香港教育大學
The Education University of Hong Kong

Faculty of Liberal Arts and Social Sciences

Master of Social Sciences in Sports Coaching and Management (One-year Full-time / Two-year Part-time)

運動教練及管理社會科學碩士 (一年全日制 / 二年兼讀制)

Course Outlines

(Updates as of Oct 2026)

Any aspect of the course and course offerings (including, without limitation, the content of the Course and the manner in which the Course is taught) may be subject to change at any time at the sole discretion of the University. Without limiting the right of the University to amend the course and its course offerings, it is envisaged that changes may be required due to factors such as staffing, enrolment levels, logistical arrangements and curriculum changes.

Master of Social Sciences in Sports Coaching and Management

Course Outlines

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^The offering of elective courses and the quota offered is subject to the Programme's decision and students' enrollment. It may vary in each academic year.
#This course is subject to quota availability

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Master of Social Sciences in Sports Coaching and Management
Programme QF Level : QF Level 6
Course Title : Administration and Management Leadership in Sports
Course Code : PES6250
Department : Health and Physical Education
Credit Points : 3
Contact Hours : 39 hours
Pre-requisite(s) : Nil
Medium of Instruction : English
Course Level : 6

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

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- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills

4a. Oral Communication Skills

4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

Professional sports, while instantly recognised as competitive physical activities or games by many, are ultimately organisational businesses. Standard corporate skillsets combined with specialised knowledge in the sports business are essential to a sports organisation's success both on and off the field. This course provides students with fundamental knowledge and leadership skills centred on management, finance, marketing, human resources and law to the organisations in the sports industry. Students will be guided through the literature of administration and management including different administration theories and management models. Students are expected to critically discuss those theories and models in the context of applied sports business environment.

2. Course Intended Learning Outcomes ($CILO_s$)

Upon completion of this course, students will be able to:

$CILO_1$ Explore strategic management practices in the sport organization

$CILO_2$ Critically examine conception of leadership and leader development according to sport management

$CILO_3$ Analyse the administration theories and management models which are applicable to the sport industry

$CILO_4$ Evaluate the complexities of administration and management leadership positions in sport organization

$CILO_5$ Develop and evaluate a persuasive and innovative sport business plan

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Administration and Management in Contemporary Sports Industry	$CILO_{1,3}$	Lecture, group discussion, case study
Budgeting and Financial management	$CILO_{1,3,5}$	Lecture, group discussion, case study
Marketing in sports industry	$CILO_{1,3,5}$	Lecture, role play
Human Resources Management and Organizational Behaviour in the sport industry	$CILO_{2,3,4}$	Lecture, experiential activities, group discussion

Legal aspect and ethical issues in sports industry	*CILO*$_{2,4}$	Lecture, case study, group discussion
Motivation and leadership	*CILO*$_{2,4}$	Lecture, experiential activities, group discussion
Team development and communication	*CILO*$_{2,4}$	Lecture, experiential activities, group discussion
Innovation and entrepreneurship	*CILO*$_{4,5}$	On-line forum

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) An individual case study report on a sport organization in the context of administration and management supported by theories and models learnt in class (Not less than 1000 words)	30%	*CILO*$_{1,2,3,4}$
(b) An individual business proposal for an imaginative sports start-up company including skills of management, finance, marketing and law (Not less than 2300 words)	70%	*CILO*$_{3,5}$

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ ***Not Permitted***: In this course, the use of generative AI tools is not allowed for any assessment tasks.

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6. Required Text(s)

Nil

7. Recommended Readings

Bayle, E., & Patrick, C. (2018). *Global sport leaders: A biographical analysis of international sport management.* Palgrave Macmillan.

Bowem, J., Katz, R.S., Mitchell, J.R., Polden, D.J., & Walden, R. (2017). *Sport, ethics and leadership.* Routledge

Bradbury, T., & O'Boyle, I. (2017). *Understanding sport management: International perspectives.* Routledge Taylor & Francis Group

Fried, G., Mumcu, C., & Ebrary, Inc. (2017). *Sport analytics: A data-driven approach to sport business and management.* Routledge.

Hoye, R., Smith, A.C.T., Nicholson, M., & Stewart, B. (2018). *Sport management: Principles and applications.* (5th Ed.). Routledge

IGI Global, publisher, Information Resources Management Association. (2018). *Sports media, marketing, and management: Breakthroughs in research and practice*. IGI Global.

Pedersen, P.M., & Thibault, L. (2025). *Contemporary sport management.* (8th ed.). Human Kinetics.

Tracy, T., Doherty, A., & Kerwin, S. (2024). *Managing people in sport organizations: A Strategic Human Resource Management Perspective (3rd ed.).* Routledge.

8. Related Web Resources

Commission of Sport Management
https://www.cosmaweb.org

Hong Kong Recreation Management Association
http://www.hkrma.com.hk

Sports Management Institute
http://sportsmanagementinstitute.com

Sports Management Worldwide
https://www.sportsmanagementworldwide.com

Sport Marketing Association
http://www.sportmarketingassociation.com

Sports Market Analytics
http://www.sportsmarketanalytics.com/home.aspx?rs=nf

Sports Business News
http://www.sportsbusinessnews.com

9. Related Journals

Asian sports management review

Case studies in sport management

Journal of applied sport management

Journal of sport management

Sport, business and management: an international journal

Sport management review

10. Academic Honesty

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11. Others

Nil

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	**:** Master of Social Sciences in Sports Coaching and Management
Programme QF Level	**:** QF Level 6
Course Title	**:** Research Methodology in Sports Coaching and Management
Course Code	**:** PES6251
Department	**:** Health and Physical Education
Credit Points	**:** 3
Contact Hours	**:** 39
Pre-requisite(s)	**:** Nil
Medium of Instruction	**:** English
Course Level	**:** 6

Part II

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4a. Oral Communication Skills

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7. Global Perspectives

1. Course Synopsis

This course is designed to familiarise students with major research methods applicable to sports coaching and management from quantitative and qualitative research design, data collection, data analysis to report writing. Students will be guided through implementation of a small research project and learn how to construct an investigation from an initial idea, to the point of completing and presenting the study. Relevant examples of research designs and publications in sports industry will be provided for students' critical review, discussion, debate and reflection. Students will also be exposed to ethical issues in the implementation of commercial research.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- $CILO_1$ Demonstrate their understanding of different research methods through a variety of empirical research articles, to further develop their awareness of possible solutions to issues in Sports Coaching and Management
- $CILO_2$ Critically review and analyse research designs and methodologies commonly used in the sports industry and in turn reflect their thinking through their implementation of a research project
- $CILO_3$ Formulate research question and design their own research project based on the knowledge acquired throughout the course
- $CILO_4$ Concisely and thoroughly present their research findings in the form of a group presentation and a written essay

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Introduction: • Definition of research; • Need and importance of research in Sports Science; • Scope of research in Sports Coaching and Management; • Types of research-basic, applied and action research.	*$CILO_{1,3}$*	Lecture & Reading assignments
Research approaches and identify research problems; Formulation of a research problem;	*$CILO_{2,3}$*	Lecture & Reading assignments: Sample of research method analysis, design analysis

Conducting research in Sports Coaching and Management, research project writing, and group presentation	*CILO*$_{3,4}$	Lecture & Research Project: Writing & Presenting practice

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Individual Assessment (Not less than 1500 words, not including references)	50%	*CILO*$_{1, 2}$
(b) Small-scale group research project in form of written essay (each member is expected to write approximately 750 English words) & presentation: The class will be separated into several groups with 4-5 members. Each group is expected to formulate a research question in sports-related topics, and conduct a small-scale project using the research methods learned from the lectures and present their findings through an essay and a group presentation. Peer assessment within each group will take place after the presentation to assess individual contribution.	50%	*CILO*$_{1, 3, 4}$

5. Use of Generative AI in Course Assessments

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6. Required Text(s)

Thomas, J. R., Martin, P., Etnier, J., & Silverman, S. J. (2022). *Research methods in physical activity* (8th ed.). Human kinetics.

7. Recommended Readings

Ivankova, N. & Wingo, N. (2018). Applying Mixed Methods in Action Research: Methodological Potentials and Advantages. *American Behavioral Scientist, 62(7)*.

Leavy, P. (Ed.). (2020). *The Oxford Handbook of Qualitative Research* (*2nd ed*.). Oxford University Press.

8. Related Web Resources

American College of Sports Medicine

https://www.acsm.org/

PE central

http://www.pecentral.org/

9. Related Journals

Educational Action Research

International Journal of Sports Science & Coaching

Journal of Sport Management

Journal of Coaching Education

Measurement in Physical Education and Exercise Science

Research Quarterly for Exercise and Sport

10. Academic Honesty

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11. Others

Nil

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Master of Social Sciences in Sports Coaching and Management
Programme QF Level : QF Level 6
Course Title : Theory and Practice of Sports Coaching
Course Code : PES6252
Department : Health and Physical Education
Credit Points : 3
Contact Hours : 39
Pre-requisite(s) : Nil
Medium of Instruction : English
Course Level : 6

Part II

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1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills

4a. Oral Communication Skills

4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course introduces students to the theoretical and practical aspects of sports coaching, examining principles and techniques that underlie effective sports coaching and focusing on their application to the coaching of athletes and sporting teams. Topics covered include coaching, training and management principles, coaching pedagogy, planning, skill learning and sports psychology. Students will be taught through lectures for theories and applied practical workshops for practicing the sports coaching technique. In this context, the leadership skill in planning and implementing programme will be fostered.

2. Course Intended Learning Outcomes ($CILO_s$)

Upon completion of this course, students will be able to:

$CILO_1$ Identify coaching pedagogy (methods/styles) and apply to own practise

$CILO_2$ Develop and evaluate a cycle of a 6 week-training-plan for a specific sport

$CILO_3$ Use performance analysis as a tool for evaluating player improvement and coaching efficiency

$CILO_4$ Critically review the key issues involved in the creation, development and management of a high performance coaching environment

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Positive Sports Experience (Youth) & Effective Coaching	$CILO_{1,4}$	Lecture, Tutorial, Practice
Coaching Pedagogy & Learning Process (e.g. Mosston's Spectrum, Teaching Games for Understanding)	$CILO_{1,4}$	Lecture, Tutorial, Practical Workshop
Season Planning & Application (e.g. Periodization, Peak Performance, Multi-dimensional Approach)	$CILO_{2,4}$	Lecture, Tutorial
Management of Team Sports and Individual Sports	$CILO_4$	Lecture, Tutorial, Interview
Team Development (e.g. Cohesion, Group Dynamics)	$CILO_{1,4}$	Lecture, Tutorial
Applying technology for Performance analysis	$CILO_3$	Lecture, Tutorial, Practical Workshop
Analysis of coaching behaviours	$CILO_1$	Lecture, Tutorial

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Group Presentation (Group of 4-5):	50%	$CILO_{1, 2, 3, 4}$

Assessment Tasks	Weighting (%)	CILO
Critically analyse and compare the coaching performance of 3 coaches in sports training sessions in the presentation (40%). These 2 coaches may come from different sports, genders, competitive levels, experience levels, levels of success, etc. These coaches you focus on may differ in sport, gender, competitive level, experience, and levels of success. Next, each group member will submit a one-page written reflection (10%, 300 words) documenting their observations and the lessons they have learned from this group presentation. - (Peer-assessment form to indicate the extent of each individual performance and contribution in the group.)		
(b) Write i) a literature review related to the theoretical and practical aspects of sports coaching and ii) your lesson learned from this review on your future coaching practices (1500 words). .	50%	$CILO_{1, 2, 3, 4}$

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6. Required Text(s)

Nil

7. Recommended Readings

Cullinane, A., Davies, G., & O'Donoghue, P. (2024). *An introduction to performance analysis of sport* (*2nd ed*.). Routledge.

Farrow, D., Baker, J., & MacMahon, C. (2023). *Developing sport expertise: Researchers and coaches put theory into practice (*3rd ed.*)*. Routledge.

Ives, B., Potrac, P., Gale, L., & Nelson, L. (Eds.). (2022). *Community sport coaching: policies and practice*. Routledge.

Lyle, J., & Cushion, C. (2017). *Sport coaching concepts: A framework for coaching practice* (2nd ed.). Routledge.

Nicholls, A. R. (2021). *Psychology in sports coaching: Theory and practice* (3rd ed.). Routledge. https://doi.org/10.4324/9781003201441

Light, R., & Harvey, S. (Eds.). (2022). *Applied positive pedagogy in sport coaching: International cases*. Routledge, Taylor & Francis Group.

Rynne, S. B., & Mallett, C. J. (2024). *The Routledge handbook of coach development in sport (*1st ed.). Routledge

8. Related Web Resources

Nil

9. Related Journals

Frontiers in Sports and Active Living
International Journal of Performance Analysis in Sport
International Journal of Sports Medicine
International Journal of Sports Physiology and Performance
International Journal of Sports Science & Coaching
Journal of Science and Medicine in Sport
Journal of Sports Sciences
Medicine and Science in Sports and Exercise
The Journal of Strength and Conditioning Research

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11. Others

Nil

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	**:** Master of Social Sciences in Sports Coaching and Management
Programme QF Level	**:** QF Level 6
Course Tike	**:** Experiential Learning in Sports Industry
Course Code	**:** PES6253
Department	**:** Health and Physical Education
Credit Points	**:** 3
Contact Hours	**:** 39
Pre-requisite(s)	**:** Nil
Medium of Instruction	**:** English
Course Level	**:** 6

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4a. Oral Communication Skills

4b. Written Communication Skills

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6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course offers students opportunity to learn by doing and engaging in the real-life workplace environment in the sport industry, including non-governmental organizations (NGOs) and/or private companies. Participation in the Experiential Learning will enable students to apply the theory and academic content to real-world experience which helps them better prepare for a future career.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- $CILO_1$ Demonstrate enhanced understanding of sports coaching and management through practical experience
- $CILO_2$ Apply knowledge and lifelong learning skills (including problem solving, critical thinking, collaboration and reflection) to real-life work situations
- $CILO_3$ Demonstrate ability to analyze and think critically about experiences gained during internship in relation to program coursework
- $CILO_4$ Develop effective communication and problem solving skills for personal and career development
- $CILO_5$ Demonstrate competence and commitment to work-related contexts

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
In-class briefing: I. Introduction of sport industry environment and sports-related firms/organizations in Hong Kong II. Review of and reflection on learning from major coursework and how it may relate to the experience during the attachment III. Consultation on developing learning goals in learning, preparation for related competencies, attitudes, values and actions	*$CILO_{1,3}$*	• Consultation with course supervisors • Consultation with the organization supervisors
Attachment programme: I. Students will be assigned to a sports-related firms or organizations for a minimum of 80-hour attachment programme	*$CILO_{1-5}$*	• Students are required to record their working experiences daily during the attachment • Course supervisors may pay a visit or make phone calls to

Course Content	CILOs	Suggested Teaching & Learning Activities
II. Allocation of the students to the sports-related firms or organizations is mainly based on the preference of the students, the available quota provided by the firms or organizations, and also the performance of the students during the interview with the firms or the organizations		ascertain if the attachment is effectively conducted • Organization supervisors are invited to supervise the students and return a review form on students' performance • Organization supervisors and course supervisors are invited to give advice and guidance for any difficulties that students encounter during the Internship
Post-attachment in-class presentation	*CILO*$_{3,4}$	• Students will present their attachment learning experiences through textual and audio-visual modes • Peer critique on presentation • Feedbacks by Internship Supervisors

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a) Performance review by the supervisor of the sports-related firms or organizations. The assessment criteria include the following components: • Communication skills • Personal attributes • Professionalism • Professional development • Quality of work	50%	*CILO*$_{1\text{-}5}$
b) Presentation Students are required to make an oral presentation to share their observations and experience during their Experiential Learning which will be assessed by Experiential Learning Supervisors.	20%	*CILO*$_{1,\ 3,\ 4}$

Assessment Tasks	Weighting (%)	CILO
c) Reflection Report Students are required to submit a reflection report to summarize the learning experience on the experiential learning. The word length of the report is approximately 1200	30%	*CILO*$_{1, 3, 4}$

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6. Required Text(s)

Nil

7. Recommended Readings

Brady, L., Mahoney, T. Q., Lovich, J. M., & Scialabba, N. (2018). Practice Makes Perfect: Practical Experiential Learning in Sport Management. *Journal of Physical Education, Recreation & Dance, 89*(9), 32–38. https://doi.org/10.1080/07303084.2018.1512911

Brown, C., Willett, J., Goldfine, R., & Goldfine, B. (2018). Sport management internships: Recommendations for improving upon experiential learning. *The Journal of Hospitality, Leisure, Sport & Tourism Education, 22*, 75–81. https://doi.org/10.1016/j.jhlste.2018.02.001

Coakley J. (2017). *Sports in society: Issues and controversies.* New York: McGram-Hill Education.

Masteralexis LP, Barr CA, Hums M. (2019). *Principles and Practice of Sport Management (5th ed.)*. Sudbury, MA: Jones & Bartlett Learning.

Mujika I. (2021). Sport science is a team effort. *International Journal of Sports Physiology and Performance, 16 (4),* 463-463.

Mujika I. (2018). The biggest event of the beautiful game is back. *International Journal of Sports Physiology and Performance, 13(5),* 537.

Schwarz, E. C. (2019). *Sport Facility Operations Management: A Global Perspective (3rd ed.)*. Routledge. https://doi.org/10.4324/9780429026102

8. Related Web Resources

Nil

(Students will receive a separate "List of Organizations" for the details of the Experiential Learning companies and organizations)

9. Related Journals

Nil

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11. Others

Nil

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Master of Social Science in Sport Coaching and Management
Programme QF Level : QF Level 6
Course Title : Conditioning and Injury Prevention
Course Code : PES6254
Department : HPE
Credit Points : 3
Contact Hours : 39
Pre-requisite(s) : Nil
Medium of Instruction : English
Course Level : 6

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4a. Oral Communication Skills

4b. Written Communication Skills

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6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

Sports conditioning is a year-round activity for many professional athletes in which it aims to prepare athletes for their upcoming season with off-season training programs and maintain their fitness level and prevent injury with in-season training. Through this course students will be introduced to vary sports conditioning techniques and programs, and the factors to developing and modifying a sports conditioning program in order to effectively serve the athletes in training. Students will also be introduced to the fundamental principles of pathology, diagnosis, management and rehabilitation of injuries commonly sustained during sporting activities. The contents regarding how to protect athletes from mental, physical and sexual abuse will also be introduced.

2. Course Intended Learning Outcomes ($CILO_s$)

Upon completion of this course, students will be able to:

$CILO_1$ organise effective conditioning programmes and training strategy in enhancing safety in sports activities;

$CILO_2$ critically analyse sports training and performance skills, and be a discerning consumer of new/advanced technology for enhancing performance and safety in sports;

$CILO_3$ carry out screening and testings, and apply suitable techniques for the prevention of sports injuries;

$CILO_4$ carry out appropriate assessments and treatments on an injured athlete before formal medical and health care available;

$CILO_5$ plan and adjust training strategy and programme suitable for injured athletes/trainee at different stages of rehabilitation/recovery.

$CILO_6$ discuss the strategies on protecting athletes from mental, physical and sexual abuse.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Biomechanics and Mechanism of Sports Injury	$CILO_{1, 2, 3}$	Lecture, tutorial
Principles of Injury Prevention	$CILO_{1, 2, 3}$	Lecture
Principles of Strengthening, Conditioning and Enhancing Sport Performance	$CILO_{1, 2, 3}$	Lecture, tutorial

Taping Techniques – Application and Biomechanical Principles	*CILO1, 2, 3*	Lecture, Technique demonstration
Massage Techniques – Physiological and Psychological Basis	*CILO1, 2, 3*	Lecture, Technique demonstration
Stretching Techniques – Biomechanical Principles	*CILO1, 2, 3*	Lecture, Technique demonstration
Warm up – Physiological Basis	*CILO1, 2, 3*	Seminar
Assessment and Emergency Management of Sports Injury	*CILO4, 5*	Case study
Pathology of Soft Tissue, Bone and Joint Injuries	*CILO4, 5*	Lecture, tutorial
Management and Rehabilitation of the Injured Limbs	*CILO4, 5*	Seminar
Management and Rehabilitation of the Axial skeleton, Thoracic, Abdominal and Pelvic Cavities	*CILO4, 5*	Seminar
Strategies on protecting athletes from all kinds of abuse	*CILO6*	Lecture, tutorial

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Written examination	30%	*CILO1-6*
(b) Each student is required to develop an implementation plan for conditioning and sports injury prevention (Approximately 3500 words)	70%	*CILO1, 2, 3,*

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ ***Not Permitted***: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ ***Permitted***: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Brukner, P., Clarsen, B., Cook, J., Cools, A., Crossley, K., Hutchinson, M., McCrory, P.,

Bahr, R., Khan, K.(Eds.) (2017). *Brukner & Khan's Clinical Sports Medicine, Revised: Injuries* (*5th ed*.). McGraw-Hill.

7. Recommended Readings

Beam, J.W. (2021). *Orthopedic Taping, Wrapping, Bracing, and Padding* (*4th ed*.). F.A. Davis Company.

Doral, M.N., Karlsson, J., Nyland, J., Bilge, O., & Senorski, E.H. (Eds.) (2025). *Sports Injuries: Prevention, Diagnosis, Treatment, and Rehabilitation (3rd ed.)*. Springer Cham.

Gamble, P. (2015). *Comprehensive strength and conditioning - physical preparation for sports performance*. Informed in Sport Publishing.

National Strength and Conditioning Association. (2021). *Essentials of Strength Training and Conditioning* (4th Ed.). Human Kinetics.

Paine, T. (2023). *The Complete Guide to Sports Massage* (4th *ed*.). Bloomsbury Sport.

Prentice, W.E. (2017). *Principles of athletic training – a guide to evidence-based clinical practice,* (16th ed.), McGraw-Hill Education.

Walters, T., & Cordoza, G. (2023). *Rehab Science: How to Overcome Pain and Heal from Injury*. Victory Belt Publishing.

Zernicke, R.F., Broglio, S.P., & Whiting, W.C. (2023). *Biomechanics of Injury* (*3rd ed*.). Human Kinetics.

8. Related Web Resources

https://www.webmd.com/men/features/seven-most-common-sports-injuries#1

9. Related Journals

American Journal of Sports Medicine
British Journal of Sports Medicine
Physical Therapy in Sport
Strength & Conditioning Journal
The Journal of Strenth & Conditioning Research, NSCA
The Physician and Sports Medicine

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/00000000016336798924548BbN5). Students should familiarize themselves with the Policy.

11. Others

Nil

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Master of Social Sciences in Sports Coaching and Management
Programme QF Level : QF Level 6
Course Title : Current Issues and Trends in Sports Coaching and Management
Course Code : PES6255
Department : Health and Physical Education
Credit Points : 3
Contact Hours : 39
Pre-requisite(s) : Nil
Medium of Instruction : English
Course Level : 6

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I):

- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills

4a. Oral Communication Skills

4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course aims to bring students to the light of real-world situation of sports coaching and management. By analysing and evaluating the current issues of sports coaching critically reviewing the key issues involved in the creation, development and management of the coaching environment and studying the current trends in the field around the globe, students will have the opportunity to integrate knowledge learnt from taught courses and reflect on the future development of sports coaching and management.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

$CILO_1$ Critically review and evaluate the current trends and controversial issues in sports coaching and management

$CILO_2$ Utilise a wide range of sports technology and performance analysis to develop training programme for sports athletes

$CILO_3$ Apply and integrate knowledge and skills in the development of coaching interventions based on interpretation of performance analysis

$CILO_4$ Communicate their views on issues relating to sport coaching and management with supporting evidence and arguments in writing

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Ethical issues in sports coaching and management	$CILO_{1, 4}$	Lecture, case studies discussion, role play
Effective strategies to support stakeholders in the sports industry	$CILO_{2,3}$	Lecture, , group discussion, guest talks
The roles of different expertise in a coaching team	$CILO_{1, 4}$	Lecture, case studies discussion
Contemporary trends in sports industry	$CILO_{1, 4}$	Lecture, group discussion
Diversity and inclusion in sports coaching and management	$CILO_{2, 3}$	Lecture, , guest talks
Sports organizations and sports coach development	$CILO_{1, 4}$	Lecture, reading assignment
The impact of sport media	$CILO_{1, 4}$	Lecture, interview practice, guest talks

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Individual news report analysis Each student will be asked to read a news report related to current issues in sports coaching or sports management and analyze the report by applying the theories and knowledge that are gained in the course. (Approximately 1500 words)	50%	*CILO*$_{1, 2, 4}$
(b) Interview report (30%) and group presentation (20%) Students are divided into groups (7-8 persons) and each group is required to conduct an interview with the stakeholders (e.g. coaches, PE teachers, administrators in sports organization, event organizers, sports policy makers, etc.) in the sport industry and analyze the related issues raised by the stakeholders. Based on the report (Approximately 900 words per student), each group is required to conduct a group presentation.	50%	*CILO*$_{1, 2, 3, 4}$

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ ***Not Permitted***: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ ***Permitted***: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Nil

7. Recommended Readings

Blackett, A. D., Evans, A. B., & Piggott, D. (2018). "Active" and "Passive" coach pathways: Elite athletes' entry routes into high-performance coaching roles. *International Sport Coaching Journal, 5*(3), 213–226. https://doi.org/10.1123/iscj.2017-0053

Fullagar, H. H. K., McCall, A., Impellizzeri, F. M., Favero, T., & Coutts, A. J. (2019). The translation of sport science research to the field: A current opinion and overview on the perceptions of practitioners, researchers and coaches. *Sports Medicine (Auckland), 49*(12), 1817–1824. https://doi.org/10.1007/s40279-019-01139-0

Graham, J. A., & Dixon, M. A. (2017). Work–family balance among coach-fathers: A qualitative examination of enrichment, conflict, and role management strategies. *Journal of Sport Management, 31*(3), 288–305. https://doi.org/10.1123/jsm.2016-0117

Leeder, T. M., & Sawiuk, R. (2021). Reviewing the sports coach mentoring literature: A look back to take a step forward. *Sports Coaching Review, 10*(2), 129-152.

Lyle, J & Cushion, C (2017). Coach education and coaching practice. *Sports Coaching Concepts: A Framework for Coaches Practice* (2nd ed. pp 297-326). Taylor & Francis Group

McQuilliam, S. J., Clark, D. R., Erskine, R. M., & Brownlee, T. E. (2022). Mind the gap! A survey comparing current strength training methods used in men's versus women's first team and academy soccer. *Science and Medicine in Football, 6*(5), 597–604. https://doi.org/10.1080/24733938.2022.2070267.

van Kleef, G. A., Cheshin, A., Koning, L. F., & Wolf, S. A. (2019). Emotional games: How coaches' emotional expressions shape players' emotions, inferences, and team performance. *Psychology of Sport and Exercise, 41*, 1–11. https://doi.org/10.1016/j.psychsport.2018.11.004.

Weldon, A., Mak, J. T. S., Wong, S. T., Duncan, M. J., Clarke, N. D., & Bishop, C. (2021). Strength and conditioning practices and perspectives of volleyball coaches and players. *Sports (Basel), 9*(2), 28. https://doi.org/10.3390/sports9020028.

8. Related Web Resources

Nil

9. Related Journals

International Journal of Performance Analysis in Sport

International Journal of Sports Physiology and Performance

International Sport Coaching Journal

Journal of Athletic Training

Journal of Strength and Conditioning Research

10. Academic Honesty

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11. Others

Nil

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	**:** Master of Social Science in Sport Coaching and Management
Programme QF Level	**:** QF Level 6
Course Title	**:** Mental Preparation and Performance in Sports
Course Code	**:** PES6256
Department	**:** Health and Physical Education
Credit Points	**:** 3
Contact Hours	**:** 39
Pre-requisite(s)	**:** Nil
Medium of Instruction	**:** English
Course Level	**:** 6

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

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- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills

4a. Oral Communication Skills

4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**

This course touches upon the arena of sports and performance psychology, introducing students to theoretical base and psychological skills of mental preparation, and how they could affect athletes' capabilities and optimal performance. Practical sessions will be included for helping students to design and implement psychological skills interventions in a sports setting.

2. **Course Intended Learning Outcomes** ($CILO_s$)

Upon completion of this course, students will be able to:

$CILO_1$ Identify the knowledge base for psychological skills training

$CILO_2$ Analyze the psychological aspects of performance enhancement/inhabitation

$CILO_3$ Synthesize evidence-based psychological strategies to guide program preparation, implementation, and evaluation. etc.

$CILO_4$ Develop and implement a psychological skills training program

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
Foundations and theoretical basis of sport psychology and mental preparation	$CILO_1$	Lecture, extended reading, group discussion
Performance enhancement and inhabitation topics (e.g., , mental skills, injuries, motivation)	$CILO_{2,3}$	Lecture, extended reading, video, group discussion
Mental training program design and implementation (e.g., intervention techniques, performance routines, and psychological skills)	$CILO_{2,3,4}$	Lecture, extended reading, tutorial, presentation

4. **Assessment**

Assessment Tasks	Weighting (%)	CILO
(a) Group presentation: Students (2 in a group) will be required to select one out of five case-studies with different psychological issue/topic in sport performance to present by synthesizing existing evidence (at least 3 peer reviewed journal article as reference). A written summary (1500 words per student) of the presentation will be required as well.	50%	$CILO_{1, 2, 3,4}$

Assessment Tasks	Weighting (%)	CILO
(b) Final Exam with multiple-choice, short and long questions	50%	$CILO_{1, 2, 3, 4}$

5. Use of Generative AI in Course Assessments

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6. Required Text(s)

Williams, J. M., & Krane, V. (2022). *Applied sport psychology: Personal growth to peak performance* (Eighth edition, International student edition). McGraw-Hill Higher Education.

7. Recommended Readings

Coumbe-Lilley, J. E. (2018). *Complex cases in sport psychology*. New York, NY: Routledge.

Papaioannou, A. G., & Hackfort, D. (Eds.). (2017). *Routledge companion to sport and exercise psychology : Global perspectives and fundamental concepts*. Routledge.Pope-Rhodius, A., Robinson, S., & Fitzpatrick, S. (Eds.). (2017). *Excelling in sport psychology: Planning, preparing, and executing applied work*. London: Routledge.

Schinke, R. J., McGannon, K. R., & Smith, B. (Eds.). (2016). *Routledge international handbook of sport psychology*. New York, NY: Routledge.

8. Related Web Resources

Association for Applied Sport Psychology www.appliedsportpsych.org

International Society of Sport Psychology https://www.issponline.org

North America Society for the Psychology of Sport and Physical Activity http://www.naspspa.org

Sport and Exercise Psychology American Psychological Association Division 47 https://www.apadivisions.org/division-47/

9. Related Journals

International Journal of Sport Psychology
International Review of Sport and Exercise Psychology
Journal of Applied Sport Psychology
Journal of Clinical Sport Psychology
Journal of Sport & Exercise and Psychology
Psychology of Sport & Exercise
The Sport Psychologist

10. Academic Honesty

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11. Others

Nil

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	**:** Master of Social Sciences in Sports Coaching and Management
Programme QF Level	**:** 6
Course Title	**:** Physiology and Nutrition for High Performance
Course Code	**:** PES6257
Department	**:** Health and Physical Education
Credit Points	**:** 3
Contact Hours	**:** 39
Pre-requisite(s)	**:** Nil
Medium of Instruction	**:** English
Course Level	**:** 6

Part II

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- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills

4a. Oral Communication Skills

4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**

Performance in competitive sports often requires a multitude of factors including physical, technical, decision-making and psychological skills that can impact competition, which is associated with a substantial physical strain. This course aims to present the inherent relationship that exists between competitive physical activity and physiology and nutrition, identifying the critical physical components and key nutrients that can help maximising athletes' development and interaction to enable high performance.

2. **Course Intended Learning Outcomes** ($CILO_s$)

Upon completion of this course, students will be able to:

$CILO_1$ Demonstrate an understanding of physiological and nutritional factors related to sports performance

$CILO_2$ Analyse interaction between physiology and nutrition and how they affect sports performance

$CILO_3$ Master the skills in physiological and nutritional tests related to sports performance

$CILO_4$ Explain with evidence how different strategies in physiology and nutrition perspective affect sports performance

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
Energy system, energy metabolism, and nutrition for sports performance	$CILO_{1,2,3}$	Lectures, laboratory work, and tutorials.
Body composition and body weight management for sports performance	$CILO_{1,2,3}$	Lectures, laboratory work, tutorials, and class discussions.
Nutritional strategies for improving physiological functions and sports performance	$CILO_{3,4}$	Lectures, laboratory work, tutorials, and group presentation.
Environmental challenge in physiology and nutrition for sports performance	$CILO_{2,3,4}$	Lectures, tutorials, video show, and group discussion.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Written Assignment Students will need to prepare a self-reflection report on given topic(s) (Approximately 600 words)	20%	$CILO_{1,2,3,4}$
(b) Group presentation Students will need to complete one group presentation (5-8 students per group) to cover one topic in this course.	40%	$CILO_{1,2,3,4}$
(c) Individual written lab report Students will need to prepare a written report according to one lab work, e.g., data collection and analysis, discussion, etc. (Approximately 1200 words)	40%	$CILO_{1,2,3,4}$

5. Use of Generative AI in Course Assessments

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6. Required Text(s)

Nil

7. Recommended Readings

Jeukendrup, A.E. & Gleeson M. (2018). S*port Nutrition (3rd ed.).* Human Kinetics.

Kenney, W.L., Wilmore, J.H. & Costill, D.L. (2019). *Physiology of sport and exercise* (*7th ed*.). Human Kinetics.

McArdle, W.D., Katch, F.I., & Katch, V.L. (2019). *Sports and Exercise Nutrition (5th ed.)*. Lippincott Williams & Wilkins.

McArdle, W.D., Katch, F.I., & Katch, V.L. (2022). *Exercise physiology: Nutrition, energy, and human performance* (9th ed.). Lippincott Williams & Wilkins.

Powers, S.K., & Howley, E.T. (2017). *Exercise physiology: Theory and application to fitness and performance (10th ed)*. New York: McGraw-Hill.

8. Related Web Resources

American College of Sports Medicine http://www.acsm.org
Australian Institute of Sport http://www.ais.org.au/ais
Food and Drug Administration (FDA) http://www.fda.gov
Gatorade Sports Science Institute http://www.gssiweb.org
香港營養學會 http://www.hkna.org.hk/
醫管局營養資訊中心 http://www3.ha.org.hk/dic/home.html

9. Related Journals

Applied Physiology, Nutrition and Metabolism
British Journal of Sports Medicine
European Journal of Applied Physiology
International Journal of Sports Medicine
International Journal of Sport Nutrition and Exercise Metabolism
International Journal of Sports Physiology and Performance
Journal of Applied Physiology
Journal of Nutrition Education and Behavior
Journal of Science and Medicine in Sport
Journal of Sports Sciences
Journal of Strength and Conditioning Research
Medicine and Science in Sports and Exercise
Nutrition & Dietetics
Nutrition Research Reviews

10. Academic Honesty

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11. Others

Nil

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Master of Social Science in Sports Coaching and Management
Programme QF Level : QF Level 6
Course Title : Sports Marketing and Business Management
Course Code : PES6258
Department : Health and Physical Education
Credit Points : 3
Contact Hours : 39
Pre-requisite(s) : Nil
Medium of Instruction : English
Course Level : 6

Part II

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- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills

4a. Oral Communication Skills

4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**

Sport is now a multi-billion dollar global industry and the content of this course aims to reflect the global context in which sports organisations operate. Students will have the opportunity to learn core sports management disciplines of finance, enterprise, and global sports business strategy, while specialising in the area of sports marketing. A range of international case studies will be used to engage students to apply theoretical concepts to the field in real-world.

2. **Course Intended Learning Outcomes** ($CILO_s$)

Upon completion of this course, students will be able to:

$CILO_1$ Critically analyse the business environment in global context that impact the sport organisations;

$CILO_2$ Identify and tackle the issues in source of financing and use of budgeting as controlling tools in regulating operations of sport organisations;

$CILO_3$ Apply marketing as a process and tools to satisfy sport consumer needs;

$CILO_4$ Conduct in-depth reflection on strategic issues and formulate strategic options for sport organisations.

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
Define sport industry and critically review the changing business environment in global context which affects the sport organisations	$CILO_{1,4}$	Lecture; Illustration; Website search for current information; Case study; group discussion
Identify the financial issues; apply budgeting and budgetary control techniques to manage operations of sport business	$CILO_{2,4}$	Lecture; illustration; Demonstration; Website search for current information; Case study; group discussion; Hand on practice
Analyse sport market to identify business opportunity and make use of marketing mix as a process and tools to satisfy the needs of sport consumers	$CILO_{1,3,4}$	Lecture; Guest Talks; Illustration; Demonstration; Case study and group discussion; Site visit
Identify and discuss on strategic issues and formulate business options and strategies for sport	$CILO_{1,2,3,4}$	Lecture; illustration; Demonstration; Website search for current information; Case

Course Content	CILOs	Suggested Teaching & Learning Activities
business to take competitive advantage of changing business environment		study; group discussion; Hand on practice; Site visit

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Article reflection on strategic issues (Approximately 600 words)	20%	$CILO_{1,2}$
(b) Group presentation (Group of 4-5) on the strategic issues of a large-scale sport event/campaign. Individual contributions will be assessed by peer evaluations.	30%	$CILO_{1,2,3,4}$
(c) Individual report on the strategic options for an organization in the sports industry (Approximately 1500 words)	50%	$CILO_{1,2,3,4}$

5. Use of Generative AI in Course Assessments

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☑ ***Permitted***: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text

Zhang, J. J., Pitts, B. G., & Johnson, L. M. (2021). *International Sport Business Management: Issues and New Ideas.* Routledge.

7. Recommended Readings

Charlesworth, A. (2018). *Digital marketing: a practical approach* (*3rd ed.).* Routledge.

Foster, G. (2016). *Sport Business Management: Decision Making around the Globe*. Routledge.

Kotler, P., & Armstrong, G. (2016). *Principles of Marketing (16th ed.)*. Pearson.

Masteralexis, L.P., Barr, C.A., & Hums, M.A. (2019). *Principles and practice of sport*

management (6th ed.). Jones & Bartlett Learning.

Sawyer, T.H. (2017). *Financing the Sport Enterprise (2nd ed.)*. Sagamore Publishing.

Schwarz, E. C., Brannigan, K. J., Cattani, K. P., Hunter, J. D., & Schwarz, E. C. (2022). *Advanced theory and practice in sport marketing.* (*4th ed.).* Routledge.

Smith, A., Stewart, C., Skinner, J., Geurin, A. N., & Burch, L. M. (2024). *Introduction to sport marketing* (*3rd ed*.). Routledge.

Warner, E. (2018). *Sport Inc: Why Money is the Winner in the Business of Sport.* London: Yellow Jersey Press.

8. Related Web Resources

Asian Association for Sport Management
http://asiansportmanagement.com/
Sport Marketing Association
http://www.sportmarketingassociation.com
World Association for Sport Management
http://worldsportmanagement.net/

9. Related Journals

Economist
Harvard Business Review
International Journal of Sport Management and Marketing
International Journal of Sport Marketing and Sponsorship
Journal of Global Sport Management
Journal of Sport Management
Sport Management Review
The Sport Journal

10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (https://www.eduhk.hk/re/uploads/docs/00000000001633679892454 8BbN5). Students should familiarize themselves with the Policy.

11. Others

Nil

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Master of Social Science in Sports Coaching and Management
Programme QF Level : QF Level 6
Course Title : Sports Policy and Development
Course Code : PES6259
Department : Health and Physical Education
Credit Points : 3
Contact Hours : 39
Pre-requisite(s) : Nil
Medium of Instruction : English
Course Level : 6

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I):

- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills

4a. Oral Communication Skills

4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course sheds light on the development of sports policy in the past and reviews the role of government policy in shaping sports. Sports' contribution to government social policy concerns such as health improvement, education attainment will be critically assessed, alongside with its role in conflict resolution and gender empowerment for example in different parts of the world.

2. Course Intended Learning Outcomes ($CILO_s$)

Upon completion of this course, students will be able to:

$CILO_1$ identify and discuss organizational and structural elements of governance

$CILO_2$ examine the role of policies in the management of the sport organizations

$CILO_3$ Understand ethical and social issues related to the organizational policies

$CILO_4$ Critically analyze the impact of sport governing bodies upon the sporting industry

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Introduction to Sport Governance	*$CILO_{1,2}$*	Lectures, guest lectures, tutorials, class discussion, reflection and sharing, presentation
Managerial Functions Related to Governance	CILO $_{1,2}$	
Strategic Management and Policy Development	CILO $_{1,2,3}$	
Ethics in sport organization	*$CILO_{3,4}$*	
Professional Individual Sports	*$CILO_{2,4}$*	
Amateur Sport in the Community	*$CILO_{2,3}$*	
Intercollegiate Athletics	*$CILO_{2,3}$*	
The Major Games	*$CILO_{2,4}$*	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Individual reflection on the current sports development in Hong Kong (Not less than 600 words)	20%	*$CILO_{1,2}$*

Assessment Tasks	Weighting (%)	CILO
(b) Individual report on a recent sports policy that is impactful in the society such as health improvement and gender empowerment (Approximately 2000 words)	40%	$CILO_{1, 3,4}$
(c) Group (6-8 students each group) presentation based on an in-depth group project on current sports policy and development around the globe. Peer evaluation among the group members will be conducted after the presentation.	40%	$CILO_{3, 4}$

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ ***Not Permitted***: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ ***Permitted***: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

Hums, M.A., Kluch, Y., Schmidt, S.H., & MacLean, J.C. (2023). *Governance and Policy in Sport Organizations (5th ed.)*. Routledge. https://doi.org/10.4324/9781003303183

7. Recommended Readings

Census and Statistics Department, The Government of the Hong Kong Special Administrative Region. (2023). *Sports and Related Activities in Hong Kong.* https://www.censtatd.gov.hk/en/EIndexbySubject.html?scode=410&pcode=FA100281.

Chen, S., Preuss, H., Hu, X.R., Kenyon, J. & Liang, X. (2021). Sport Policy Development in China: Legacies of Beijing's 2008 Summer Olympic Games and 2022 Winter Olympic Games. *Journal of Global Sport Management, 6*(3), 234-263. https://doi.org/10.1080/24704067.2019.1566756

Planning Department, The Government of the Hong Kong Special Administrative Region. (2022). Chapter 4: Recreation, Open Space and Greening. In *Hong Kong Planning Standards and Guidelines*. https://www.pland.gov.hk/pland_en/tech_doc/hkpsg/sum/index.html

The Chief Executive's 2023 Policy Address. (2023). *Policy Address: A Liveable and Vibrant City-Sports Development.*

8. Related Web Resources

Cultural, Sports and Tourism Bureau. (2023). The Government of the Hong Kong SAR.
https://www.cstb.gov.hk/en/

Leisure and Cultural Services Department. (2023). The Government of the Hong Kong SAR.
https://www.lcsd.gov.hk/

World Anti-Doping Agency
https://www.wada-ama.org/en

9. Related Journals

Asian Journal of Physical Education & Recreation

International Journal of Sport Policy

International Journal of Sports Science and Coaching

International Review for the Sociology of Sport

Journal of Sport and Health Science

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11. Others

Nil

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Master of Social Sciences in Sports Coaching and Management
Programme QF Level : QF Level 6
Course Title : Sports Coaching and Management for Selected Populations
Course Code : PES6316
Department : Health and Physical Education
Credit Points : 3
Contact Hours : 39
Pre-requisite(s) : PES6252 Theory and Practice of Sports Coaching
Medium of Instruction : English
Course Level : 6

Part II

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1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills

4a. Oral Communication Skills
4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course will equip participants with advanced knowledge and skills to plan and design training sessions for selected populations. Through lectures, tutorials, problem-solving activities and other forms of learning in and outside the classroom, students will acquire practical and management skills in coaching individual/team sports for selected populations.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

$CILO_1$ design exercise and coaching plans with diagnostic skills in identifying individual/team characteristics and training precautions for selected populations

$CILO_2$ manage exercise and coaching sessions, progressions, and teamwork, using critical evaluation and effective management skills, in coaching individual/team sports to achieve the planned training goals for selected populations

$CILO_3$ develop contingency plans for coaching/training with selected populations to provide solutions and guidelines for handling emergency/complex issues

$CILO_4$ communicate with sports scientists and medical-related stakeholders, drawing on their technical expression skills and sports medicine knowledge

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Physiological and physical characteristics of selected populations, such as people with visual, hearing, mental, and physical impairments…etc.	$CILO_{1,3,4}$	Lectures, tutorials, visit
Exercise guidelines and training prescriptions for selected populations	$CILO_{1,2}$	Lectures, tutorials
Special consideration and safety issues in exercise and training of individual/team sports for selected populations	$CILO_{3,4}$	Lectures, tutorials
Group project: A training plan of sports for a selected population	$CILO_{1,2,3}$	Group project

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Tutorial assignment	25%	$CILO_{1,2,3,4}$
(b) Mid-term Test	30%	$CILO_{1,2,3,4}$

Assessment Tasks	Weighting (%)	CILO
(c) Group Project Report Students will form small groups of 2-3 members in each, and they will choose a topic from a suggested list. They will have to explore relevant information about needs identification, training goal determination, training session plan, training precautions, and contingency plans. Each group will be required to submit a project report not less than 2700 to 4050 words, depending on the group size. Detailed instructions, guidelines and assessment criteria will be provided.	45%	$CILO_{1,2,3}$

5. Use of Generative AI in Course Assessments

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6. Required Text

Liguori, G., Feito, Y., Fountaine, C., Roy, B., American College of Sports, M., & American College of Sports, M. (2022). *ACSM's guidelines for exercise testing and prescription* (Eleventh ed.). Wolters Kluwer. https://go.exlibris.link/5fFd5dYz.

7. Recommended Readings

*Frontera WR, Silver JK, Rizzo TD. (2020) *Essentials of physical medicine and rehabilitation: Musculoskeletal disorders, pain, and rehabilitation.* (*4th ed.*). Amsterdam: Elsevier Health Sciences. https://www.sciencedirect.com/book/monograph/9780323549479/essentials-of-physical-medicine-and-rehabilitation

Jacobs, P. L., & National Strength & Conditioning Association. (2018). *NSCA's essentials of training special populations.* National Strength and Conditioning Association: Human Kinetics.

Lyle, J., & Cushion, C. (2017). *Sport coaching concepts: A framework for coaching practice* (Second ed.). Routledge. https://doi.org/10.4324/9780203126424.

McNamee, M., Parnell, R., & Vanlandewijck, Y. (2021). Fairness, technology and the ethics of Paralympic sport classification. *European journal of sport science, 21*(11), 1510-1517. https://doi.org/10.1080/17461391.2021.1961022.

*Moore, G., Durstine, J. L., Painter, P., & American College of Sports Medicine. (2016). *Acsm's exercise management for persons with chronic diseases and disabilities, 4E*

Wileman, T. M., McKay, M. J., Hackett, D. A., Watson, T. J., Fleeton, J., & Fornusek, C. (2025). Guiding evidence-based classification in para sporting populations: A systematic review of impairment measures and activity limitations. *Sports Medicine*, *55*(2), 341-391.

**Classical readings*

8. Related Web Resources

https://www.paralympic.org/

https://www.virtus.sport/

https://hkspsca.org/https://hksapid.org.hk/

9. Related Journals

ACSM's Health & Fitness. Lippincott Williams & Wilkins.

Adapted Physical Activity Quarterly. Human Kinetics.

Journal of Aging and Physical Activity. Human Kinetics.

Therapeutic Recreation Journal. Sagamore Publishing.

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11. Others

Nil

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Master of Social Sciences in Sports Coaching and Management
Programme QF Level : QF Level 6
Course Title : Exercise and Metabolic Aging
Course Code : PES6327
Department/Unit : Health and Physical Education
Credit Points : 3
Contact Hours : 39 hours
Pre-requisite(s) : Nil
Medium of Instruction : English
Course Level : 6

Part II

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1. Problem Solving Skills
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3. Creative Thinking Skills

4a. Oral Communication Skills

4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

Aging is fundamentally characterized by a progressive decline in metabolic flexibility, defined as the capacity of tissues to respond to energetic stress and restore homeostasis. Many age-related conditions- including sarcopenia, insulin resistance, obesity and vascular dysfunction, appear when metabolic responses to stress become impaired. Exercise has emerged as a key behavioral intervention capable of directly modifying cellular metabolism across the lifespan to reverse this aging process. Understanding metabolic aging therefore allows exercise prescription to move beyond general recommendations toward evidence-based intervention. Instead of viewing exercise only as fitness promotion, this course frames exercise as a biological regulator capable of influencing inflammation, mitochondrial function, stem-cell activity, and tissue regeneration. Such knowledge has direct relevance for health promotion, rehabilitation, coaching, and prevention of chronic disease.

2. Course Intended Learning Outcomes ($CILO_s$)

Upon completion of this course, students will be able to:

$CILO_1$ Explain the mechanisms of human growth and aging and evaluate how different modes of exercise modify age-related functional change.

$CILO_2$ Demonstrate an understanding of fat metabolism of adipose tissues and other organs in respond to various types of exercise;

$CILO_3$ Demonstrate an understanding of carbohydrate metabolism of liver and skeletal muscles in respond to various types of exercise;

$CILO_4$ Demonstrate an understanding of protein metabolism in human skeletal muscles in respond to various types of exercise;

$CILO_5$ Apply biomarkers to assess aging-associated metabolic risk.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
• Fat metabolism in response to Exercise • Role of fat cells in injury healing • Insulin, stem cell production and fat storage • Exercise effect on bone marrow-derived stem cell mobilization	*$CILO_{1,2}$*	No. of classes = 4 Lecture, problem-based learning activities
• Carbohydrate metabolism in response to exercise • Insulin resistance during aging	*$CILO_3$*	No. of classes = 4 Lecture and problem-based learning activities and lab class

Course Content	CILOs	Suggested Teaching & Learning Activities
• How exercise prevent diabetes: Resistance exercise vs aerobic exercise • Muscle glycogen and endurance performance		
• Protein turnover in response to exercise • Protein, growth, and longevity • Muscle strength, mass, and protein • Vegan diet • BCAA and protein supplement impact aging	*CILO*$_4$	No. of classes = 4 Lecture and problem-based learning activities
• Body composition Fat, muscle, and bone mass • Metabolic markers that predict aging complications • Muscle function assessment used for elderly: upper body and lower body strength	*CILO*$_5$	No. of classes = 1 Lecture and lab class

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Group written report in group (5-6 individuals depending on class size) on answering a question by group experiment utilizing the concepts developed in the course or alternatively a published work with high scientific standard. (3,750 – 4500 words)	25%	*CILO*$_{1,3,4,5}$
b. Final oral report in group (5-6 individuals depending on class size) on answering a question by group experiment utilizing the concepts developed in the course or alternatively a published work with high scientific standard.	25%	*CILO*$_{1,2,3,4,5}$
c. Written examination	50%	*CILO*$_{1,2,3,4,5}$

5. Use of Generative AI in Course Assessments

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6. Required Text(s)

Nil

7. Recommended Readings

Benjamin, D. I., Both, P., Benjamin, J. S., Nutter, C. W., Tan, J. H., Kang, J., Machado, L. A., Klein, J. D. D., de Morree, A., Kim, S., Liu, L., Dulay, H., Feraboli, L., Louie, S. M., Nomura, D. K., & Rando, T. A. (2022). Fasting induces a highly resilient deep quiescent state in muscle stem cells via ketone body signaling. *Cell Metabolism*, *34*(6), 902-918.e6. https://doi.org/10.1016/j.cmet.2022.04.012.

*Bergström, J., Hermansen, L., Hultman, E., & Saltin, B. (1967). Diet, muscle glycogen and physical performance. *Acta physiologica scandinavica*, *71*(2), 140-150.

Dewi, L., Lin, Y.-C., Nicholls, A., Condello, G., Huang, C.-Y., & Kuo, C.-H. (2023). Pax7+ Satellite cells in uman skeletal muscle after exercise: A systematic review and meta-analysis. *Sports Medicine*, *53*(2), 457–480. https://doi.org/10.1007/s40279-022-01767-z.

Harris, M. B., & Kuo, C.-H. (2021). Scientific challenges on theory of fat burning by exercise. *Frontiers in Physiology*, *12*, Article 685166. https://doi.org/10.3389/fphys.2021.685166.

Huang, S., Wu, J., Saovieng, S., Chien, W., Hsu, M., Li, X., Lee, S., Huang, C., & Kuo, C. (2017). Doxorubicin inhibits muscle inflammation after eccentric exercise. *Journal of Cachexia, Sarcopenia and Muscle*, *8*(2), 277–284. https://doi.org/10.1002/jcsm.12148.

Jean, W.-H., Lin, Y.-C., Ang, P.-Y., Goto, K., Lin, C.-A., Dewi, L., Liao, Y.-C., Huang, C.-Y., & Kuo, C.-H. (2024). Senolytic effects of exercise in human muscles require acute inflammation. *Aging*, *16*(10), 8599–8610. https://doi.org/10.18632/aging.205827.

Kuo, C.-H., & Harris, M. B. (2016). Abdominal fat reducing outcome of exercise training: fat burning or hydrocarbon source redistribution? *Canadian Journal of Physiology and Pharmacology*, *94*(7), 695–698. https://doi.org/10.1139/cjpp-2015-0425.

Lin, Y.-H., Tsai, S.-C., Chuang, S.-J., Harris, M. B., Masodsai, K., Chen, P.-N., Hsieh, C.-C., Killian, T., Huang, C.-Y., & Kuo, C.-H. (2021). Whole-life body composition trajectory and longevity: role of insulin. *Aging (Albany, NY.)*, *13*(7), 9719–9731.

https://doi.org/10.18632/aging.202727.

Nicholls, A., Harris, M. B., Dewi, L., Huang, C.-Y., Pang, L.-N., Kung, H.-J., … Kuo, C.-H. (2025). Exercise-induced MyoD mRNA expression in young and older human skeletal muscle: A systematic review and meta-analysis: Exercise-induced MyoD mRNA expression after age 50. *Sports Medicine (Auckland)*, *55*(7), 1625–1649. https://doi.org/10.1007/s40279-025-02207-4.

Saovieng, S., Wu, J., Jean, W. H., Huang, C. Y., Higgins, M. F., Alkhatib, A., ... & Kuo, C. H. (2020). Lower tumorigenesis without life extension in rats receiving lifelong deep ocean minerals. *Cancer Medicine*, *9*(11), 3964-3973.

Sender, R., Weiss, Y., Navon, Y., Milo, I., Azulay, N., Keren, L., Fuchs, S., Ben-Zvi, D., Noor, E., & Milo, R. (2023). The total mass, number, and distribution of immune cells in the human body. *Proceedings of the National Academy of Sciences - PNAS*, *120*(44), Article e2308511120. https://doi.org/10.1073/pnas.2308511120.

Sender, R., & Milo, R. (2021). The distribution of cellular turnover in the human body. *Nature Medicine*, *27*(1), 45–48. https://doi.org/10.1038/s41591-020-01182-9.

Shook, B. A., Wasko, R. R., Mano, O., Rutenberg-Schoenberg, M., Rudolph, M. C., Zirak, B., Rivera-Gonzalez, G. C., López-Giráldez, F., Zarini, S., Rezza, A., Clark, D. A., Rendl, M., Rosenblum, M. D., Gerstein, M. B., & Horsley, V. (2020). Dermal adipocyte lipolysis and myofibroblast conversion are required for efficient skin repair. *Cell Stem Cell*, *26*(6), 880-895.e6. https://doi.org/10.1016/j.stem.2020.03.013 .

Wu, J., Saovieng, S., Cheng, I.-S., Liu, T., Hong, S., Lin, C.-Y., Su, I.-C., Huang, C.-Y., & Kuo, C.-H. (2019). Ginsenoside Rg1 supplementation clears senescence-associated β-galactosidase in exercising human skeletal muscle. *Journal of Ginseng Research*, *43*(4), 580–588. https://doi.org/10.1016/j.jgr.2018.06.002

Yang, C., Jiao, Y., Wei, B., Yang, Z., Wu, J.-F., Jensen, J., Jean, W.-H., Huang, C.-Y., & Kuo, C.-H. (2018). Aged cells in human skeletal muscle after resistance exercise. *Aging (Albany, NY.)*, *10*(6), 1356–1365. https://doi.org/10.18632/aging.101472.

Yang, D. L., Chao, K. C., Yang, H. T., Chen, K. H., Dewi, L., Condello, G., Ye, M., Nicholls, A., Liao, Y. C., Huang, C. Y., & Kuo, C. H. (2026). Anti-inflammatory effects of nicotinamide mononucleotide (NMN) in human skeletal muscle after BFR-exercise. *Journal of the International Society of Sports Nutrition*, *23*(1), Article 2632284. https://doi.org/10.1080/15502783.2026.2632284.

Ye, M., Condello, G., Chao, K. C., Yang, H. T., Huang, C. Y., Lai, L. F., ... & Kuo, C. H.

(2025). Amino acid supplementation accelerates resolution of exercise-induced phagocyte infiltration in human skeletal muscle. *Journal of the International Society of Sports Nutrition*, *22*(1), 2590102. https://doi.org/10.1080/15502783.2025.2590102.

Zhu, R., Wen, C., Li, J., Harris, M. B., Liu, Y. Y., & Kuo, C. H. (2015). Lipid storage changes in human skeletal muscle during detraining. *Frontiers in physiology*, *6*, 309. https://doi.org/10.3389/fphys.2015.00309.

Zhu, M., Lee, T. X. Y., Hsieh, Y.-W., Lai, L.-F., Condello, G., Donnelly, C. J., Smith, M., Hamzah, S. H., Lim, B.-H., Huang, C.-Y., Chi, N.-F., & Kuo, C.-H. (2022). Vascular function in the aging human brain during muscle exertion. *Aging*, *14*(9), 3910–3920. https://doi.org/10.18632/aging.204052.

**Classical reading*

8. Related Web Resources

PubMed
https://pubmed.ncbi.nlm.nih.gov

9. Related Journals

Aging Cell
Cell Metabolism
Diabetes
Diabetes Care
Journal of Cachexia, Sarcopenia and Muscle
Journal of Gerontology
Journal of Strength and Conditioning Research
Medicine and Science in Sports and Exercise
Sports Medicine

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11. Others

Nil

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Master of Social Sciences in Sports Coaching and Management

Programme QF Level : QF Level 6

Course Title : High Performance Sport: Profiling, Monitoring and Decision-making

Course Code : PES6328

Department/Unit : Health and Physical Education

Credit Points : 3

Contact Hours : 39 hours

Pre-requisite(s) : Nil

Medium of Instruction : English

Course Level : 6

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2. Critical Thinking Skills
3. Creative Thinking Skills

4a. Oral Communication Skills

4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

This course introduces students to high performance sport (HPS) from an applied, interdisciplinary perspective. Students examine athlete profiling (physiological, psychological and sociocultural), the realities of high performance environments, and the coach–athlete–support team relationship. The course emphasises systematic monitoring and decision-making: selecting appropriate measures (training load, wellness, performance tests, injury/illness risk indicators), setting benchmarks and meaningful change thresholds, and translating data into practical coaching and sport science actions. Students develop basic data literacy for HPS (data quality, visualisation, simple analytics, interpreting uncertainty) and learn professional practice considerations including communication, referral pathways, ethical responsibilities, and working within scope. Learning is case-based and may include guest sessions from high performance practitioners (e.g., Hong Kong Football Association; Hong Kong Sports Institute) and discussion of pathways to internships and professional networks.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- $CILO_1$ Critically appraise key athlete attributes and high-performance environments using psychological, sociocultural and applied sport science perspectives
- $CILO_2$ Design an evidence-informed screening and monitoring framework for a specified high performance context (measures, frequency, decision thresholds, and communication plan).
- $CILO_3$ Analyse and interpret athlete monitoring data (data quality checks, visualisation, simple benchmarking and change metrics) and translate findings into actionable recommendations for coaches/support staff.
- $CILO_4$ Demonstrate professional judgement and ethical practice by recognising limits of inference, communicating uncertainty, and identifying appropriate referral pathways within an interdisciplinary support system.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
High performance sport systems: roles, expectations, culture, and the coach–athlete–support team relationship	$CILO_{1,4}$	Lectures; guided case discussion; practitioner mini-case (guest where feasible).
Athlete profiling: performance determinants across physiology, psychology and sociocultural context	$CILO_1$	Lectures; reading-led seminar; applied athlete profile worksheet.

(including talent identification considerations)		
Monitoring fundamentals: what to monitor, why, and how often (training load, wellness, readiness, performance tests); data quality and compliance	$CILO_{2,3}$	Lectures; tutorial on measure selection; small group design activity.
Benchmarks and 'meaningful change': norms, baselines, smallest worthwhile change, error and reliability; interpreting uncertainty	$CILO_{2,3}$	Tutorials; worked examples; short data exercises (Excel/R/Python optional).

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Individual Written Brief: Athlete profile + screening/monitoring rationale Students produce a concise evidence-informed athlete profile for the scenario provided and justify the proposed measures, frequency, and decision thresholds (including limitations).	20%	$CILO_{1,2}$
(b) Group Presentation: Groups of 3-4 people. Groups design a monitoring and reporting workflow for a high-performance context and present a practical implementation plan (measures, schedule, thresholds, reporting/dashboard concept, communication, and ethics/referral plan).	40%	$CILO_{2,4}$
(c) Individual Applied Report: Data interpretation & analysis Students analyse a provided monitoring dataset (or class-collected dataset) and write a decision memo for coaches/support staff with visuals and actionable recommendations, acknowledging uncertainty.	40%	$CILO_{3,4}$

Note: All group assessments whether written assignment or oral presentation will conform to 3000 words (or equivalent minutes) x weight x group size formula, depending on the finalized group sizes.

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ ***Not Permitted***: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ ***Permitted***: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

No single required text. Readings will be provided weekly (journal articles, consensus statements, and applied case materials).

7. Recommended Readings

Bourdon, P.C., Cardinale, M., Murray, A., et al. (2017). Monitoring athlete training loads: Consensus statement. *International Journal of Sports Physiology and Performance, 12*(Suppl 2), S2-161–S2-170.

Edwards, A.M., Coleman, D., Fuller, J., Kesisoglou, A., & Menting, S.G. (2024). Time perception and enjoyment of professional soccer players in different training sessions: Implications for assessment of session-RPE and training load. *Journal of Strength and Conditioning Research, 38*(12), e754.

Hettinga, F.J., Edwards, A.M., & Hanley, B. (2019). The science behind competition and winning in athletics: Using world-level competition data to explore pacing and tactics. *Frontiers in Sports and Active Living, 1*, 11.

Impellizzeri, F.M., Marcora, S.M., & Coutts, A.J. (2019). Internal and external training load: 15 years on. *International Journal of Sports Physiology and Performance, 14*(2), 270–273.

Mujika, I. (2017). *High-performance training for sports* (*2nd ed.).* Human Kinetics.

Saw, A.E., Main, L.C., & Gastin, P.B. (2016). Monitoring the athlete training response: Subjective self-reported measures trump commonly used objective measures. *British Journal of Sports Medicine, 50*(5), 281–291.

*Thorpe, R. T., Atkinson, G., Drust, B., & Gregson, W. (2017). Monitoring fatigue status in elite team-sport athletes: Implications for practice. *International Journal of Sports Physiology and Performance*, *12*(2), 227–234. https://doi.org/10.1123/ijspp.2016-0434.

**Selected Reading*

8. Related Web Resources

Australian Institute of Sport (AIS) – Athlete wellbeing and training principles
https://www.ausport.gov.au/ais/visit
Hong Kong Football Association (HKFA) – performance and sport science context
https://www.hkfa.com/en
Hong Kong Sports Institute (HKSI) – high performance sport services and pathways
https://www.hksi.org.hk/

9. Related Journals

British Journal of Sports Medicine
European Journal of Sport Science
International Journal of Sports Physiology and Performance
Journal of Applied Sport Psychology
Journal of Sports Sciences
Medicine & Science in Sports & Exercise
Sports Medicine

10. Academic Honesty

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11. Others

Nil

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Master of Social Sciences in Sports Coaching and Management
Programme QF Level : QF Level 6
Course Title : Master's Thesis
Course Code : PES6260
Department : Health and Physical Education
Credit Points : 6
Contact Hours : **78**
Pre-requisite(s) : Nil
Medium of Instruction : English
Course Level : 6

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I):

- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills

4a. Oral Communication Skills

4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**

In the master's thesis, students will integrate the areas covered in the taught courses within the programme. Students will be required to propose a research project, submit ethics, undertake and write up a piece of academic empirically based research relevant to their area of practice and interests in sports coaching. Students, who choose to take the "Master's Theses", must reach the minimum English proficiency requirement of the Programme

2. **Course Intended Learning Outcomes** ($CILO_s$)

Upon completion of this course, students will be able to:

$CILO_1$ Plan, and engage in, an independent critical investigation and evaluation of a chosen research topic relevant to sports coaching and management

$CILO_2$ Systematically identify relevant theory and concepts, relate these to appropriate methodologies and evidence, apply appropriate techniques and draw appropriate conclusions

$CILO_3$ Appropriately collect, analyze and evaluate original qualitative and/or quantitative data

$CILO_4$ Apply ethical standards of conduct to the collection and evaluation of data and other resources

$CILO_5$ Communicate research concepts and contexts clearly and effectively both orally and in writing

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
Preparation of research proposal	$CILO_{1,2,4,5}$	• Thesis supervisor consultation • Independent reading and research • Master's Thesis Seminar
Data collection	$CILO_{1,3,4}$	• Independent research
Preparation of final report	$CILO_{2,3,4,5}$	• Thesis supervisor consultation • Independent research • Thesis defense

4. **Assessment**

Assessment Tasks	Weighting (%)	CILO
(a) Oral presentation on the research proposal	15%	$CILO_{1,2}$
(b) Oral presentation on the final report	15%	$CILO_{1,4}$

(c) Thesis on the research project including introduction, literature review, methodology, results, discussion, and references (10000 words)	70%	*CILO*$_{1-5}$

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6. Required Text(s)

Nil

7. Recommended Readings

Andrew, D., Pedersen, P. & McEvoy C. (2020). *Research Methods and Design in Sport Management (2nd ed.)*. Champaign, IL: Human Kinetics.

Field, A. (2024). *Discovering statistics using IBM SPSS statistics (6th ed.)*. London: Sage.

Nelson, L., Groom, R. & Potrac. P. (2025). *Research Methods in Sports Coaching (2nd ed.).* New York, NY: Routledge.

Smith, J. A. (Ed.). (2024). *Qualitative psychology: A practical guide to research Methods (4th ed.)*. Sage.

Thomas, J.R., Martin, P.E., Etnier, J.L. & Silverman, S.J. (2023). *Research Methods in Physical Activity (8th ed.).* Champaign, IL: Human Kinetics

8. Related Web Resources

Nil

9. Related Journals

British Journal of Sports Medicine
International Journal of Sports Medicine
Journal of Science and Medicine in Sport
Journal of Sports Sciences
Journal of Strength and Conditioning Research

Medicine and Science in Sports and Exercise
Research Quarterly for Exercise and Sport

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11. Others

Nil

Appendix

Programme Title : Master of Social Sciences in Sports Coaching and Management
Course Title : Master's Thesis
Course Code : PES6260
Offering Unit : Health and Physical Education
Credit Points : 6

Delivery Mode

☐ **Online learning as the primary delivery mode**

Range of classroom-based contact hours (0-15)	Range of hours for online learning (24-39)	Total No. of-Contact Hours
-	-	39

✓ **Directed study mode**

Range of classroom-based contact hours (4-15)	Range of guided independent learning hours (24-35)	Total No. of-Contact Hours
8	70	78

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	**:**	Master of Social Sciences in Sports Coaching and Management
Programme QF Level	**:**	6
Course Title	**:**	Supplementary English Enhancement for Postgraduates
Course Code	**:**	CLE5245
Department	**:**	Centre for Language in Education
Credit Points	**:**	Not applicable
Contact Hours	**:**	30 hours
Pre-requisite(s)	**:**	Not applicable
Medium of Instruction	**:**	English
Course Level	**:**	5

Part II

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In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills

4a. Oral Communication Skills

4b. Written Communication Skills

5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. **Course Synopsis**

This course targets the English language skills of students whose English proficiency test results have not attained the standards for admission. To maximize learning outcomes, the course covers a variety of in-class and out-of-class teacher input and student assignments. Upon completion of the course, students will take an examination modelled upon IELTS in terms of format and standard. While the course targets general language skills, there will be more in-class hours and teacher-student consultative hours on productive skills (writing and speaking). Receptive skills such as reading will be strengthened through structured out-of-class or online learning activities.

2. **Course Intended Learning Outcomes (CILOs)**

Upon completion of this course, students will be able to:

$CILO_1$ produce cohesive writing and spoken utterances with relatively fewer English errors

$CILO_2$ use more complex grammatical structures to add language variety

$CILO_3$ self-evaluate their spoken utterances in terms of pronunciation and fluency

$CILO_4$ read academic English discourses independently by selecting and using good online resources

$CILO_5$ improve listening comprehension and listening for details

3. **Content, CILOs and Teaching & Learning Activities**

Course Content	CILOs	Suggested Teaching & Learning Activities
● Avoid common errors in writing	$CILO_1$, $CILO_2$	Peer and group analysis of sample essays
● Avoid common errors in speaking	$CILO_1$, $CILO_3$	Peer and group analysis of recorded oral performances
● Improve cohesion in writing and speaking	$CILO_1$	In-class and teacher-student consultations - Compare and contrast written pieces and spoken performances
● Avoid common errors in pronunciation	$CILO_3$	Individual and group work on error analysis
● Fluency practice	$CILO_3$	Individual and pair work - Timed speeches
● Reading – skills enhancement	$CILO_4$	Individual online work - Interactive media (EdUHK Library) Students will complete 5 units of online work (counting towards approx. 8 hours) systematically categorized into IELTS reading skills and answering skills: • Skimming, scanning, reading for details, fact Vs opinion • Predicting the content of a text and a paragraph • Identifying main ideas • Answering skills (a):

Course Content	CILOs	Suggested Teaching & Learning Activities
		Diagram & table completion tasks • Answering skills (b) dealing with unknown or difficult vocabulary • Answering skills (c): multiple choice tasks & sentence matching tasks
● Practise different question types for the listening test and discuss steps on how to complete them, common errors to avoid, and tips to help build skill and accuracy.	$CILO_5$	In-class and individual work on • Completion questions; • Sentence completion questions; • Multiple choice questions; • Short answer questions; • How to label a diagram, plan, or map

4. Assessment

Assessment Tasks	Weighting (%)	CILO
● Writing Assessment (Individual Work) - Writing a report on data analysis and description modelled on the IELTS Writing Test Task 1 (Academic Module) (20%) - Writing an academic essay modelled on IELTS Writing Task 2 (Academic Module) (30%)	50%	$CILO_1$,$CILO_2$
● Speaking Assessment (Individual Work) - Engaging in general and semi-academic discussions in English modelled on the IELTS Speaking Test (Academic Module)	30%	$CILO_1$,$CILO_3$
● Blended Learning Activities (Individual Work) - Two reflections on two independent English learning activities for developing English writing and speaking skills	20%	$CILO_4$, $CILO_5$

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requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

6. Required Text(s)

All course materials are provided in Moodle. Please download the handouts from Moodle and bring a hard copy or your laptop to the class.

7. Recommended Readings (selection from ASLLC collection)

Aish, F. (2017). *Expert IELTS 7.5 coursebook*. Pearson Longman.

King, R. L. (2016). *Teach yourself IELTS writing (Vol. 2)*. CreateSpace.

Lougheed, L. (2016). *IELTS strategies and tips* (2nd ed.). Barron's Education.

Lougheed, L. (2017). *Essential words for the IELTS* (3rd ed.). Barron's Education.

Matthews, K. M. (2017). *Expert IELTS 7.5 students' resource book*. Pearson Longman.

Sampath, B. (2016). *101 speaking topics with answers: Achieve band 8 or more*. CreateSpace Independent.

Wolf, M. A. (2016). *The ABCs of the IELTS exam*. Prometheus Publishing, Inc.

8. Related Web Resources

Online learning resources (apps, websites, self-study software) on CLE's website: https://www.eduhk.hk/cle/online-learning-resources

9. Related Journals

Not applicable

10. Academic Honesty

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11. Other