites (Code of Module required)
SPRT3069	Work Placement (Cricket Coaching)	30	M	None
SPRT3070	Advanced Cricket Coaching Pedagogy and Practice	15	M	SPRT2072
SPRT3033	Applied Performance Analysis in Cricket	15	M	SPRT2073
SPRT3006	The Sport Entrepreneur	15	M	None
SPRT3008	Sport Strategy in Action	15	M	None
SPRT3071	The Professional Cricket Practitioner	30	O	None
SPRT3026	The Developing Child in Sport	15	O	None
SPRT3009	Group Dynamics in Sport	15	O	None

Single Honours Requirements at Level 6
Students must take 120 credits in total drawn from the table above to include all mandatory modules.

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O)) Single Hons	Pre-requisites (Code of Module required)
MSPO4290	Work Placement (Cricket Management)	30	M	None
MSPO4276	Sports Research Project	60	M	None
MSPO4273	Contemporary Issues in Sports Coaching	30	M	None

Students must take 120 credits in total. All modules are mandatory.

16. QAA and professional academic standards and quality

This award is located at Level 7 of the OfS sector recognised standards for the Integrated Masters in Cricket Coaching and Management award, and at Level 6 for the BSc (Hons) in Cricket Coaching and Management

The Framework for HE Qualifications
The course has been developed with reference to the UK Quality Code for Higher Education **ensuring that the qualification represents appropriately the level of achievement required for Masters courses.** A full copy of the above document can be found by visiting the QAA website: *FHEQ qualification descriptor;* QAA Masters Degree Characteristics Statement 2020

The course takes into account the QAA Masters Degree Characteristics Statement 2020 that specifies the key characteristics in relation to purpose, content, structure and delivery, teaching, learning and assessment methods and relationship to further study or employment for Master's Degree programmes.

The Master's programme includes some learning undertaken in a structured environment alongside time spent in a professional practice scenario.

This course also makes reference to the [Events, Hospitality, Leisure, Sport and Tourism November 2019](#) subject benchmark statements

The Sport Benchmark statements include five subject areas which are stated as being 'broadly concerned with sport'. These areas relate to the:
1.   Human responses and adaptations to sport and exercise
2.   The performance of sport and exercise and its enhancement, monitoring and analysis.
3.   Health-related and disease management aspects of exercise and physical activity
4.   Historical, social, political, economic and cultural diffusion, distribution and impact of sport.
5.   Policy, planning, management and delivery of sporting opportunities.
These five sport benchmark areas vary in relation to their relevancy to three key types of sport related degrees, which are *sport science*, *sport studies* and *sport management*. These diverse degree pathways should "normally" embrace at least one or two of the previously noted sport benchmark subject areas.

While, to some extent, students could be exposed to all areas during the completion of their studies, in the context of the Cricket Coaching and Management course the primary focus is given to the subject benchmark areas of 1, 2, 4 and 5.

Common to all modules is the opportunity to learn through the integration of theory with practice. Although students are expected to engage with a challenging and suitable range of theories, concepts and principles, the applied context within which a student learns is a driver for the degree.

The course also makes reference to the ECB's 5 year (2020-24) Nation Wide [Strategic Plan](#).

17. Support for students

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

Cricket Coaching and Management students experience a wide variety of support for their learning e.g. seminar group work, practical activities, tutorials, opportunities for exploration, pre-module learning activities, Personal Academic Tutor support and the use of e-learning and access to computer and internet facilities e.g. Blackboard.

Personal Academic Tutor System
Each student will be allocated a Personal Academic Tutor. Students will be given an opportunity to meet with their personal academic tutor during the induction sessions. The intention behind the system is that the student and tutor will develop a close working relationship, so a clear picture of the student's progress is developed throughout the course. The personal academic tutor will be able to offer both academic and pastoral advice and should be the main contact throughout the course.

https://www2.worc.ac.uk/firstpoint/
https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx
https://www2.worc.ac.uk/disabilityanddyslexia/

18. Admissions
We value diversity in our student body and the course seeks to recruit students from many backgrounds (young people leaving school/college, mature students and international students). Students with disabilities are encouraged to apply to the programme and all applications will be considered on an individual basis. Students are welcome to attend the University for an information visit where they can meet the course leader, discuss the course and tour the respective facilities.

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
The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website https://www.worc.ac.uk/journey/a-z-of-courses.html.

Students will be required to possess English and Mathematics at Grade C/4 or above and a minimum of 2 A Levels (or equivalent Level 3 qualifications).

Applicants whose first language is not English must provide evidence of achievement of IELTS at 6.0 (not less than 5.5 in any section) before the commencement of the course.

See Admissions Policy for other acceptable qualifications.

Disclosure and Barring Service (DBS) requirements
A Disclosure and Barring Service (DBS) is required for this course.

Recognition of Prior Learning
Details of acceptable Level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at
https://www2.worc.ac.uk/registryservices/
Admissions procedures
Full-time applicants apply through UCAS *(NX18)*
Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria
Prospective students should apply through UCAS and all applications will be considered by the Course Leader / Admissions Tutor. The decision to offer a place will be based on a candidate's ability to demonstrate enthusiasm for the subject, commitment to study and the academic capability to succeed on the Course.

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

19. 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 module specifications.
- The minimum pass mark is D- for each module.
- A student is 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.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items
- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.

- A student who submits work later than 7 days (one week) 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
- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped 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 will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression
- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 6 to Level 7 if, by the time of the reassessment Board of Examiners, they have passed at least 240 credits at Levels 4 and 5 and at least 90 credits at Level 6. Outstanding Level 6 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

Table 11 requirements for awards

Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE *Students will exit with a Cert HE Cricket Coaching and Management*	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE *Students will exit with a Dip HE Cricket Coaching and Management*	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map.
Degree (non-honours) *Students will exit with a BSc Cricket Coaching and Management*	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award as specified on the award map.

Degree with honours *Students will exit with a BSc (Hons) Cricket Coaching and Management*	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.
Integrated Masters *Students will exit with an Integrated Masters in Cricket Coaching and Management*	Passed a minimum of 480 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at each of Level 6 and Level 7, including a dissertation or other substantial piece of independent work, as set out in the award map.

Classification

The classification will be determined by whichever of the following two methods results in the higher classification.

Degree with honours:

- Classification determined on the profile of the 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades are weighted on a ratio of 1:2. OR
- Classification determined on the profile of the 120 credits attained at Level 6 only.

- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

Integrated Masters:

- Classification determined on the profile of the 120 credits attained at Level 6 and 120 credits at Level 7. Level 6 and Level 7 grades are weighted on a ratio of 1:2. OR
- Classification determined on the profile of the 120 credits attained at Level 7 only.

Classification will be based on the weighted average grade together with a requirement for at least half of the Level

20. Graduate destinations, employability and links with employers

The University of Worcester sees a high percentage of graduates in employment within 6 months of graduating.

Graduate destinations

Cricket Coaching and Management graduates have gone on to gain employment in the following areas: Sport Community coaching (including disability coaching career opportunities); Sport performance coaching; Sport Development officers; Sports Marketing; Performance Analysis; Physical Education teaching; Coaching business start-up; Wicketz Development Officers, Chance to Shine Coaches, Super 1's Officers, Heads of Cricket, Street Cricket Community Development Officers, Women's and girls' development officers, inclusion officers and graduate level employment in the private, public and voluntary sectors.

Student employability

The courses prepare students for future employment. The development of employability skills and attributes is embedded throughout all elements of the modules and in particular the Cricket Coaching Placement and Professional Development and Professional Placement modules where their placement activity enables students to engage in application of 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 their knowledge developed on the course 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.

The School has developed a strong reputation with employers and has a number of initiatives in place in order to develop the employability of the SSES students:

1. School of Sport & Exercise Science 'Earn As You Learn (EAYL)' & 'Learn As You Volunteer (LAYV)' schemes - opportunities for sport students to engage in meaningful employment during their time of study at the University of Worcester is promoted, marketed and coordinated by the School of Sport & Exercise Science. A designated EAYL coordinator has the responsibility of managing this activity and publicising using a variety of social media (Twitter: @EAYLatUW; Facebook: EAYL at UW; Instagram: uw_eayl)
2. National Governing Body Awards
   The University works closely with the ECB and Worcestershire Cricket to facilitate opportunities for students to access the foundation coach and core coach learning programmes.

We provide the opportunities for students at UW to access a wide range of relevant vocational sports coaching qualifications in sports such as football, handball, hockey, netball, ultimate frisbee, athletics, tennis, fitness diplomas comprising level 2 and 3 awards for students interested in developing a career in the fitness industry, officiating, refereeing and umpiring awards and courses to support students interested in careers in teaching and outdoor education.

Additional Qualifications
England & Wales Cricket Board (ECB) Coaching Qualifications
The University works closely with Worcestershire Cricket to facilitate the following courses at the University of Worcester for our students.
- Foundation Coach
- Core Coach

The ECB have also asked the University to sign post any outstanding learners to them for tutor training.

The Worcestershire County Cricket Board will provide additional education training to students on the Integrated Masters in Cricket Coaching & Management.

Training will include:
- Chance to Shine – for information on chance to shine - https://www.chancetoshine.org/
- Worcestershire County Cricket Board Coaching in Schools – a bespoke in-house training course from Worcestershire County Cricket Board

Associated costs for additional qualifications will be reviewed annually in line with ECB costings.

Links with employers
Links with employers have been further developed and strengthened by the School. This is evident with the appointment of a Work-Based Learning Tutor, supporting students source and complete placements; whilst providing a point-of-contact and clarification for placement providers. The School has a vast network of placement providers ranging from professional sports clubs, independent schools, County Cricket Boards through to grassroots/community organisations. Employers are also used regularly within academic delivery, providing up to date insight and information to the students in the form of guest lectures, practical masterclasses and networking events. Career development, employability and industry readiness are at the forefront of the programmes design.

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 associated course documentation e.g. course handbooks, module outlines and module specifications.