PROGRAMME SPECIFICATION

BSc Sport, Health and Performance Science

1	**Awarding body**
	Glyndŵr University
2	**Programme delivered by**
	Glyndŵr University
3	**Location of delivery**
	Glyndŵr University – Plas Coch Campus
4	**Faculty/Department**
	Faculty of Social and Life Sciences/Sport
5	**Exit awards available**
	BSc (Hons) Sport, Health and Performance Science (with Foundation year) BSc (Hons) Sport, Health and Performance Science BSc Sport, Health and Performance Science Diploma of Higher Education in Sport, Health and Performance Science Certificate of Higher Education in Sport, Health and Performance Science
6	**Professional, Statutory or Regulatory Body (PSRB) accreditation**
	There are currently no PSRBs associated with this proposal. However, it has been designed with the British Association of Sport and Exercise Sciences (BASES) Undergraduate Endorsement Scheme (BUES) in mind. The programme team will look to endorse the programme in the future.
7	**Accreditation available**
	N/A
8	**Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)**
	N/a
9	**JACS3 code**
	C600
10	**UCAS code**
	C606 89C2 (with Foundation Year)
11	**Relevant QAA subject benchmark statement/s**
	Events, Hospitality, Leisure, Sport and Tourism (2016)

12	**Other external and internal reference points used to inform the programme outcomes**

With the recent government changes and the alignment of Sport and Health in one government portfolio (*'Prosperity for All -The National Strategy'*), external drivers are strongly indicating that vocational skills and employability need to reflect the changing environment of sport and health.

Drivers at a regional level (North Wales 'Let's Get Moving' campaign) and local communities (e.g. Flintshire and Wrexham) specifically e.g. Flintshire 2025, are strongly indicating that investment will be seen in career opportunities across the area of health and sport.

As a result of these national, regional and local external drivers, combined with the internal drivers relating to student experience and employability, an innovative degree programme is proposed. This programme incorporates the disciplines of health and sport, which will provide vocationally relevant skills for students to seek employment on completion of their degree.

13	**Mode of study**

Full & part time

14	**Normal length of study**

Full time 3 years
Part time 6 years

15	**Maximum length of study**

5 years full time
8 years part time

16	**Language of study**

English

17 Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy
https://www.glyndwr.ac.uk/en/media/FINAL%20ADMISSIONS%20POLICY%202020 17.pdf

The University's entry requirements are set out at
http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCAStariffchange2017/

International entry qualifications are outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/ for details), including IELTS.

International students require a UKVI Approved Secure English Language Test (SELT) (please see http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/ for details).

DBS Requirements

DBS checks are not required as a condition of entry onto the programme, but at the point of enrolment onto placement modules, when it is known whether students will have contact with adults or children. At this stage an enhanced check without a barred list check may be required.

Students will be required to complete the Disclosure and Barring Service (DBS formerly CRB) form, the fee will be paid for by the University. Having a criminal record will not necessarily exclude a student from studying a particular module (SPT510 Theoretical and Practical Insights into P.E; Work Related Learning) with us, depending on the nature of the work required and the circumstances and background of any offences, a decision will be made regarding the type of placement/project a student can undertake.

Non-standard entry criteria and programme specific requirements

All applications are considered on their individual merits. Alternative qualifications and experience, motivation and commitment are considered alongside academic requirements as part of the application process.

For entry onto our degree programme, we normally require the following:
   • At least 112 UCAS points at A2 level or equivalent.
   • A science background is an advantage, but not essential.

For entry onto our degree programme (including foundation year) it is typically 48 UCAS points, but all applications are considered individually and we consider work experience, vocational training/qualifications, as well as motivation and potential to succeed.

The UCAS points may be counted from a wide variety of qualifications such as:
   • Welsh Baccalaureate
   • Progression and Advanced Diploma
   • BTEC/EDEXCEL both National Diplomas and Certificates
   • Scottish qualifications at Advanced Higher level
   • Irish leaving Certificate Higher examinations
   • International and European Baccalaureates

Applications will be considered from those applicants who do not have the points outlined above. We welcome applications from those with:
- Relevant work experience
- Access to H.E. Diplomas
- Other higher education qualifications
- College diplomas in areas such as sport, fitness, health, business and leisure
- Professional qualifications
- Mainland European applications are accepted, often for advanced entry from those who have achieved qualifications such as a Baccalaureate, IUT/DUT, Abitur, or Matura.

18 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the University General Regulations. Any programme specific restrictions are outlined below.

Programme specific restrictions

RP(E)L will be considered on an individual basis in order to admit students who have relevant experience or have undertaken comparable study at another institution. The candidate will be requested to attend an informal interview with the programme leader in the first instance and then if deemed appropriate submit a portfolio of evidence that will be considered by the RP(E)L panel. The rules and procedures governing the accreditation of prior certificated / experiential learning are set out in the Academic Quality Handbook.

19 Aims of the programme

The programme aims are:

- To provide an intellectually challenging and vocationally-relevant programme of study in the area of sport, health and performance science, which integrates theory with practice, that is informed by staff scholarship, research and professional practice.

- To develop students' critical understanding of sport, health and performance science, through theoretical, practical and work related learning experiences.

- To provide interdisciplinary study drawing upon the sport, physical activity, health, nutritional, psychological, social and performance sciences, to

facilitate the development of knowledge, understanding and skills in relation to the subject area.

- To meet the need for graduate-calibre employees by enabling students to acquire and develop competence in key transferable skills.

- To provide a supportive and stimulating student-centred learning and teaching environment, enabling the development of autonomous, and responsible learners.

20 Distinctive features of the programme

The aim of the BSc Sport, Health and Performance Science programme is to meet the needs of students wishing to develop a career in the field of sport, physical activity, public health improvement and social prescribing. This programme examines sport and physical activity from both a health improvement and performance perspective. Students are also given the opportunity to develop their interests in nutrition and psychology, thereby widening future job prospects and making this a unique opportunity.

- The programme will be taught by lecturers from a wide range of backgrounds who are experienced, applied practitioners (from sports psychologists, to dietitians, physiologists and coaches) and researchers within the fields of sport, physical activity, nutrition, psychology and health.
- Applied learning is essential to our vision. This means that learning is not limited to lecture halls and seminar rooms instead we choose to expose students to more practical, applied and hands-on work. Students will carry out field work and engage in 'real-world' work experiences.
- Our range of external partners from sports clubs to Public Health Wales means that students will have lots of opportunities to gain practical experience alongside their studies, including a work related learning project or placement at Level 6. This placement will take place towards the end of level 6 to provide students with valuable contacts and experience directly before they enter the world of work. This greatly enhances student employability.
- We have an excellent support and personal tutor system to ensure students are supported throughout their studies.
- Due to the design of this degree programme, there is a wide range of career opportunities available to graduates from working in elite sport to community health, nutrition and sport development.

The programme design is significantly influenced by the government agenda which recognises the combining of 'physical activity & health' and 'sport' into one government portfolio. 'Prosperity for All - the national strategy' and the new Sport Wales strategic document 'A Vision for Sport in Wales' state how there will be

investment in outcomes for people which relate to 'getting every child hooked on sport for life', inequalities and developing a sporting pathway – 'a Nation of Champions'. This vision of improving sport opportunities for health and performance is the focus of this degree programme and aims to produce graduates that are able to work within any one of the five key priorities set out by Sport Wales: sporting innovation; skills for a life in sport; sporting communities; sporting excellence; and growing a skilled and passionate workforce.

Concerns for the population's activity levels, participation in sport, eating habits and malnutrition have been highlighted in national and local strategies and policies for health improvement and disease reduction. Therefore, it is envisaged that a plethora of jobs will be created in the areas of sport, physical activity, nutrition, health improvement and wellbeing for the next two-three decades within the voluntary, public and private sectors including schools, primary and secondary care settings and local authorities. There are a range of possible employment areas for graduates from this course (dependent on options chosen) including: Health improvement officers and managers; Sport development officers and managers; Nutrition and fitness consultants; Sports scientists; Community health workers (food and physical activity) and managers; Public health nutritionists; and dietetic and physiotherapy assistants. Through the Work Related Learning Module at Level 6, students will have the opportunity to experience work in these areas. If students opt to take the Applied Practice module at L6, they will have the opportunity to use and develop innovative, community approaches to encouraging more active lifestyles and improving nutrition through the use of technology. This idea, and the brief for this module, is based upon key priorities in the 'Prosperity for All: The National Strategy' document that has come from the Well-being of Future Generations (Wales) Act. In this strategy they pledge to support projects like this through the Wales Wellbeing Bond.

Other distinctive features of this programme include:

Links to key strategic documents/funding helps ensure employability

Many of the key priorities of the Sport England: 'Towards an Active Nation' Strategy have helped inform the design of this new degree programme. Some examples are provided below:

- Sport England pledge to invest more in children and young people to build positive attitudes to sport and physical activity as the foundations of an active life. In modules such as 'Fundamental Movement Skills', 'Physical Activity and Health' and 'Physical Activity for Specialist Populations' there will be a clear focus on this population group.

- Sport England identify the need to help sport keep pace with the digital expectations of the customer. In 'Applied Practice 2: Technology for Health or Performance' students will be required to use and develop technology that aims to tackle inactivity or aid performance.

- Sport England acknowledges the importance of applying the principles of behaviour change in order to tackle the problem of population inactivity. As well as having the opportunity to study optional modules in sport psychology, on this new degree programmes students will have the option to study 'Health Psychology and Behaviour Change' module so they are exposed to and understand different behavioural change models.

Links to industry and community projects

Students on this programme will be encouraged to work together with local communities and industry to produce innovative solutions to existing problems, which in turn will enhance student employability. The programme team has links with Public Health Wales and the 'Let's Get Moving Project' where projects and live briefs will be used within modules that will be mutually beneficial to students and the organisations involved.

Research informed teaching/degree:

The Sport team are currently involved in a range of physical activity and health and sport performance related research and applied projects that will enhance the degree programme, inform teaching and enable students to get involved in real world projects. Examples of current projects include:

- An exploration of the motivational, physical activity, nutritional and nature related aspects of group walking

- Investigating the relationship between physical activity engagement, sleep, nutrition, and diabetes symptomatology

- An assessment of the nutritional intakes of elite youth soccer players

- Social prescribing, mental health and Welsh Rugby Union

Personalised learning:

An integrated Personal Development Portfolio enables the students to maximise their learning by personalising their own learning to match future career ambitions. The PDP process develops from level 4 into Continual Professional Development (CPD) in Level 5 and 6. For example in the Level 6 Work Related Learning modules students engage in a reflective journey working in an external environment of their own selection. Students develop a strong link of theory to practice and have both an environment mentor and academic mentor to shape and steer both academic and professional learning.

21 Programme structure narrative

The programme team have devised a three-year, 360 credit programme to ensure graduates will have the necessary knowledge, skills and competencies required to work in the profession.

Matrix 1 shows the course structure. Students are required to complete 120 credits per level.
All students will be able to exit at level 4 with a Certificate of HE in Sport, Health and Performance Science (having achieved 120 credits), at level 5 with a Diploma of HE in Sport, Health and Performance Science (having achieved 240 credits), and at level 6 with a BSc (Hons) degree in Sport, Health and Performance Science (360 credits).

An Ordinary Degree is available if 300 credits have been obtained, of which a minimum of 60 credits and a maximum of 80 credits shall be at level 6. A minimum of 100 credits with a maximum of 120 credits shall normally be at level 5. This is normally awarded when students are unable to complete an independent study.

At level 4, students will study, as core, the disciplines of physiology, physical activity and health, movement skills, nutrition and psychology. Level 4 is designed to introduce each discipline to the student and give an overview of the subject areas. At level 5, a deeper and more detailed study of the physiology, nutrition and physical activity and health strands will be core for students. In addition to this, there will be a number of options for students to choose from. This will allow students to begin to specialise in areas of interest e.g. psychology, nutrition, performance or education. Due to the diversity of career options available to students from this degree programme, optional modules allow the full breadth to be covered. The final level affords students the opportunity to further specialise in certain areas, the key strands of the programme continue to run through, but independent study and the 'applied' nature of the disciplines are given a high priority. The philosophy of 'learning through hands on experience' and 'relating theory to practice' ensures that students can work in various roles as applied practitioners within Sports Science (EIS, 2011) and Public Health. In particular students hone their skills in the 'Work Related Learning' module, where they will engage with a sport or health organisation and complete an agreed project. This module will help to develop employability skills and enable students to function in a professional capacity. Also, in the inter-disciplinary modules (e.g. Physical Activity for Specialist Populations or Applied Practice: Technology for Heath or Performance) students are required to apply theory to practice. In the 'Applied Practice: Technology for Heath or Performance' module students will have the opportunity to e.g. use and develop innovative, community approaches to encouraging more active lifestyles and improving nutrition through the use of technology. This idea, and the brief for this module, is based upon key priorities in the 'Prosperity for All: The National Strategy' document that has come from the Well-being of Future Generations (Wales) Act 2015. In this strategy they pledge to support projects like this through the Wales Wellbeing Bond. In the 'Physical Activity for Specialist Populations' module, students will attain a high-level understanding of the

role of physical activity for health preservation and disease prevention in specialist population groups, but will also obtain an overview of science communication and practice in communicating to specialist and non-specialist audiences using various techniques and technologies.

The programme team is aiming for applied and experiential learning to constitute at least 50% of the course. Activities will be designed that are realistic, relevant, rigorous and appropriately sequenced in order to enhance employability (DCMS, 2011). An appropriate balance of group and individual activity will be provided that will promote independent learning, but also encourage sharing experiences and knowledge and establishing interpersonal skills. Substantial emphasis will be given to the clarity of feedback to enable students to analyse their own development and identify their own learning needs.

Students will be trained in research methods (Developing Personal, Professional and Academic Skills at level 4 and Enhancing Personal, Professional and Academic Skills at level 5) and will subsequently engage in a period of independent study in the area of sport, physical activity and health (level 6 independent study). The independent study module allows students to specialise in a particular area and will develop their research skills to facilitate them continuing with research at a postgraduate level. In this module students will choose an appropriate topic for research, review the research in that area (creating a rationale for conducting the research), collect data using appropriate methods, conduct an analysis of data, interpret the findings in the context of existing literature, make suggestions for future research in that area, and, finally, write up their research in an appropriate format for the discipline area and topic.

The programme has been structured to share modules with the BSc (Hons) Sport Coaching for Participation and Performance Development/BSc (Hons) Football Coaching and the Performance Specialist, and some modules with the BSc (Hons) Health and Wellbeing programme. This will ensure students are exposed to a rich learning environment, with opportunities to draw on experiences gained by their peers studying in a range of sport and health settings. The department is also looking to develop an undergraduate Nutrition degree in the near future, which will complement these programmes further.

The full time delivery plan is shown in matrix 2. The degree is also offered as a part-time route (Matrix 3) and has been devised to be completed in 6 years.

22 Programme structure diagram

Matrix 1: BSc (Hons) Sport, Health and Performance Science Module Map

Level 4 (Shading indicates a core module)

FAW401 Developing Personal, Professional & Academic Skills [20 credits]	FAW415 Introduction to Anatomy and Physiology [20 credits]	FAW404 Psychology: Developing the Individual [20 credits]	HLT415 Introduction to Health and Wellbeing [20 credits]	SPT413 Introduction to Nutrition [20 credits]	SPT410 Fundamental Movement Skills [20 credits]

Level 5   Choose 2 from 5

FAW501 Enhancing Personal, Professional & Academic Skills [20 credits]	FAW507 Applied Exercise Physiology [20 credits]	SPT514 Applied Practice: Sport, Nutrition and Health [20 credits]	SPT517 Physical Activity and Health [20 credits]	SPT515 Health Psychology and Behaviour Change [20 credits]	SPT511 Training for Sport & Exercise [20 credits]	SPT510 Theoretical and Practical Insights into Physical Education [20 credits]	SPT516 Nutrition for Population Groups [20 credits]	FAW508 Psychology: Enhancing Performance [20 credits]

Level 6   Choose 2 from 3

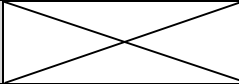| FAW601 Independent Study [40 credits]	SPT621 Physical Activity for Specialist Populations [20 credits]	SPT622 Work Related Learning [20 credits]	SPT619 Applied Practice 2: Technology for Health or Performance [20 credits]	SPT620 Nutrition for Exercise, Performance and Health [20 credits]	FAW602 Planning for Performance [20 credits]

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Matrix 2: BSc (Hons) Sport, Health and Performance Science Full-time Module Delivery

	SEMESTER 1	SEMESTER 2
LEVEL 4/ YEAR 1	FAW401 Developing Personal, Professional and Academic Skills	
	FAW415 Introduction to Anatomy and Physiology	
	SPT413 Introduction to Nutrition	
	FAW404 Psychology: Developing the Individual	
	SPT410 Fundamental Movement Skills	
	HLT415 Introduction to Health and Wellbeing	
LEVEL 5/ YEAR 2	FAW501 Enhancing Personal, Professional and Academic Skills	
	FAW507 Applied Exercise Physiology	
	SPT517 Physical Activity and Health	
	SPT514 Applied Practice: Sport, Nutrition and Health	
	SPT515 Health Psychology and Behaviour Change [Optional (O)]	
	SPT511 Training for Sport and Exercise (O)	
	SPT516 Nutrition for Population Groups (O)	
	FAW508 Psychology: Enhancing Performance (O)	
	SPT510 Theoretical and Practical Insights into P.E. (O)	
LEVEL 6/ YEAR 3	FAW601 Independent Study	
	SPT621 Physical Activity for Specialist Populations	
	SPT622 Work Related Learning	
	SPT619 Applied Practice 2: Technology for Health or Performance	
	SPT620 Nutrition for Exercise, Performance and Health	
	FAW602 Planning for Performance	

Shading indicates a core module

Matrix 3: BSc (Hons) Sport, Health and Performance Science Part-time Module Delivery

	YEAR 1		YEAR 2	
	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
LEVEL 4	FAW415 Introduction to Anatomy and Physiology		FAW404 Psychology: Developing the individual	
	SPT410 Fundamental Movement Skills		SPT513 Introduction to Nutrition	
	FAW401 Developing Personal, Professional and Academic Skills		HLT415 Introduction to Health and Wellbeing	
LEVEL 5	YEAR 3		YEAR 4 (select 2 from 5 options)	
	FAW501 Enhancing Personal, Professional and Academic Skills		SPT514 Applied Practice: Sport, Nutrition and Health	
	FAW507 Applied Exercise Physiology		SPT515 Health Psychology and Behaviour Change	
	SPT517 Physical Activity and Health		SPT511 Training for Sport and Exercise	
			SPT510 Theoretical and Practical Insights into Physical Education	
			SPT516 Nutrition for Population Groups	
			FAW508 Psychology: Enhancing Performance	
LEVEL 6	YEAR 5 (select 2 from 3 options)		YEAR 6	
	SPT621 Physical Activity for Specialist Populations		FAW601 Independent Study	
	SPT621 Applied Practice 2: Technology for Health or Performance		SPT622 Work Related Learning	
	SPT620 Nutrition for Exercise, Performance and Health			
	FAW602 Planning for Performance			

Shading indicates a core module

23 Intended learning outcomes of the programme

Undergraduate			
Knowledge and understanding			
	Level 4	Level 5	Level 6	Level 6 Honours Degree
A1	On completion of level 4 students will be able to demonstrate a basic understanding of the need for both a multi-disciplinary and inter-disciplinary approach to study, drawing, as appropriate, from research and professional contexts.	On completion of level 5 students will be able to show an enhanced level of understanding of the need for both a multi-disciplinary and inter-disciplinary approach to study, drawing, as appropriate, from research and professional contexts.	On completion of level 6 students will be able to demonstrate an enhanced level of understanding of the need for both a multi-disciplinary and inter-disciplinary approach to study, critically drawing upon, as appropriate, from research and professional contexts.	On completion of level 6 students will be able to demonstrate an enhanced level of understanding of the need for both a multi-disciplinary and inter-disciplinary approach to study, critically drawing upon, as appropriate, from research and professional contexts.
A2	On completion of level 4 students will be able to demonstrate knowledge and a basic understanding of the subject through both academic and professional reflective practice.	On completion of level 5 students will be able to further develop and apply knowledge and understanding demonstrating their understanding of the subject through both academic and professional reflective practice.	On completion of level 6 students will be able to synthesise and critically analyse the knowledge acquired at level 5.	On completion of level 6 students will be able to synthesise and critically analyse the knowledge acquired at level 5.
A3	On completion of level 4 students will be able to recognise different approaches and techniques to interpret and analyse information relevant to	On completion of level 5 students will be able to interpret and analyse information relevant to sport, health and performance science through research and problem-solving activities, within	On completion of level 6 students will be able to critically interpret and analyse information relevant to sport, health and performance science through research and problem-	On completion of level 6 students will be able to critically interpret and analyse information relevant to sport, health and performance science through research and problem-solving

	Undergraduate			
	Knowledge and understanding			
	Level 4	Level 5	Level 6	Level 6 Honours Degree
	sport, health and performance science.	both an academic and vocational context.	solving activities, within both an academic and vocational context.	activities, within both an academic and vocational context.
A4		On completion of level 5 students will be able to display an understanding of the development of knowledge within the area of sport, health and performance science.	On completion of level 6 students will be able to display a critical understanding of the development of knowledge within the area of sport, health and performance science (sport and exercise physiology, psychology and behaviour change, nutrition, physical activity and health, social prescribing, exercise and health promotion).	On completion of level 6 students will be able to display a critical understanding of the development of knowledge within the area of sport, health and performance science (sport and exercise physiology, psychology and behaviour change, nutrition, physical activity and health, social prescribing, exercise and health promotion).
A5	On completion of level 4 students will have an understanding of some of the moral, ethical and environmental implications within the areas relevant to sport, health and performance sciences.	On completion of level 5 students will have an understanding and awareness of the moral, ethical, environmental, and vocational implications within the areas relevant to sport, health and performance sciences.	On completion of level 6 students will have an understanding and critical awareness of the moral, ethical, environmental, and vocational implications within the areas relevant to sport, health and performance sciences.	On completion of level 6 students will have an understanding and critical awareness of the moral, ethical, environmental, and vocational implications within the areas relevant to sport, health and performance sciences.
A6			On completion of level 6 students will have an understanding of the philosophical basis of scientific paradigms.	On completion of level 6 students will have an understanding of the philosophical basis of scientific paradigms.

	Intellectual skills			
	Level 4	Level 5	Level 6	Level 6 Honours Degree
B1	On completion of level 4 students will be able to recognise how they develop as individuals through personal development planning, tutorial guidance and support.	On completion of level 5 students will be able to begin to take responsibility for autonomous learning and continuing professional development.	On completion of level 6 students will be able to take full responsibility for autonomous learning and continuing professional development.	On completion of level 6 students will be able to take full responsibility for autonomous learning and continuing professional development.
B2	On completion of level 4 students will be able to interpret underlying concepts and principles associated with the study of Sport, Health and Performance.	On completion of level 5 students will be able to research and assess subject specific facts, theories, paradigms, principles and concepts.	On completion of level 6 students will be able to research and critically assess subject specific facts, theories, paradigms, principles and concepts.	On completion of level 6 students will be able to research and critically assess subject specific facts, theories, paradigms, principles and concepts.
B3	On completion of level 4 students will be able to develop a reasoned argument.	On completion of level 5 students will be able to develop a reasoned argument and challenge assumptions.	On completion of level 6 students will be able to develop a reasoned argument, discriminate critically and challenge assumptions.	On completion of level 6 students will be able to develop a reasoned argument, discriminate critically and challenge assumptions.
B4	On completion of level 4 students will be able to describe major concepts and theories involved in sport, physical activity and health.	On completion of level 5 students will be able to examine how theories can be applied to improve health or performance.	On completion of level 6 students will be able to apply theoretical models to relevant real world sport, physical activity and health related phenomena and evaluate their application and value.	On completion of level 6 students will be able to apply theoretical models to relevant real world sport, physical activity and health related phenomena and evaluate their application and value.
B5	On completion of level 4 students will be able to present, perform basic analysis, and interpret data and text.	On completion of level 5 students will be able to present, analyse and interpret data and text.	On completion of level 6 students will be able to critically interpret data and text.	On completion of level 6 students will be able to critically interpret data and text.

	Intellectual skills			
	Level 4	Level 5	Level 6	Level 6 Honours Degree
B6	On completion of level 4 students will be able to assess and interpret information.	On completion of level 5 students will be able to assess, evaluate and analyse information.	On completion of level 6 students will be able to critically assess, evaluate and analyse information.	On completion of level 6 students will be able to critically assess, evaluate and analyse information.

	Subject skills			
	Level 4	Level 5	Level 6	Level 6 Honours Degree
C1	On completion of level 4 students will be able to carry out activities using appropriate techniques and procedures.	On completion of level 5 students will be able to plan, design and execute practical activities using appropriate techniques and procedures.	On completion of level 6 students will be able to plan, design and execute practical activities and interventions using appropriate techniques and procedures.	On completion of level 6 students will be able to plan, design and execute practical activities and interventions using appropriate techniques and procedures.
C2	On completion of level 4 students will be able to recognise appropriate moral, ethical and safety issues relevant to your degree.	On completion of level 5 students will be able to recognise and respond to appropriate moral, ethical and safety issues relevant to your degree.	On completion of level 6 students will be able to recognise, respond to, and apply appropriate moral, ethical and safety issues relevant to your degree.	On completion of level 6 students will be able to recognise and respond to appropriate moral, ethical and safety issues relevant to your degree.
C3	On completion of level 4 students will be able to undertake basic field and laboratory tests with due regard for risk assessment and health and safety.	On completion of level 5 students will be able to undertake more complex field and laboratory work with due regard for risk assessment and health and safety.	On completion of level 6 students will be able to plan and undertake field and laboratory work with due regard for risk assessment and health and safety.	On completion of level 6 students will be able to plan and undertake field and laboratory work with due regard for risk assessment and health and safety.
C4		On completion of level 5 students will be able to utilise a range of techniques for analysis	On completion of level 6 students will be able to utilise a range of techniques for analysis and	On completion of level 6 students will be able to utilise a range of techniques for analysis and interpretation of human health and performance.

	Subject skills			
	Level 4	Level 5	Level 6	Level 6 Honours Degree
		and interpretation of human health and performance.	interpretation of human health and performance.	
C5				On completion of level 6 students will be able to plan, design and execute a sustained piece of independent intellectual work and communicate it through an appropriate media.

	Practical, professional and employability skills			
	Level 4	Level 5	Level 6	Level 6 Honours Degree
D1	On completion of level 4 students will be able to demonstrate the ability to work on individual and group tasks.	On completion of level 5 students will be able to demonstrate the ability to work independently and interact effectively as part of a group.	On completion of level 6 students will be able to demonstrate the ability to work independently, co-operatively and critically in both written and practical areas of study.	On completion of level 6 students will be able to demonstrate the ability to work independently on a specialist project, co-operatively and critically in both written and practical areas of study.
D2	On completion of level 4 students will be able to communicate effectively in written, oral and other relevant presentation formats.	On completion of level 5 students will be able to communicate succinctly and eloquently in written, oral and other relevant presentation formats.	On completion of level 6 students will be able to communicate effectively within context and to a range of audiences in written (online and text), graphical and verbal forms.	On completion of level 6 students will be able to communicate effectively within context and to a range of audiences in written (online and text), graphical and verbal forms.
D3	On completion of level 4 students will be able to demonstrate an ability to manage time and work to deadlines.	On completion of level 5 students will be able to demonstrate an ability to manage a responsible,	On completion of level 6 students will be able to demonstrate an ability to manage a responsible, adaptable and flexible approach to work and	On completion of level 6 students will be able to demonstrate an ability to manage a responsible, adaptable and flexible approach to work and study and

		adaptable and flexible approach to study.	study and to be able to negotiate work objectives with professionals.	to be able to negotiate work objectives with professionals.
D4	On completion of level 4 students will be able to follow instructions in order to carry out practical experiments and tests in a safe manner.	On completion of level 5 students will be able to work in a practical environment, conducting investigations in a safe manner.	On completion of level 6 students will be able to work in a practical environment, planning and conducting investigations in a safe manner.	On completion of level 6 students will be able to work in a practical environment, planning and conducting investigations in a safe manner.
D5			On completion of level 6 students will be able to utilise self-reflection, evaluation and appraisal.	On completion of level 6 students will be able to utilise self-reflection, evaluation and appraisal.
D6		On completion of level 5 students will be able to utilise their knowledge to solve familiar health or performance problems, either independently or by working in collaboration with others.	On completion of level 6 students will be able to apply knowledge to solve familiar and unfamiliar performance or health problems, either independently or by working in collaboration with others, in order to achieve a social, health or sporting outcome.	On completion of level 6 students will be able to apply knowledge to solve familiar and unfamiliar performance or health problems, either independently (as a significant independent project) or by working in collaboration with others, in order to achieve a social, health or sporting outcome.

24 Curriculum matrix

To demonstrate how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

For successful completion of Certification in Higher Education students will achieve the following learning outcomes at Level 4, A1-A5, B1-B6, C1-C3, D1-D4

For successful completion of Diploma In Higher Education students will achieve the following learning outcomes at level 5: A1-A5, B1-B6, C1-C4, D1-D6

For successful completion of BSc Ordinary and BSc (Hons) Sports, Health and Performance Science students will achieve the following learning outcomes at level 6, A1-A6, B1-B6, C1-C5, D1-D6

	Module Title	Core or option?	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6
Level 4	Developing Personal, Professional and Academic Skills	Core	■	■	■	□	■	□	■	□	□	□	■	■	□	■	□	□	□	■	■	■	□	□	□
	Introduction to Anatomy and Physiology	Core	□	□	■	□	□	□	■	■	■	□	■	■	■	■	■	□	□	■	■	■	■	□	□
	Introduction to Health and Wellbeing	Core	■	■	■	□	■	□	■	■	■	■	□	□	□	□	□	□	□	■	■	□	□	□	□
	Introduction to Nutrition	Core	■	□	■	□	■	□	■	■	■	□	□	■	■	□	□	□	□	■	■	■	□	□	□

	Module Title	Core or option?	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6
	Psychology: Developing the Individual	Core	□	■	□	□	□	□	■	■	■	■	□	□	□	□	□	□	□	■	■	■	□	□	□
	Fundamental Movement Skills	Core	■	■	□	□	□	□	■	■	□	□	□	■	■	□	■	□	□	■	■	□	□	□	□
Level 5	Enhancing Personal, Professional and Academic Skills	Core	■	■	□	□	■	□	■	■	■	□	■	■	□	□	□	□	□	□	■	■	■	□	□
	Applied Exercise Physiology	Core	□	■	■	□	■	□	■	■	■	□	■	■	■	■	■	■	□	■	■	■	■	□	□
	Physical Activity and Health	Core	■	■	□	■	■	□	■	■	■	■	□	□	□	□	□	■	□	■	■	■	□	□	■
	Applied Practice: Sport, Nutrition and Health	Core	□	□	■	■	■	□	■	■	■	□	■	■	■	■	■	■	□	■	■	■	■	□	■
	Health Psychology and Behaviour Change	Option	■	□	□	■	■	□	■	■	■	□	□	□	□	■	□	□	□	■	■	■	□	□	□
	Training for Sport and Exercise	Option	■	■	■	□	■	□	■	■	■	□	□	■	■	■	■	□	□	■	■	■	■	□	■

	Module Title	Core or option?	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6
	Nutrition for Population Groups	Option	■	□	□	■	□	□	■	■	■	■	□	□	□	■	□	□	□	■	■	■	□	□	□
	Psychology: Enhancing Performance	Option	□	■	■	■	■	□	■	■	■	■	□	□	■	■	□	□	□	■	■	■	□	□	□
	Theoretical and Practical Insights into P.E.	Option	□	■	□	□	■	□	■	■	■	■	□	□	■	■	■	□	□	■	■	■	■	□	□
Level 6	Independent Study	Core	■	□	■	■	■	■	■	■	■	■	■	■	■	■	■	□	■	□	■	■	■	□	■
	Physical Activity for Specialist Populations	Core	■	□	■	■	■	■	■	■	■	■	■	■	□	□	□	□	■	■	■	■	□	□	■
	Work Related Learning	Core	□	□	□	■	■	□	■	□	□	■	□	□	□	■	□	□	□	■	■	■	□	■	■
	Applied Practice 2: Technology for Health or Performance	Core	■	■	■	□	□	■	■	■	■	□	■	□	□	■	□	■	□	■	■	■	□	□	■

Module Title	Core or option?	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6
Nutrition for Exercise, Performance and Health	Core	■	□	■	■	■	□	■	■	■	■	■	■	■	■	■	■	□	■	■	■	■	□	■
Planning for Performance	Core	■	■	■	■	■	□	■	■	■	■	■	■	■	□	□	□	□	■	■	■	□	□	□

25 Learning and teaching strategy

The adopted learning and teaching philosophy will be in line with the Glyndŵr University framework - the focus will be on learning rather than teaching, with deployment of teaching methods that promote effective student learning, self-development and reflection, with assessment and study activities taking place inside and outside class. The learning and teaching methods will encourage the use of applied frameworks relating to the theoretical aspects of sport and health. The framework will develop transferable intellectual skills, the ability to communicate using a variety of media, the ability to argue rationally, analytically and critically and the ability to work as a team member and / or leader.

There will be a change in emphasis over the three years to promoting independent learners. In level 4, students will receive a high level of direction in the identification and solving of problems given during tutorial and practical time. However, in level 5 the students will still receive a high level of direction in problem identification but there will be a greater emphasis on student-led problem and solution. Finally, in level 6 the students will receive less direction (reflected in the reduced contact time – see module specifications) in identifying the key aspects of presented problems and will be encouraged to develop their own solutions to these problems. At level 6 there is a greater number of modules where students will be working on independent projects, where they will have the opportunity to study in depth an area of interest to them. The balance of lecture to tutorial/practical time is a deliberate effort to allow theoretical and generic knowledge taught in lectures to be given context and meaning in context of real world scenarios. This will be achieved through the use of case studies, research data, the students' own experience and discovery learning approaches. The balance between class contact time/ formal teaching and directed study is detailed within the module specifications.

A wide variety of learning and teaching methods will be used, including: lectures, seminars, practical sessions (in the human performance laboratory and the sports centre), experiential based learning, fieldwork (e.g. auditing the physical activity environment in various settings), presentations (oral and poster, group and individual), reflective learning, specialist guest speakers, formative tests (e.g. online quizzes), case studies and use of ICT.

In addition, this programme will include a range of work related learning opportunities to ensure students are as current and up to date with their knowledge as possible and have the ability to create networks.

Throughout the programme there will be school, community and industry based guest speakers who will share examples of their work. Alongside this, case studies and live simulation exercises will be used to engage students in both practical and theoretical thinking.

At Level 6 there is a core Work Related Learning module where students will have the opportunity to carry out a placement within an organisation over a set period where they will work alongside professionals and client groups to work on a project relating to sport, physical activity and/or health.

The Faculty of Social and Life Sciences uses an organisational framework for the delivery of materials via a Virtual Learning Environment (VLE). Glyndŵr University uses 'Moodle' as its main VLE interface. Moodle offers many online tools and resources that allow students and lecturers to share learning materials, communicate, collaborate, provide assessments and monitor progress.

In addition, the Faculty's policy of working with the Library to provide the best possible on-line information services to students will be maintained. A full list of useful sources of information, including electronic journals, will be available to students via module and programme Handbooks.

Students are expected to pursue their studies through independent study and research in addition to staff contact time. They are expected to undertake preparation for sessions and are required to give presentations or lead discussions. Skills are learned and practised in practical sessions and students evaluate their own development through personal journals and progress files. Students are expected to include action planning and evaluation of their progress through monitoring their PDP and progress file at regular intervals through the personal tutoring system. Level 4 PDP is embedded into the *Developing Personal, Professional and Academic Skills* module which encourages students to take responsibility for their own learning and progress. A key component of the student's learning is the integration of the student's personal and professional development journey. The Personal Development Portfolio (PDP, Level 4) and the Continual Professional Development process (Level 5 and 6) are embedded within the student's learning which facilitates the development of the cyclic link from theory to practice enhancing the development of academic and vocational skills.

26 Work based/placement learning statement

At level 6 students will take a core Work Related Learning Module. This module aims to provide students with an opportunity to gain insight and to experience selected areas of sport, physical activity and/or health from a work related learning perspective; to develop the process of making links between applied experiences and theoretical studies; to develop and practice professional skills to increase self-awareness and employability in an area relevant to their future career choices.

This module will ensure students are able to: work and communicate effectively within a professional organisation; negotiate appropriate work objectives; show critical awareness of the experiential learning process and an ability to reflect and evaluate

learning from an applied work project; and critically evaluate the work related learning experience and make links between applied experience and theoretical studies. This module ensures key programme outcomes are met such as: an ability to utilise self-reflection, evaluation and appraisal.

Students will have the opportunity to be placed within an organisation (the onus will be on the student to find this placement but there will be support provided by the programme and work based learning teams) or to agree a distance-learning project, where they will work alongside professionals to deliver an agreed project relating to sport, physical activity and/or health. The agreed work related learning project/experience will be for 15 working days.

Prior to commencing the 15 working days, students will produce a learning agreement. This will form assessment one and will identify the skills and knowledge the student wishes to develop whilst undertaking their work related learning, and detail tasks/projects that have been agreed to achieve this. This will be signed by both the student and work-related learning provider to ensure that appropriate learning and development opportunities are provided. For those students placed within an organisation, they will be visited whilst on placement by a member of the programme team to ensure the learning agreement is being adhered too.

On completion of the work related learning experience students will undertake assessment 2. This assessment will be a 20 minute oral viva giving students the opportunity to critically reflect on, and evaluate, the work related learning experience and to discuss links between applied practice and theoretical studies.

27 Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh. At present, the Faculty does not have any specialist bilingual tutors who are able to assess through the medium of Welsh. Where a need for Welsh medium assessment has been identified and no appropriate Welsh speaking tutor / assessor is available, the written assessment will be translated into English. This translation will be conducted by University qualified translators.

Students wishing to work/study in the medium of Welsh will be supported to find work related learning experiences within Welsh organisations.

28 Assessment strategy

The pattern of assessment has been carefully considered in the design of each module, and will reflect the learning outcomes. The assessment of students will include a wide range of strategies as illustrated in the tables below. The sports team therefore looks to use a wide array of assessment methods to test students' knowledge and understanding. This will include essays, portfolios (these may include a range of assessment tasks from

worksheets to online multiple choice quizzes), lab and field reports, group tasks, individual tasks and presentations (oral/multi-media), MCQ exams, poster presentations and Objective Structured Clinical Examinations (OSCE). Module leaders will be expected to continuously employ a range of in-programme assessment techniques and, where appropriate, develop and modify them as experience dictates.

Assessment has several functions:

(a)   To determine progression and classification.
(b)   To encourage student learning.
(c)   To evaluate student learning.
(d)   To allow students to benchmark and improve their performance.
         through the provision of regular assessments, both formative and summative.
(e)   To provide feedback to staff on how successful the teaching/learning
         strategy of the module is in meeting the outcomes set.

The assessment for each module has been carefully designed and developed to enable students to develop a strong understanding of the link from theory to practice. In addition, the assessment includes a continual reflective process embedded in the student's learning to facilitate the advancement of personal, professional and academic skills. The strategy therefore incorporates the QAA Events, Hospitality, Leisure, Sport and Tourism Bench mark statements (2016). Additionally, students engage with assessments which are both group and individually assessed and reflect on their own performance of working independently and with others. This enables the students to reflect on and evaluate a range of academic and vocationally relevant skills.

The programme provides the opportunity for formative and summative assessments. Methods of assessment reflects the needs of the individuals and group and allows for the knowledge and learning outcomes of the programme / modules to be assessed. Students are able to use the assessment methods to frame their own learning and evaluate their own performance and professional development.

Students will be made fully aware of the assessment methods and weighting of individual assessment components for each module. This information is outlined in the modules guide for each module and is clearly presented to the student at the start of the module when the module overview and assessment is outlined to the student. Students will also be provided with an assessment matrix at the start of the year to facilitate the development of planning skills.

Assessments will be graded using the criteria detailed in the Glyndŵr University Assessment Guidance Handbook. All work will be assessed by the staff at the University and feedback will be provided to students in a variety of formats (written, verbally, visually). Where appropriate Turnitin will be used as a tool to support the student's learning and development of their academic writing skills and will also serve as a mechanism to detect plagiarism or collaboration. All modules will be internally verified with a sample of work being moderated by University staff in the first instance and then by external examiners in accordance with the Glyndŵr University Academic Regulations. Finally, students are

expected to submit assessments as outlined in each individual module guide and will be informed of the penalties for non-submission. Students will be made aware of the extenuating circumstances procedure and close support will be provided when necessary.

Tables illustrating Assessment:

Level 4

Module Code	Module Title	CW	Assessment Type	Assessment Weight	Load	Indicative Assessment Dates
FAW401	Developing Personal Professional and Academic Skills	1	Case Study	60%	2400 word or 20 min oral	T2 WK6
		2	Learning Logs/Journals	40%	1600 words	T2 WK12
SPT413	Introduction to Nutrition	1	Report	60%	2500 words	T1 WK10
		2	Group Portfolio	40%	1500 words equivalent	T2 WK11
SPT410	Fundamental Movement Skills	1	Presentation	100%	30 mins (+ supporting evidence)	T2 WK12
FAW415	Introduction to Anatomy and Physiology	1	MCQ exam	40%	Two hours	T1 WK11
		2	Report	60%	2400 words	T2 WK12
FAW404	Psychology: Developing the Individual	1	Portfolio	40%	1600 words	T1 WK12
		2	Portfolio	60%	2400 words	T2 WK13
HLT415	Introduction to Health and Wellbeing	1	Coursework	50%	1500 words	T1 WK9
		2	Group Presentation	50%	15 mins	T2 WK10

Level 5

Module Code	Module Title	CW	Assessment Type	Assessment Weight	Load	Indicative Assessment Dates
FAW501	Enhancing Personal Professional and Academic Skills	1	Oral Assessment	80%	30 mins	T2 WK7
		2	Presentation	20%	800 words equivalent	T2 WK11
SPT517	Physical Activity and Health	1	Portfolio	100%	4000 words	T2 WK 13
SPT511	Training for Sport and Exercise	1	Coursework	75%	3000 words	T2 WK13
		2	Practical	25%	10 mins	T2 WK3-8
SPT510	Theoretical and Practical Insights into Physical Education	1	Presentation	50%	20 mins	T2 WK1
		2	Portfolio	50%	2000 words	T2 WK2
FAW507	Applied Exercise Physiology	1	Coursework	40%	1600 words	T1 WK8
		2	Report	60%	2400 words	T2 WK10
FAW508	Psychology: Enhancing Performance	1	Group Project	80%	30 mins	T2 WK12
		2	Essay	20%	1000 words	T2 WK13
SPT514	Applied Practice: Sport, Nutrition and Health	1	OSCE	30%	1200 (equiv)	T2 WK9
		2	Report	70%	2800 words	T2 WK13
SPT515	Health Psychology and Behaviour Change	1	Essay	50%	2000 words	T1 WK11
		2	Case Study	50%	2000 words	T2 WK12
SPT516	Nutrition for Population Groups	1	Report	50%	2000 words	T1 WK12
		2	Case Study	50%	2000 words	T2 WK11

Level 6

Module Code	Module Title	CW	Assessment Type	Assessment Weight	Load	Indicative Assessment Dates
FAW601	Independent Study	1	Coursework	100%	6-8000 words (or equiv.)	T2 WK7
SPT621	Physical Activity for Specialist Populations	1	Coursework	30%	1000 words	T1 WK12
		2	Essay	70%	3000 words	T2 WK10
SPT622	Work Related Learning	1	Report	25%	1000 words	T1 WK8
		2	Oral Assessment	75%	20 mins	T2 WK13
SPT620	Nutrition for Exercise, Performance and Health	1	Poster Presentation	40%	1500 equiv.	T2 WK 2
		2	Essay	60%	2500 words	T2 WK12
FAW602	Planning for Performance	1	Portfolio	50%	2000 words equiv.	T1WK11
		2	Coursework	50%	2000 words equiv.	T2 WK12
SPT619	Applied Practice: Technology for Health or Performance	1	Presentation	100%	30 mins	T2 WK 9

29 Assessment regulations

Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees.

Derogations

N/A

Non-credit bearing assessment

Completion of a 15-day work related learning experience is required for successful completion of the Work Related Learning module. Work placements will be agreed by the student, placement provider and module leader. The placement provider will

confirm the number of days completed by the student. There is a work related learning team within Glyndŵr University who will help students secure placements. If students ae unable to find suitable placements or complete the full 15 days, then separate projects can be negotiated with the module leader to ensure the equivalent of 15 days' work experience is completed.

Borderline classifications (for undergraduate programmes only)

In consideration of borderline cases the Assessment Board shall raise the classification to the next level if all the following criteria are met:
- At least 50% of the credits at level 6 fall within the higher classification
- All level 6 modules must have been passed at the first attempt
- The mark achieved for the 40 credit Independent study module is within the higher classification

30 Programme Management

Programme leader

Julian Ferrari

Module Leaders

Vicky Davies
Jonathon Hughes
Sara Hilton
Catherine Hewins
Tom King
Karen Rhys Jones
Chelsea Moore

31 Quality Management

Control of quality on the programmes conforms to the procedures set out by Glyndŵr University's requirements for academic quality assurance, monitoring and review. The monitoring and evaluation of academic standards year-on-year will also be achieved through the External Examiner system in addition to formal programme monitoring and evaluation. The Programme Leader will monitor the day-to-day operations, with input as necessary from student representatives. This will be formalised in a student voice forum, meeting at least once per semester (in line with current practice). Student representatives will be invited to provide feedback on: programme stewardship, organisation and administration; learning, teaching and

assessment methods; university resources and services; and the overall student experience. Minutes of all meetings and actions will be published on the year noticeboard and made available online via Moodle. The actions are then discussed further at the All Years student voice forum.

Module leaders have the responsibility for delivery of the learning, teaching and assessment of each module they are assigned. In addition, all students will complete monitoring and evaluation at both the programme and modular level. The staff in the sports team collate module feedback from students and encourage final year students to complete the National Student Survey. Student feedback is also gathered through the personal tutor system, along with informal half yearly reviews in each module. The relationship between staff and students is such that feedback is regularly invited and offered. The key outcomes will be reported within the programme's annual monitoring report (AMR). Finally, the welfare of the students is monitored through the personal tutor system.

Summary of mechanisms which are used to continually monitor and evaluate the programme through student feedback:
- Personal tutorial system
- Student Voice Forums
- Individual student representatives
- Completion of module evaluations
- Completion of modified and internal pre –NSS
- National Student Survey
- External Feedback
- Open door policy to support students as issues are identified.

There are a range of methods in place to ensure the appropriateness of the learning, teaching and assessment strategies - from peer observation to moderation. The staff team in sport adopts a collaborative approach to curriculum design, delivery and assessment with regular communication being a key feature of the programme. The team are always looking for new ways to assure and enhance the quality of their programmes, their policies and procedures. All staff embrace Glyndŵr University's Peer Observation scheme, with biannual peer-observations in addition to team teaching approaches in many modules.

The Programme Leader will also meet monthly with the other Programme Leaders [BSc (Hons) Sports Coaching for Participation and Performance Development, BSc (Hons) Football Coaching and the Performance Specialist]. The Programme Team will be responsible for devising a phased induction programme for the students, starting with an comprehensive 'Induction Week,' where they will get the opportunity to meet other students and be provided with an induction to the library and campus facilities, as well as receive an intensive series of study skills sessions and an overview of the programme and module handbooks.

32 Research and scholarship activity

The staff team have a wide range of research interest relevant to the field of study which is used to develop research profiles and linked to the taught curriculum wherever applicable. All staff are committed to research informed teaching and practice, which ensures that the programme content is relevant, timely and high-quality. Drawing on our industrial and/or research experience, provides students with 'real life' experience, enabling them to develop critical thinking and 'life skills' relevant to the workplace, including authentic methods of assessment.

Staff team members present and attend conferences on an annual basis where appropriate and applicable. Information is disseminated through the taught programme to ensure information is current.

The Sport team are currently involved in a range of physical activity and health and sport performance related research and applied projects that would enhance the degree programme. Examples of current projects include:

- An exploration of the motivational, physical activity, nutritional and nature related aspects of group walking (Funded Project)

- Investigating the relationship between physical activity engagement, sleep, nutrition, and diabetes symptomatology

- An assessment of the nutritional intakes of elite youth soccer players

- Social prescribing, mental health and Welsh Rugby Union (Funded Project)

33 Learning support

Institutional level support for students

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team
- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

Faculty support for students

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University. It is a vital role to support student engagement and retention, and to help every student to success to the best of his or her ability.

Tutorial support (staff usually have 3-4 hours of bookable slots available per week), can be used to discuss pastoral issues, get career advice, and for additional guidance on academic life including study skills, academic writing and time management. Personal Development Planning (PDP) is embedded into the curriculum at level 4 but students at levels 5 and 6 will be expected to engage with PDP checkpoints throughout the year. These sessions are one-to-one sessions with a personal tutor designed to develop the student holistically.

Study Support
In addition to the personal tutorial system students can access the university's study skills tutors. The university's study support based in the library is an additional support to students seeking help and guidance.

Programme specific support for students

Programme staff will provide advice, guidance and support before, during and after students undertake the Sport, Health and Performance Science degree. All our students are able to benefit from the University's excellent library and computing facilities and student support services. As part of our commitment to Lifelong Learning, we also act to develop, promote and sustain those wishing to study via a part-time route, with flexibility in terms of meeting with Personal and Module tutors and use of the virtual learning environment (Moodle) to disseminate information.

Students are supported with their individual learning needs in several ways; recognising the diverse needs of the student as a result of the widening participation agenda followed by Glyndŵr University.

Induction

All students enrolling onto the programme will take part in a phased induction that not only includes a 'Fresher's week' but is phased over the first few weeks of their first year of study. Induction sessions are also held at the start of level 5 and level 6 study.

Personal Development Portfolio (PDP)

On entry to Glyndŵr University, each student will engage with PDP as part of their Developing Personal, Professional and Academic Skills module. The PDP allows the student to identify their own strengths and weaknesses in their learning and develop an action plan to address the weaknesses and build on the strengths. At level 5 the emphasis is to develop the research skills of the student in preparation for the independent study which will follow at the next stage. At level 6, the PDP concentrates on employability for students leaving their programme of study, but across all levels students will develop themselves as an individual and will learn how to work in a professional environment.

Students are supported by staff in the form of group and individual tutorials which are in the timetable twice a semester. These tutorials give the student the opportunity to reflect on their progress in these specific areas and plan targets for the next half of the semester.

Module Leaders

Specific academic support is provided by module leaders. All subject specialist staff allow time at the end of each lecture or seminar to address and discuss issues and questions which arise from that particular session. Students are encouraged to ask questions during and after the session. If an issue needs a greater amount of time to discuss then there are options open to the student and staff member to extend the discussion. All members of staff include in their module information office times when they will be available to offer help and guidance for students. Substantial emphasis is given to the clarity of feedback to enable students to analyse their own development and identify their own learning needs. Where there are perceived issues, the module leader, personal tutor and programme leader may all be active in interviewing and advising students.

Office Hours

Each member of staff has selected office hours in various slots during the week. When extended discussions are relevant then students or small groups of students are encouraged to sign up on the notice board to discuss questions and issues.

Discussion forums

Discussion forums are set up on the Moodle. The students are asked/ expected to contribute to these discussion forums with specific questions on the topic at that time.

E-Mail

If students are unable to attend the office hours during that week they have the option of emailing the subject tutor and continuing the discussion in that format. Tutors will respond to emails during normal office hours.

Assessment Feedback

Each assignment is submitted along with an assignment sheet. As part of the individual learning process each student is expected to comment on aspects of the assignment they did well and aspects they could improve. There is a section on this sheet for tutor comments. Each staff member will give feedback on the piece of submitted work (formative) including areas where the student has done well and areas where the student can improve. Alongside summative assessment, the comments from the tutors will be used as discussion points in the PDP checkpoints.

At the end of each academic year, students will be sent a transcript of performance from the SPC. This information will include and inform students regarding module choices at the next stage of progression.

Student Voice Forum

The student voice forums allow students to comment on all aspects of their programme of study. Forums are held with an independent chair from outside of the Department and staff representatives over the course of the academic year, with actions and outcomes listed online and posted on student noticeboards. All years, including those studying part-time (where possible), are represented on this committee.

34 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equal Opportunities Policy (http://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/Governance/TheFile,64499,en.pdf), ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

The Sport department has a Disability/Diversity Officer who co-ordinates information to staff and students. Where appropriate, staff are made aware of disabilities and given advice on how to adapt their teaching and assessment methods to accommodate individual student requirements. This has included, for example, advice to enable a student to lip read during a lecture, so making sure the staff member is in the student's line of sight.

Students who have specialised individual learning needs are referred on to the student services department. This department will then assess the student and appropriate support is put into place. There is a range of support which may be provided from provision of audio equipment so lectures can be recorded, availability of laptop computers and note takers sitting in the lectures alongside the student.