

## PROGRAMME SPECIFICATION

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### Award titles

#### Programme Title(s)

*This is the intended award title and what will be printed on the award certificate.  
Quality team to add Welsh programme title after approval.*

FdSc Coaching: Sport and Fitness  
BSc (Hons) Coaching: Sport and Fitness

FdSc Hyfforddi: Chwaraeion a Ffitrwydd  
BSc (Anrh) Hyfforddi: Chwaraeion a Ffitrwydd

#### Internal Programme Title(s) (if different to the title on the certificate)

BSc (Hons) Coaching: Sport and Fitness (Top-Up)

#### Programme to be included in Graduation Ceremonies

Yes

#### Delivery period

Intakes for September 2022 – September 2026

#### Intake points

September

#### Regulatory details

<b>Regulatory details</b>
<b>Awarding body</b>
Glyndŵr University
<b>Programme delivered by</b>
Glyndŵr University
<b>Location of delivery</b>
Wrexham – Plas Coch Campus Northop St Asaph
<b>Faculty/Department</b>
Faculty of Social and Life Sciences / Sport Science Department

<b>Exit awards available</b>
<p>For FdSc Coaching Sport and Fitness:</p> <p>Cert HE in Coaching: Sport and Fitness</p> <p>For BSc (Hons) Coaching: Sport and Fitness:</p> <p>BSc (Ord) Coaching: Sport and Fitness</p>
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b>
The programme has been designed with the IUSCA (international Universities Strength and Conditioning Association) accreditation scheme in mind as we hope to become accredited in the near future.
<b>Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. completion of placement.</b>
None
<b>HECoS code</b>
100095
<b>UCAS code</b>
C610
<b>Relevant QAA subject benchmark statement/s</b>
The FdSc has been aligned to the QAA's <a href="#">Characteristics Statement for Foundation Degrees (February 2020)</a> and FdSc/BSc to the <a href="#">Subject Benchmark Statement for Events, Hospitality, Leisure Sport and Tourism (November 2019)</a>
<b>Mode of study</b>
Full Time
<b>Normal length of study for each mode of study</b>
FdSc – 2 years BSc (Hons) Top-Up - 1 year
<b>Language of study</b>
English
<b>Transitional arrangements for re-validated provision if applicable</b>
N/A
<b>The following University Award Regulations apply to this programme</b>
<p>General Regulations and Definitions</p> <p>Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees</p>

## Language Admissions Policy

### OFFICE USE ONLY

Date of validation event:	5 <sup>th</sup> May 2022
Date of approval by Academic Board:	30 <sup>th</sup> May 2022
Approved Validation Period:	Sept 22 – Sept 26
Transitional arrangements approved (if revalidation)	N/A
Date and type of revision:	<i>Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)</i>

## 1 Criteria for admission to the programme

### Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. [Admissions policies](#)

The University's general entry requirements are;

Qualification	Entry requirements
Foundation Year	48-72 Tariff points
Foundation Degree	48-72 Tariff points
3 year Bachelors degree	80-112 Tariff points

These figures are intended as a general guide. Each application is considered individually.

International entry qualifications are outlined on the UK National Information Centre for global qualifications and skills (UK ENIC) 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 [academic-entry-requirements](#) for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University (*please see [English-language-requirements](#) for details*).

### Non-Standard entry criteria

For entry onto our programme, we require the following:

If students that have been out of education for >5 years submission of a personal statement is required, even if the student has the required UCAS points.

For entry onto the FdSc 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. Students must submit a personal statement to the programme team if they do not have the required UCAS points.

The BSc (Hons) Coaching: Sport and Fitness (Top-Up) programme forms a progression route for students who have completed the FdSc Coaching: Sport and Fitness programme at Glyndŵr University and for students who have completed HND, FdSc or Dip HE (240 credits) in a related subject at other institutions. Entry will be via advanced standing from September 2024.

## **2 Record 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. There are no programme specific restrictions.

## **3 DBS Requirements**

A DBS may be required for any placement components of the programme where the placement involves regulated activity working with vulnerable Children and/or Adults. This will be checked as part of the placement process, identifying where required, the appropriate type and level of DBS. Where required, the relevant DBS will be conducted prior to commencement on the placement. The type and level of DBS check required will be confirmed to you during the DBS application process.

Failure to declare a conviction, which is subsequently revealed by a DBS check may result in exclusion from the programme. The nature of declared convictions is taken into consideration following our Consideration of Criminal Convictions Policy & Procedure. In line with the Universities Disciplinary Procedure for Students, all students are required to disclose a criminal record acquired during the student's enrolment with the University.

## **4 Suitability for Practice Procedure**

N/A

## **5 Aims of the programme**

### **FdSc Coaching: Sport and Fitness**

In line with the QAA characteristics statement for foundation degrees (QAA, 2020), the foundation programme aims to:

- To produce graduates with the knowledge and practical skills essential for them to operate effectively in the Coaching, Sport and Fitness sector.
- To equip students with the critical understanding of the core concepts that underpin the Coaching Process, whilst integrating elements that directly affect this process (for example: performance analysis).
- To develop the qualities and transferable skills necessary for employment and/or progression to other qualifications by integrating theoretical and practical knowledge and applying this to the work context

## **BSc (Hons) Coaching: Sport and Fitness (Top-Up)**

To support the transition to a BSc and in line with the QAA Foundation Degree characteristics statement (2020) and in line with the Subject Benchmark Statement Leisure Sport and Tourism (2019)), we also aim to:

- Demonstrate competency with a wide range of Coaching Pedagogy theories and principles, as well as an awareness of the current boundaries of theory and applied knowledge.
- Understand the provisional nature of researched information and evaluate the implication of the contested and transient nature of such material.
- Address issues through the collection, collation, analysis and evaluation of appropriate qualitative and quantitative information and using it to formulate solutions.
- Plan and execute research or development work and evaluate the outcomes and draw logical conclusions.
- Demonstrate awareness of legal, moral, ethical and social issues relevant to the Coaching sector.

## **6 Distinctive features of the programme**

The programmes supports the four strategy domains of teaching, research, engagement and structure. There is a balance of both new and current modules that are being designed in line with teaching that is relevant to the workplace. Campus 2025 aims to develop a student centred, modern learning environment that places the university at the heart of the local community in line with ongoing plans to improve Glyndwr University's campus in Wrexham. Given our location within NE Wales and the 'natural environment' on our doorstep, our programmes offer students an opportunity to explore areas within sport, exercise and fitness that reach far beyond the realms of traditional settings.

Students would develop coaching and leadership skills alongside theoretical content to enhance future employment opportunities. Our 'generic' programme curriculum would provide students with the opportunity to investigate coaching science subject areas, alongside acquiring industry qualifications and vocational skills. These activities may include a broad range of formal and in-formal sports, e.g. invasion, target, and racket sports, athletics, aquatics, outdoor pursuits, fitness and conditioning, conducted within team and individual settings.

In conclusion, our programmes have several USPs.

1. Provides students who are interested in working within Sport/Outdoors/Fitness a programme of study with opportunities to explore a range of sport/coaching science specialisms that underpin applied practice in a wide range of settings.
2. Additional embedded sport/outdoor coaching and fitness industry qualifications that provide students with opportunities to gain vocational and coaching qualifications.
3. Work experience opportunities that provide students with links to a wide range of external partners within sector.

## **Curriculum Outline**

As the Core Academic Strands outlined below, there are of course several cross-curriculum skills and competencies that need to underpin the proposed area of study including: numeracy, literacy and digital competence. The programme also develops integral skills of planning/organisation, personal effectiveness, problem solving and creativity.

*The Coaching Process* – coaching pedagogy: the what, why and how to coach effectively. Sport psychology to help understand the mental pressures placed on coaches and athletes.

*Strength and Conditioning* - physical literacy across the life course, personal fitness, health and wellbeing, injury prevention, athletic performance, and training methods. Sport physiology and implications for coaches.

*Analysing Performance* - Motor skill development, skill acquisition and the transformation of technique development through assessment into tactical applications in sport and fitness.

*Academic Discovery* – including (as well as the generic research skills) literacy, numeracy digital skills, the lifelong learner, professional and vocational development, (PDP).

*Applied Environment* – negotiated learning, experience in the workplace, work-based learning, vocational qualifications, and coaching awards.

The FdSc content and supporting vocational qualifications will provide a firm platform for students to exit after completion and be industry ready. Students will also be able to progress onto the BSc, via advanced standing to a 'Top-Up' year at level 6. In line with the QAA FD characteristics the programme itself is designed to allow a healthy combination of applied practical work and theoretical knowledge.

The core attributes of the Glyndwr Graduate are at the heart of this, our students will emerge as knowledgeable and inquisitive future employees, demonstrating initiative, resourcefulness, and self-determination in achieving experience in a potential career pathway.

Key attitudes are reflected across all modules where we have designed the programmes to inspire individuals to become more independent to develop confidence, adaptability, resilience, and commitment. Students will embody the attributes of ethical and creative practice.

Practical skill sets are developed and reflected using formative assessments and within the teaching styles adopted for delivery. These are appropriate for the student to use within their own practice and underpin aspects of content within the modern coaching environment.

The coaching role requires the student to develop a combination of skills. Knowledge developed through theory, understanding how to incorporate technology, and firmly establishing a transferable set of delivery skills. These skills are evaluated through a creative set of summative assessments.

Critical thinking, communication and organization are vital skills to demonstrate, especially at level 5 and 6, we align our learning outcomes to suggest critical thinking is a skill needed to be met to pass the module. We feel leadership and team working will be reflected in the practical opportunities and other modules where formative assessments will reduce the number of summative assessments required.

## 7 Credit Accumulation and exit awards

The Certificate of Higher Education in Coaching: Sports and fitness is awarded to a student who has successfully completed 120 credits at level 4 or above.

The FdSc in Coaching: Sport and Fitness is awarded to a student who has successfully completed 240 credits of which 120 credits were studied at level 4 and 120 were studied at level 5

The BSc (Ord) Coaching: Sport and Fitness is awarded to a student who has successfully completed 300 credits, of which 120 credits were studied at level 5 or above and 80 credits at level 6. Due to the structure of this programme, students will be required to pass 80 credits at level 6 in order to obtain this award.

The BSc (Hons) Coaching: Sport and Fitness is awarded to a student who has completed 360 credits, of which 120 credits were studied at level 5 or above and 120 credits at level 6.

## 8 Programme Structure Diagram, including delivery schedule

### FdSc Coaching: Sports and Fitness– Full-Time

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 4	SES405	Fitness & Conditioning in Sport	20	Core	2
Level 4	SPT417	Academic Discovery within the Sport Sciences	20	Core	1 & 2
Level 4	SPC401	Outdoor Pursuits	20	Core	2
Level 4	SPC402	Fundamental Skills within Sport	20	Core	1
Level 4	SPC403	Understanding the Coaching Process	20	Core	1
Level 4	SPC404	Analysing Performance – Making a Difference	20	Core	1 & 2
Level 5	SES505	Fitness & Conditioning Methods in Practice	20	Core	1
Level 5	SPT523	Academic Discovery – Building Strong Research Ideas	20	Core	2
Level 5	SPC501	Delivering Outdoor Pursuits	20	Core	2
Level 5	SPC502	Becoming a Coach	20	Core	1 & 2
Level 5	SPC503	Sport & Fitness Environments	20	Core	1 & 2
Level 5	SPC504	Developing Performance – Technique Impacting Tactics	20	Core	1 & 2

### BSc (Hons) Coaching: Sports and Fitness (Top up) – Full time

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 6	SES604	Applied Professional Practice in Fitness & Conditioning	20	Core	1
Level 6	SPT629	Independent Discovery	40	Core	1 & 2
Level 6	SPT630	Analysing Performance for Improvement	20	Core	2
Level 6	SPC601	Reflective Practitioner – Special Topic	40	Core	1 & 2

## 9 Intended learning outcomes of the programme

### Knowledge and Understanding

	FdSc Coaching: Sport and Fitness		BSc Coaching: Sport and Fitness	
	Level 4	Level 5	Level 6	Level 6 (Hons)
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 and effectively report the knowledge acquired at level 5.
A3		On completion of level 5 students will be able to interpret and analyse information relevant to sports coaching and the related disciplines, through research and problem- solving activities, within both an academic and vocational context.	On completion of level 6 students will be able to critically interpret and analyse information relevant to sports coaching and the related disciplines through research and problem-solving activities, within both an	On completion of level 6 students will be able to critically interpret and analyse information relevant to sports coaching and the related disciplines through research and problem-solving activities, within both an academic and vocational context.



	FdSc Coaching: Sport and Fitness		BSc Coaching: Sport and Fitness	
	Level 4	Level 5	Level 6	Level 6 (Hons)
			academic and vocational context.	
A4			On completion of level 6 students will be able to display a critical understanding of the development of knowledge within the area of sports coaching and the related disciplines	On completion of level 6 students will be able to display a critical understanding of the development of knowledge within the area of sports coaching and the related disciplines
A5			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 sports coaching and the related disciplines.	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 sports coaching and the related disciplines.
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

	FdSc Coaching: Sport and Fitness		BSc Coaching: Sport and Fitness	
	Level 4	Level 5	Level 6	Level 6 (Hons)
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 and be able to communicate this appropriately.
B2	On completion of level 4 students will be able to interpret underlying concepts and principles associated with the study of sports coaching and the associated disciplines.	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 whilst reporting these appropriately.
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, reporting these effectively as appropriate.
B4			On completion of level 6 students will be able to apply theoretical models to relevant real-world sport related	On completion of level 6 students will be able to apply theoretical models to relevant real-world sport related phenomena and evaluate

	FdSc Coaching: Sport and Fitness		BSc Coaching: Sport and Fitness	
	Level 4	Level 5	Level 6	Level 6 (Hons)
			phenomena and evaluate their application and value.	their application, value and seek opportunities for improvement.
B5			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 and report data and text.
B6			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, analyse and report information.

### Subject Skills

	FdSc Coaching: Sport and Fitness		BSc Coaching: Sport and Fitness	
	Level 4	Level 5	Level 6	Level 6 (Hons)
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 5 students will be able to recognise appropriate moral, ethical and safety issues relevant to their degree.	On completion of level 6 students will be able to recognise and respond to appropriate moral, ethical and	On completion of level 6 students will be able to recognise and respond to appropriate moral, ethical and safety issues relevant

	FdSc Coaching: Sport and Fitness		BSc Coaching: Sport and Fitness	
	Level 4	Level 5	Level 6	Level 6 (Hons)
			safety issues relevant to their degree.	to their degree. Alternatives approaches can be found.
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 and interpretation of human performance.	On completion of level 6 students will be able to utilise a range of techniques for analysis and interpretation of human performance.	On completion of level 6 students will be able to utilise a range of techniques for analysis and interpretation of human 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

	FdSc Coaching: Sport and Fitness		BSc Coaching: Sport and Fitness	
	Level 4	Level 5	Level 6	Level 6 (Hons)
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, co-operatively and critically in both written and practical areas of study and the workplace.
D2	On completion of level 4 students will be able to communicate in a format suitable for the environment.	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, adaptable and flexible approach to study.	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 to be able to negotiate work objectives with professionals.	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 to be able to negotiate work objectives with professionals.
D4		On completion of level 5 students will be able to work in a practical	On completion of level 6 students will be able to work in a practical environment, planning	On completion of level 6 students will be able to work in a practical environment, planning and

	FdSc Coaching: Sport and Fitness		BSc Coaching: Sport and Fitness	
	Level 4	Level 5	Level 6	Level 6 (Hons)
		environment, conducting investigations in a safe manner.	and conducting investigations in a safe manner.	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 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, 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 or by working in collaboration with others, to achieve a social, health or sporting outcome. Findings will be effectively documented.

## 10 Learning and teaching strategy

The learning and teaching philosophy is underpinned by the University's Strategy for Supporting Student Learning and Achievement (SSSLA) and will be delivered using blended learning techniques and the university's Active Learning Framework). This will include in-person sessions, online video conferencing (synchronous content) and student directed online resources (asynchronous content). The use of workshops and practical exercises will allow students to understand the content and use of the processes being taught. All students will have access to IT suites, up to date computer software and continuous face to face support from academic staff.

The focus will be on learning, with the deployment of teaching methods that promote effective student engagement, self-development, and reflection. Formative assessment will be incorporated within the modules to support the students learning journey, with activities taking place inside and outside the class. This approach, we believe provides a framework and direction for summative assessments.

The learning and teaching methods will encourage use of applied settings and help the student develop transferable skills such as communication, ability to debate issues, critical analysis and the ability to work individually or as a team member.

To achieve the overall aims of the learning and strategy, the programme team have attempted to ensure that the methods employed across the programmes have a continued emphasis on student learning and being fit for the sport and leisure industry. There will be opportunities throughout the levels of study to build personal networks and experience the workplace. All modules will be delivered by academic staff with guest lecturers also contributing to the module teaching plans.

Practical, professional and employability skills will be met via all modules with students demonstrating time management, independent working and written and oral communication skills. Students will be expected to undertake directed study tasks supported by further reading and keeping up to date with the relevant subject literature.

There will be practical and theory elements to the programmes and also an opportunity to join our renowned centre for coaching and performance analysis. Here, students further develop knowledge gained in lectures/seminars are offered additional opportunities within applied settings.

The FdSc has been aligned to the QAA's Fd Characteristics statement and FdSc/BSc to the Subject Benchmark Statement. The programme aims to increase the systematic understanding of key aspects within sports coaching and associated disciplines, including acquisition of coherent and detailed knowledge that is informed by the forefront of sports coaching and associated discipline research. The FdSc and BSc Top up programme is designed to allow a healthy combination of applied practical work and theoretical knowledge delivered through core modules but allows scope for personal preference and enjoyment.

Keeping all elements core ensures an effective learning environment and ensures students are exposed fully to all relevant sub disciplines considered necessary for future careers. Students who complete the BSc top up will open pathways into postgraduate study which offers similar specialisms. Due to the diversity of career pathways available to students studying this programme, the programme allows students to gain a depth understanding of the relevant sub-disciplines throughout their study. The adoption of work-based learning opportunities from level 5 allows students to solve problems, using ideas and techniques, some of which are at the forefront of a discipline, drawing on knowledge gained from level 4.

There will be a change in emphasis over the duration of the programmes with a focus on developing independent learners. In level 4, students will receive a high level of direction in the identification and solving of problems given during taught sessions. 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 in the use of applied assessments and further independent learning. Finally, for those who wish to continue their studies, in level 6 the students will receive lesser direction 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 an area of particular interest to them.

The programme has been structured to share modules with the BSc (Hons) Football Coaching and the Performance Specialist and BSc (Hons) Sport, Injury and Rehabilitation. And BSc (Hons) Applied Sport and Exercise Science. 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 programme also looks to increase student networks and build qualification bursting CVs through the added (non-curricular) content included within the programme. The L2 Gym Instructor Award is mandatory, additional added value qualifications are offered to enhance employability and embedded alongside programme.

## **11 The Wrexham Glyndwr Graduate**

At Glyndŵr University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities, referred to as the [Glyndŵr Graduate Framework](#).

The Careers team are available to provide information, advice and guidance and access to resources for potential students, current students and graduates. WGUConnect provides students with access to an online directory of vacancies.

The Careers team can support students with employability and interview skills such as use of the STAR (Situation, Task, Action, Result) technique that many recruiters use to gather relevant information about a specific capability that the job requires.

## **12 Work based/placement learning statement**

The students studying on the FdSc programme will be provided with the opportunity to apply their theoretical knowledge to the applied environment within the Level 5 modules: Becoming a Coach, Sport and Fitness Environments and Developing Performance. These modules are designed to give students the knowledge, understanding and skills required within the sector. Students will be offered links to our network of leisure and fitness employers within the region (Local Authorities, fitness & outdoor education providers/businesses and NGBs)



Students opting to progress to the L6 top up will have additional WBL opportunities with the modules: Reflective Practitioner, Analysing Performance and Applied Professional Practice. The modules will be aligned to the University Modular Curriculum framework and is seen as a vital component to their employability. The expectation is students must complete a minimum 75% of the allocated WBL Hours in order to pass.

#### FdSc L5 WBL Hours

Module	Placement hours
Becoming a Coach	12
Sport and Fitness Environments	80
Developing Performance – Technique Impacting Tactics	12

#### BSc Top Up L6 WBL Hours

Module	Placement hours
Reflective Practitioner (Special Topic)	120
Applied Professional Practice in F&C	10
Analysing Performance for Improvement	14

The students will be free to find their own placement within relevant environments or alternatively utilise connections identified by the programme team.

This work-based learning (WBL) must fall within the following categories:

- Sports Coaching
- Outdoor Pursuits
- Fitness and Conditioning
- Performance Analysis

The students will be supplied with a pre-constructed portfolio template which must be completed during all WBL opportunities and signed by their WBL mentor which will provide a detailed account of their practiced hours. Given the nature of the environment, students are free to construct the hours in whichever way that are appropriate e.g. 1 full week or spread across evenings and weekends. The modules will be spread across semesters 1 and 2 to allow sufficient time for the hours to be completed.

To provide appropriate information to each respective placement venue an email will be constructed from the module leader thanking the host organisation and mentor for allowing the students to utilise their establishment as part of the module. Mentors will be provided with a handbook detailing the various responsibilities they must undertake.

WGU risk assessments will be completed by the students prior to engaging in their placement. The risk assessments must be signed by the Sport and Exercise Science technician and module leader prior to the commencement of their placement. Additionally, students will be made aware of any specific risk assessments within their placement. WGU staff will be responsible for delivery of contact time on campus, contact time and delivery will be based upon the learning outcomes, and tutorial support for WBL opportunities.

Students will be introduced to the partners during the contact time within the module, where students can explore their options for placements and have the opportunity for supplementary questions regarding their work. The student will be responsible for communication with partners and securing placements as this reflects the professional responsibility expected of students graduating from Wrexham Glyndŵr University (WGU). Any student who does not engage in securing a placement will be subject to a meeting with the module leader, who will explain the ramifications of not completing the module.

Partners will be required to complete an evaluation form for the student evaluating the work the student has engaged in as this will allow WGU staff to review the work of the student. The partners associated with this module should provide evidence of available placement opportunities that state the job specification and job role that the student will take part in, as WGU staff may not visit placements. Students will inform Module Leader if they wish to change a previously agreed placement. Alternative arrangements will be the student's responsibility in line with the expectations above.

### 13 Welsh medium provision

Recognising current and future sport coaching roles within Wales, we also wish to make students aware of the Welsh language culture and employment opportunities in Wales. We have a member of the team who that you could provide Welsh language tutorial support and pastoral care. The nature of several subjects taught (coaching and outdoor pursuits especially) lend themselves to opportunities to teach Welsh language phrases to the students and that this would enhance their skills and their experience for future employment in a bilingual setting. Additionally, all students have a right to submit work in Welsh and that this work could be assessed through support from *Coleg Cymraeg Cenedlaethol*.  
<http://www.comisiynyddygyymraeg.cymru/English/My%20rights/Pages/my-language-rights.aspx>

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.

### 14 Assessment strategy

The assessment strategy has been designed with the University's vision and strategy in mind with a variety of assessments being proposed and each student being assessed via the learning outcomes of the module where appropriate. Such assessments include:

Level 4: MCQ, Presentations, Portfolio, Coursework, Practical, Group Project, Written Assignments

Level 5: Reports, Written Assignments, Practical and Presentations

Level 6: Presentation, Negotiated Learning, Oral Assessment and Dissertation

A variety of practical applied elements sit within the programme. Assessment strategies are designed specifically around each discipline and are reflective of the work-place environment.

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 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.

Module code & title	Assessment type and weighting	Indicative submission date
<b>FDS Sc Coaching: Sport and Fitness</b>		
SES405 Fitness and Conditioning for Sport	CW1 - Practical (60%) CW2 - Written (40%)	CW1 – Sem 2 Week 42 CW2 - Sem 2 Week 43
SPC401 Outdoor Pursuits	CW1 - Portfolio (100%)	CW1 - Sem 2 Week 42
SPC404 Analysing Performance: Making a Difference	CW1 – Portfolio (50%) CW2 – C/work (50%)	CW1 – Sem 2 Week 42 CW2 - Sem 2 Week 43
SPC402 Fundamental Skills within Sport	CW1 Presentation (100%)	CW1 – Sem 1 Week 27
SPC403 Understanding the Coaching Process	Group Project (75%) Written Assignment (25%)	CW1 - Sem 1 Week 27 CW2 - Sem 2 Week 42
SPT417 - Academic Discovery within the Sports Sciences	In-class test (50%) Written Assignment (50%)	CW1 - Sem 1 Week 27 CW2 - Sem 2 Week 42
SES505 - Fitness and Conditioning Methods in Practice	CW1 - Practical (Pass/Refer) CW2 - Written Assignment (100%)	CW1 - Sem 1 Week 27 CW2 - Sem 1 Week 27
SPC502 - Becoming a Coach	CW1 - Practical (60%) CW2 - Written Assignment (40%)	CW1 – Sem 1 Week 27 CW2 – Sem 2 Week 42
SPC501 - Delivering Outdoor Pursuits	CW1 - Portfolio (100%)	CW1 – Sem 2 Week 42
SPC504 - Developing Performance: Technique Impacting Tactics	CW1 – Presentation (poster, 50%) CW2 – Presentation (50%)	CW1 – Sem 1 Week 27 CW2 – Sem 2 Week 42
SPC503 - Sport & Fitness Environments	CW1 - Written Assignment (100%)	CW1 – Sem 1 Week 27
SPT523 - Academic Discovery - Building Strong Research Ideas	CW1 – Presentation (100%)	CW1 - Sem 2 Week 42
<b>BSc (Hons) Coaching: Sport and Fitness (Top-up)</b>		
SES604 - Applied Professional Practice in Fitness & Conditioning	CW1 - Presentation (70%) CW2 - Written Assignment (30%)	CW1 - Sem 1 Week 27 CW2 - Sem 2 Week 42
SPT629 - Independent Discovery	CW1 - Dissertation (100%)	CW1 - Sem 2 Week 42
SPT630 - Analysing Performance for Improvement	CW1 - Presentation (100%)	CW1 - Sem 2 Week 42
SPC601 Reflective Practitioner: Special Topic	CW1 – Negotiated Learning (65%) CW2 – Oral Assessment (35%)	CW1 - Sem 1 Week 27 CW2 - Sem 2 Week 42

## 15 Assessment and award regulations

### Derogations

For module SES505, both elements of assessment must be passed in order to pass the module. Students will have one free resit attempt of L2 Gym Instructors Award. Any further attempts will need to be self-funded by the student.

### Non-Credit Bearing assessment

*The qualifications highlighted below are additional to the programme and aimed at further developing the students' skill sets.*

*Additional qualifications that are non-credit bearing:*

#### Level 4:

Safeguarding  
Sport Leadership  
Equity in Sport  
First Aid

#### Level 5:

Level 1 Scripting (Hudl Sportscode)  
Sport Specific Leaders Award x 2  
Outdoor Sports Instructor Award x 2

#### Level 6:

Level 3 Personal Trainer  
Level 2 Scripting (Hudl Sportscode)  
Sport Specific Level 1 coaching  
Outdoor Sport Level 1 Instructor

### Borderline Classifications (Undergraduate programmes)

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of 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 *dissertation (Independent Discovery) module* is within the higher classification.

### Ordinary Degrees

Students would be overshooting with an additional 20 credits at level 6.

All modules except the Level 6 'Independent Discovery' module.

## 16 Accreditation

The programme has been designed with the IUSCA (international Universities Strength and Conditioning Association) accreditation scheme in mind as we hope to become accredited in the near future.

## 17 Quality Management

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

- Student Evaluation of Module Questionnaire
- Student Voice Forum
- Individual student feedback
- Student representatives
- Annual Monitoring reports
- Periodic review and re-validation process
- External Examiner reports
- PSRB requirements and accreditation activities
- National Student Survey (NSS)

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 evaluate 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. The mechanisms listed above are used to continually monitor and evaluate the programme through student feedback.

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 Leaders will also meet monthly with the other Programme Leaders that share modules on the course.

## 18 Support for Students

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

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the Glyndŵr website at [www.glyndwr.ac.uk](http://www.glyndwr.ac.uk) to find out more about the Departments.

Glyndŵr Student Union offers support for students, please access their website at to find out more. <https://www.wrexhamglyndwrsu.org.uk/>

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, including personal development planning (PDP).

## 19 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 Equality and Diversity Policy, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information about [equality and diversity](#)