

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	Glyndŵr University
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	None
What type of accreditation does this programme lead to?	N/A
Is accreditation in some way dependent on choices made by students?	N/A
Final award/s available eg BSc/DipHe/CertHE	BSc (Hons) Sport Coaching BSc Sport Coaching Diploma of Higher Education in Sport Coaching Certificate of Higher Education in Sport and Coaching Sciences
Award title	BSc (Hons) Sport Coaching
JACS 2 code	C610
UCAS code (to be completed by admissions)	C610
Relevant QAA subject benchmark statement/s	Hospitality, Leisure, Sport and Tourism (2008) benchmark statements
Other external and internal reference points used to inform the programme outcomes	<ul style="list-style-type: none"> • University Mission and Strategic Aims • University Module Framework • External Examiners Reports • QAA Benchmark statements • NQF Descriptors for Qualifications at degree level • Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) • UK Strength and Conditioning Association (UKSCA) • SkillsActive • UK Coaching Certificate (UKCC) • Sports Coach UK HE criteria

Mode/s of study <i>(p/t, f/t, distance learning)</i>	Full Time (3 years) Part Time (6 years)
Language of study	English
Date at which the programme specification was written or revised	Updated September 2012

Criteria for admission to the programme

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 proposed degree programme, we normally require the following:

- At least 260 UCAS points at A2 level or equivalent.
- A science background is an advantage, but not essential.

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.

Criminal Records Bureau Checks

A Criminal Records Bureau check is required as a condition of entry and students will be required to complete a Criminal Records Bureau (CRB) form and pay the appropriate fee. Having a criminal record will not necessarily exclude a student from studying with us. A decision as to whether to offer the student a place will depend on the nature of the programme and the circumstances and background of any offences.

Accreditation of Prior (Experiential) Learning

AP(E)L will be considered on an individual case basis in order to admit students who 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 AP(E)L panel. The rules and procedures governing the accreditation of prior certificated /

experiential learning are set out in the Academic Quality Handbook. A student who is admitted to a programme with prior certificated/experiential learning or exempt study from a module which forms part of his/her approved programme of study will not normally be awarded credit for that module(s) but will have been deemed to have satisfied the requirements for completion of that module(s).

Aims of the programme

The programme aims are:

- a) To provide students with a challenging but focused educational experience which develops a comprehensive understanding, knowledge and critical awareness of contemporary issues coaching, which explores the cyclic link between theory and practice.
- b) To provide an intellectually challenging and vocationally relevant programme of study in the area of sport coaching, which integrates theory with practice, and that is informed by staff scholarship, research and professional practice.
- c) To encourage a proactive and reflective approach to learning as a mechanism for personal, intellectual and professional development.
- d) To enable students to extend their knowledge of the coaching environment and to further enhance and develop vocationally relevant personal, professional and transferable skills into professional practice and careers.

Distinctive features of the programme

The government and key national and international organisations have identified and recognised that sports coaching plays a crucial role in the development of our society at all levels. Such recognition has elevated the position of coaching from what was perceived traditionally to be a volunteer role into one of the fastest emerging professions, now with professional accrediting bodies. It is recognised¹ that not only does the sports coach play a vital role in the development of the younger generation in developing into healthy, fit and socially balanced individuals, but the elite end of the spectrum also influences the economic aspects of society and facilitates the population to engage with sport (therefore being physically active). Growing media attention both during and after the London Olympics (2012) significantly highlighted the importance and role of sport in society. This is not only a political stage but perhaps more pertinently will be the impetus to transform the population into a sporting nation with a legacy well beyond 2012. It has been recognised that the development of coaches and coaching is vital for this to be achieved. The need to increase the level and quality of sports coaches, from community up to elite level, has been recognised by sports coach UK². Mr. Richard Caborn stated:

¹ This report, entitled "Are we missing the coach for 2012?", was undertaken by Sportnation, which is an independent sports think-tank aiming to radically change views on key issues in sports in the run up to the London 2012 Olympics. The panel of Sportnation consists of some of the most influential thinkers in British sport, business and academia.

² Sports coach UK is a charitable organisation and is the lead agency for development of the UK Coaching System.

“We need to start talking about coaching in the broader perspective as it is one of the Government’s key strategies ... We shouldn’t just talk about the professionalisation of coaching but coaching pathways...we need to demonstrate long-term career options.”

This course identifies Sports Coaching and its provision for the future as a key element in the delivery of the government’s strategy for higher quality sports’ provision. Specifically, this proposal addresses the need to provide coaches and sports’ practitioners who will meet the needs of the sporting community at all levels of provision. This provision is identified through the strategy documents of the government’s ‘Coaching Task Force’, UK Sports’ ‘Vision for Sport’ document and the Youth Sport Trust as well as the DCMS Strategy Unit Report ‘Game Plan’ delivered through the relevant Sport Councils.

The new coaching degree has identified, developed and responded to key recommendations of the Vision for Sport, Coaching Task Force document and ‘Game Plan’ and Sports Coach UK HE criteria. Given the government’s proposal that all coaches will be licensed practitioners in the near future, combined with the recognition that HE institutions will possible play an active role in partnerships with National Governing Bodies in the development of coach education the Sports Coaching Degree is designed to enhanced the parallel link from theory to practice. As an institution the course team is aware of the criteria from UKCC HE accreditation. Although this criteria is still in its infancy this Sports Coaching Degree has been developed and informed by this criteria (through the programme leader being an invited member of the SCUk HE Advisory Group). This will facilitate a niche for recruitment for Glyndŵr University, potentially facilitating partnerships with sport and across the coaching pathway. This would provide a market for recruitment of not only participation coaches through to high performance coaches but would potentially extend to distance learning course in sport and sport related disciplines (e.g. armed services, and sport vocations where ‘top up’ courses are required). In addition the new curriculum design potentially provides the vehicle for research and applied consultancy (both relating to sport science testing and sports’ coaching). The curriculum design of the new degrees specifically relate to the body of knowledge that is expected within sport, within the UK as well as the new professional standards being implemented in response to licensing the profession.

The coaching degree is therefore distinctive in that it not only addresses the academic theory of coaching and its application but it equips the student with professional skills and qualifications which can be immediately transferred into the vocational environment. This is demonstrated with all students obtaining minimum coaching operating standards. Additionally students can apply for coaching scholarships, which enables them to obtain paid professional qualifications and experience with clubs and national associations. Currently the coaching team is working with several partners which all link into coaching scholarships programmes. This has resulted in our undergraduates being employed within National Governing Bodies, sport organisations, schools and clubs at local and national levels.

Currently a significant number of students are engaged in applied work. This often takes the format of volunteering or conducting research, although in some cases students have gained paid positions and consultancy work to complete aspects of their studies. As a consequence of such experiences (ie exposure to academic knowledge and professional experience) students have secured professional positions at local club level (several professional Football clubs), national level (Welsh Rugby Union, Super league Rugby) and International level (Director of Soccer, Dallas Football Academy USA). Additionally some graduates have moved on to career-defining roles within their chosen discipline, including

research (MRes / MSc / PhD) education (PGCE). Many students have acquired these positions because of their embedded applied experience gained whilst on the degree.

The examples provided above help to foster an excellent working environment which is appreciated by our students (as reflected in National Student Survey; NSS). This data from the NSS³ revealed that the department was the 2nd in the UK (for Sports Science) with an overall score of 98% for student satisfaction. Ranked on the percentage of respondents who "definitely" or "mostly" agreed with "Overall, I am satisfied with the quality of my course", Glyndŵr University (SES) achieved 98% satisfaction.

Table 1: Overall level of student satisfaction in the National Student Survey – selected Universities in the UK only (source <http://www.unistats.com>).

Ranking	University	% Student Satisfaction
1	Aberystwyth	100%
=2	Glyndŵr University	98%
=6	Nottingham Trent	93%
=7	Loughborough	91%

In addition, Sport and Exercise Sciences were also ranked top in the UK for student feedback and teaching in the Guardian's University Guide 2011.

The curriculum aim to further enhance the student experience by improving the efficiency and effectiveness of our existing delivery whilst adding a new area of provision which is driven by market demand.

The Coaching Plan for Wales was launched in July 2005, highlighting a consistent message across the UK; it is an integral part of the Welsh Assembly Government's Climbing Higher Strategy for Sport, and has two main aims:

- To increase the number of both voluntary and professional coaches, leaders and instructors
- To improve the quality of coaching in Wales by increasing opportunities for education, training and qualifications

Students have the opportunity to engage with personal and professional development outside of their degree setting. Students have the opportunity if they desire to work with outside sports organisation and national governing bodies of sport. Student perceive this to be a valuable part of their degree as they link theory to practice and gain vocationally relevant skills. Students opting to engage with these opportunities outside of their degree programme have had success gaining employment in their chosen area practice.

Programme structures and requirements, levels, modules, credits and awards

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.

³ NSS (2010). The National Student Survey. Retrieved on 26-03-11 from the World Wide Web: <http://www.hefce.ac.uk/learning/nss/data/2010/>

Matrix 1 (See below) 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 and Coaching Sciences (having achieved 120 credits), at level 5 with a Diploma in HE in Sport Coaching (having achieved 240 credits), and at level 6 a BSc (Hons) degree in Sport Coaching (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 the students are unable to complete the Independent Study.

The BSc (Hons) programme has been designed to provide undergraduates with the opportunity to develop essential knowledge and skills that are essential to enter various 'professions', e.g., Community Coaching, High Performance Coaching, and in related coaching professions such as performance analysis.

Students will study, as core, the disciplines of physiology and psychology in levels 4 and 5. Level 4 is designed to introduce each discipline to the student. A deeper and more detailed study of this will take place in level 5. The final level affords students the opportunity to specialise in certain areas, with the 'applied' nature of the disciplines given a high priority. The philosophy of 'learning through hands on experience' and 'relating theory to practice' ensures that students can work effectively in the performance setting. This event in the year two where they extend their skills to the applied environment and in the inter-disciplinary modules (e.g. Sports Practice 2) where they apply theory to practice. Furthermore, students interested in Performance Analysis are given the opportunity to work as analysts within the sector with clubs including Wrexham Football Club and Crusaders Rugby League Club.

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 (levels 4 and 5) and will subsequently engage in a period of independent study in the area of sport and exercise sciences (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 at a postgraduate level. In this module students will choose an appropriate topic for research, review the literature 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 and write up their research in an appropriate format for the discipline area and topic. 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 settings.

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

Matrix 1: BSc (Hons) Sport Coaching

Level 4

Study Skills [20 credits]	Physiological Foundations [20 credits]	Sport and Exercise Psychology 1 [20 credits]	Sports Coaching Pedagogy, Theory and Practice [20 credits]	Introduction to Analysis of Sports Performance [20 credits]	Sport Practice 1 [20 credits]
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Level 5

Research Methods [20 credits]	Assessment of Sport and Exercise Physiology [20 credits]	Applied Sport and Exercise Psychology 2 [20 credits]	Coaching Pedagogy [20 credits]	Principles of Analysing Sports Performance. [20 credits]	Sports Practice 2 [20 credits]	Practical Aspects of Physical education and sport in the curriculum [20 credits]
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← Choose 2 from 3 →

Level 6

Independent Study [40 credits]	Managing Performance [40 credits]	Notation Analysis of Sport [20 credits]	Applied Technique Analysis [20 credits]	Working in the Sport or Exercise Environment [20 credits]
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← Choose 2 from 3 →

Note:

- Shading indicates a core module
- Sports Psychology modules are offered to the University as Elective modules.

Matrix A: BSc (Hons) Sport Coaching Full-time Module Delivery

	SEMESTER 1	SEMESTER 2
LEVEL 4 / YEAR 1	Study Skills	
	Sports Coaching Pedagogy, Theory and Practice	
	Introduction to Analysis of Sports Performance	
	Sport Practice 1	
	Sport and Exercise Psychology 1	
	Physiological Foundations	
LEVEL 5 / YEAR 2	Research Methods	
	Assessment of Sport and Exercise Physiology	
	Coaching Pedagogy	
	Sports Practice 2	
	Principles of Analysing Sports Performance.	
	Practical Aspects of Physical Education and Sport in the Curriculum	
	Applied Sport and Exercise Psychology 2	
LEVEL 6 / YEAR 3	Independent Study	
	Managing Performance	
	Working in the Sport or Exercise Environment	
	Notation Analysis of Sport	
	Applied Technique Analysis	

Matrix B: BSc (Hons) Sport Coaching Part-time Module Delivery

	Year 1		Year 2	
	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
LEVEL 4	Physiological Foundations		Sport Practice 1	
	Sports Coaching Pedagogy, Theory and Practice		Introduction to Analysis of Sports Performance	
	Study Skills		Sport and Exercise Psychology 1	
	Year 3		Year 4	
LEVEL 5	Research Methods			
	Coaching Pedagogy		Principles of Analysing Sports Performance.	
	Assessment of Sport and Exercise Physiology		Applied Sport and Exercise Psychology 2	
			Sports Practice 2	
			Practical Aspects of Physical education and sport in the curriculum	
	Year 5		Year 6	
LEVEL 6	Managing Performance		Independent Study	
			Working in the Sport or Exercise Environment	
	Notation Analysis in Sports		Applied Technique Analysis	

Intended learning outcomes of the programme

On completion of Level Four (Certificate of Higher Education in Sport and Coaching Sciences) students will be able to:

Knowledge

Students should be able to demonstrate:

- A1 an understanding of the need for both a multi-disciplinary and inter-disciplinary approach to study, drawing, as appropriate, from research and professional contexts;
- A2 their understanding of the subject through both academic and professional reflective practice;

Intellectual Skills

Students should be able to:

- B1 take responsibility for autonomous learning and continuing professional development.

Subject Skills

Students should be able to:

- C1 plan, design and execute practical activities using appropriate techniques and procedures;
- C2 recognise and respond to appropriate moral, ethical and safety issues relevant to your degree.

Practical, professional and employability skills:

Students should be able to

- D1 Demonstrate the ability to work independently and interact effectively as part of a group.
- D2 Communicate succinctly and eloquently in written, oral and other relevant presentation formats.
- D3 Demonstrate an ability to plan and effectively manage the learning environment.

On completion of Level Five (Diploma in Higher Education) students will be able to:

Knowledge

Students should be able to demonstrate:

- A1 an understanding of the need for both a multi-disciplinary and inter-disciplinary approach to study, drawing, as appropriate, from research and professional contexts;
- A2 their understanding of the subject through both academic and professional reflective practice;
- A3 monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport;

Intellectual Skills

Students should be able to:

- B1 take responsibility for their own learning and continuing professional development.
- B2 research and assess subject specific facts, theories, paradigms, principles and concepts;
- B3 develop a reasoned argument and challenge assumptions
- B4 synthesis of ideas and information in order to design solutions to vocationally relevant problems in coaching and to evaluate them;

Subject Skills

Students should be able to:

- C1 plan, design and execute practical activities using appropriate techniques and procedures;
- C2 recognise and respond to appropriate moral, ethical and safety issues relevant to your degree.
- C3 undertake tasks in a vocational setting with due regard for safety and risk assessment;

Practical, professional and employability skills:

Students should be able to:

- D1 Demonstrate the ability to work independently and interact effectively as part of a group.
- D2 Communicate in written, oral and other relevant presentation formats.
- D3 Demonstrate an ability to plan and effectively manage the learning environment.
- D4 An ability to work to risk assessments to create a safe and risk free coaching environment.

On completion of an Ordinary Degree (300 credits) students will be able to:

Knowledge

Students should be able to demonstrate:

- A1 an understanding of the need for both a multi-disciplinary and inter-disciplinary approach to study, drawing, as appropriate, from research and professional
- A2 their understanding of the subject through both academic and professional reflective practice;
- A3 monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport;
- A4 display a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance.
- A5 Critical understanding of the development of key principles relevant to the design and implementation of coaching programmes; through the critical analysis of research and professional practice.
- A6 their research and problem-solving abilities by critically understanding methods of acquiring, interpreting and analysing information appropriate to sports coaching in a variety of settings;

Intellectual Skills

Students should be able to:

- B1 take responsibility for their own learning and continuing professional development.
- B2 research and assess subject specific facts, theories, paradigms, principles and concepts;
- B3 develop a reasoned argument and challenge assumptions
- B4 synthesis of ideas and information in order to design solutions to vocationally relevant problems in coaching and to evaluate them;
- B5 critically interpret data and text;
- B6 critically assess, evaluate and analyse information;

Subject Skills

- C1 plan, design and execute practical activities using appropriate techniques and procedures;
- C2 recognise and respond to appropriate moral, ethical and safety issues relevant to your degree.
- C3 undertake tasks in a vocational setting with due regard for safety and risk assessment;

Practical, professional and employability skills:

- D1 Demonstrate the ability to work independently and interact effectively as part of a group.
- D2 Communicate in written, oral and other relevant presentation formats.
- D3 Demonstrate an ability to plan and effectively manage the learning environment.
- D4 An ability to work to risk assessments to create a safe and risk free coaching environment.
- D5 Critically reflect upon their own practice and that of others.
- D6 An awareness of professional needs, skills and practice.

On completion of Level Six students will be able to:

Knowledge

Students should be able to demonstrate:

- A1 an understanding of the need for both a multi-disciplinary and inter-disciplinary approach

- A2 to study, drawing, as appropriate, from research and professional contexts; their understanding of the subject through both academic and professional reflective practice;
- A3 monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport;
- A4 display a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance.
- A5 Critical understanding of the development of key principles relevant to the design and implementation of coaching programmes; through the critical analysis of research and professional practice.
- A6 their research and problem-solving abilities by critically understanding methods of acquiring, interpreting and analysing information appropriate to sports coaching in a variety of settings;

Intellectual Skills

Students should be able to:

- B1 take responsibility for their own learning and continuing professional development.
- B2 research and assess subject specific facts, theories, paradigms, principles and concepts;
- B3 develop a reasoned argument and challenge assumptions
- B4 synthesis of ideas and information in order to design solutions to vocationally relevant problems in coaching and to evaluate them;
- B5 critically interpret data and text;
- B6 critically assess, evaluate and analyse information;

Subject Skills

- C1 plan, design and execute practical activities using appropriate techniques and procedures;
- C2 recognise and respond to appropriate moral, ethical and safety issues relevant to your degree.
- C3 undertake tasks in a vocational setting with due regard for safety and risk assessment;
- C4 plan, design, execute and communicate a sustained piece of independent intellectual work

Practical, professional and employability skills:

- D1 Demonstrate the ability to work independently and interact effectively as part of a group.
- D2 Communicate in written, oral and other relevant presentation formats.
- D3 Demonstrate an ability to plan and effectively manage the learning environment.
- D4 An ability to work to risk assessments to create a safe and risk free coaching environment.
- D5 Critically reflect upon their own practice and that of others.
- D6 An awareness of professional needs, skills and practice.

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

CURRICULUM MATRIX for BSc (Hons) Sport Coaching

		Knowledge						Intellectual Skills						Subject Skills				Practical, Professional and Employability Skills						
	<i>Module Title</i>	<i>Core Option</i>	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6
Level 4	Study Skills	C	✓	✓					✓						✓				✓	✓	✓			
	Physiological Foundations	C	✓	✓					✓						✓				✓	✓	✓			
	Sport and Exercise Psychology 1	C		✓					✓											✓	✓			
	Sports Coaching Pedagogy, Theory and Practice	C	✓	✓					✓						✓	✓			✓	✓	✓			
	Introduction to the Analysis of Sports Performance	C	✓	✓					✓						✓				✓	✓	✓			
	Sports Practice 1	C	✓	✓					✓						✓	✓			✓	✓	✓			
Level 5	Research Methods	C	✓						✓	✓	✓				✓	✓			✓	✓	✓			
	Assessment of Sport and Exercise Physiology	C		✓	✓				✓	✓	✓				✓	✓	✓		✓	✓	✓	✓		
	Applied Sport and Exercise Psychology 2	C			✓				✓	✓	✓	✓			✓	✓	✓		✓	✓	✓			
	Coaching Pedagogy	C	✓	✓	✓				✓	✓	✓	✓			✓	✓	✓		✓	✓	✓	✓		
	Sports Practice 2	C	✓	✓	✓				✓	✓	✓	✓			✓		✓		✓	✓	✓	✓		
	Practical Aspects of Physical education and sport in the	O		✓					✓	✓	✓	✓				✓	✓		✓	✓	✓			

	curriculum																								
	Principles of Analysing Sports Performance.	O	✓	✓	✓				✓	✓	✓	✓			✓	✓	✓		✓	✓	✓	✓			
Level 6																									
	Independent Study	C		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	
	Managing Performance	C	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
	Notation Analysis of Sport	O	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
	Applied Technique Analysis	O	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
	Working in the Sport or Exercise Environment	O	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓

Learning and Teaching strategy used to enable outcomes to be achieved and demonstrated

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 to the theoretical aspects of sport and exercise science and to 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 shift over the three years to promoting independent learners. In level 4, students will receive a high level of direction in identifying and solving problems 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 problems and solutions. 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. 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 real world scenarios during tutorial and practical time. This will be achieved through the use of case studies, research data, the students' own experience and discovery learning approaches.

To achieve the overall aims of the learning and teaching strategy, the programme team have ensured that the methods employed on each module place a continuing emphasis on student-centred learning. Activities will be designed that are realistic, relevant, rigorous and appropriately sequenced. 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.

A wide variety of learning and teaching methods will be used, including: lectures, seminars, laboratory sessions, presentations and attendance at lectures presented by specialist guest speakers, formative tests, case studies and the use of ICT. A key feature of the programme is its 'applied ethos'. The ability of students to 'do' is paramount to the success of this programme.

Students will have opportunities throughout the course of their programme to engage with external partners and gain valuable vocational experience in a range of performance settings. Currently there are 11 external partners working in collaboration with the coaching team. This enables students to gain applied experience of working with a range of performers from children to adult; and from participation to the elite. Students on the current programme access schools and clubs to gain community coaching experience (Dragon Sport and '5x60 Scheme' both funded by the Sport Council for Wales) in addition to some students gaining experience at a representative and senior domestic level (Professional football clubs, National Governing Bodies etc, for example the Welsh FA, Wrexham FC and TNS FC. The applied opportunities present students with the opportunity to work in a range of sports (individual and team) across the performance spectrum and positions the students more securely in the employment market.

In the programme the minimum operating standards will be embedded in the curriculum (Level 4 and level 5 coaching units), this has been piloted this year and has received positive response from students. In addition to this and in line with UKCC criteria the students have the opportunity to apply for a range of coaching and performance scholarships. A reflective element encouraging this engagement is embedded at level 5 in the coaching unit. This actively encourages students to link theory to practice to inform their personal and professional development. Simultaneously, coaching scholarships enable students to apply for the positions working with one of our established partners. Students have to apply formally with a CV (this process integrates with the year 1 study skill module) and engage with the selection process to access the scholarships. The successful student then enters into an agreement where their coach education is paid for by the partner and the students pays back an agreed amount of time. The student often ends up staying in the environment and is integrated in to the sports organisation's structure. Examples of this would be squash, basketball, football, rugby, netball, rugby league and rugby union. Students have exited from the course and have secured employment within these schemes. Students who are unsuccessful with their applications for scholarship received feedback and action points to improve their future chances. This is structured to resemble the employment market.

In addition to the student gaining vocational experience and professional qualifications, students have also engaged with opportunities to work in extended coaching aspects such as performance analysis. Currently the team has established a Centre for Performance Analysis within SES. This has again extended the partnerships working with the department and facilitated the engagement of students to gain valuable experience. The Performance Analysis Centre facilitates not only the development of coaches and the development of knowledge and experience relating to the performance context but facilitates the student's engagement in a multi and interdisciplinary context. Several students are integrating performance analysis into a coaching context in a multi and interdisciplinary manner. This in turn has resulted in students not only working as practitioners in the coaching and performance analysis environment but integrating research. This has produced the additional bonus of the applied experience being link and underpinned by academic rational. A valuable experience for any student.

The Department 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 information, collaborate, provide assessments and monitor progress.

In addition, the Department'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, is detailed in the draft Student Handbook.

SES has a variety of established procedures and policies with respect to student diversity, co-ordinating with strategies in place at the University level. The Team will be able to draw on their considerable experience of teaching students with differing needs, particularly dyslexia, and have a proven track record of working with students from varied educational backgrounds, in addition to mature students.

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 discussion. Skills are learned and practised in practical sessions and students evaluate their own development through personal journals

and sketch books and through personal 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 Study Skills module which encourages students to take responsibility for their own learning and progress. Learning outcomes in modules provide a focus for students to monitor their own learning. Supportive feedback to students is an important element of the learning process. Review of assessment through workshops is offered. As part of the University's policy on retention, students are required to attend all timetabled sessions and, in those instances where they are unable to do so, they are expected to inform the Student Programme Centre and the Module Leader. Students are expected to attend the Department's Annual Research Conference held in February / March.

In order to enhance students' employment prospects in Wales, language skills in Welsh may be desirable. The university offers Welsh language modules to both staff and students and these would be promoted to students on this programme for them to access if required.

Within SES staff ensure that their levels of expertise remain sufficient to deliver all programmes by engaging with professional bodies, with conference attendance, participation in other CPD activities, and attaining professional qualifications (where appropriate)

The staff team use research, scholarly and professional activity to inform and influence the curriculum throughout all their subject specialism. For example, Pam Richards (Programme Leader for Sports Coaching) has 19 years international coaching experience which includes the qualification of the national hockey team for the Commonwealth Games Delhi (2010) and qualification for World Cup Qualifier Tournament in 2010. In addition Pam Richards holds the world recognised qualification of FIH coach and sits on the FIH expert panel for High Performance Sport and Coaching. In addition to this Pam has experience as working as a national physiologist to the Welsh National Hockey side for five years which included preparation for the European matches and Commonwealth Games in Kuala Lumpur in 1998. Her PhD and research focus is in the area of decisions making. This enables the team to design and shape the students learning in an interdisciplinary and multi disciplinary manner – closely resembling the high performance setting which is symbiotic of the participation level. This knowledge and experience is mapped and integrated into the modules within the degree programme at level 4, 5 and six and enables contextualisation of theory for the students. In addition the extensive local, national and international network of the team provides a rich resources for guest speakers across a range of disciplines.

Other examples can be found in other disciplines which sit within the team. Dr Mascarenhas' ongoing consultancy with Welsh Tennis at the Wrexham High Performance Centre provides a backdrop for students to see the application of sport psychology principles and practice. As a Chartered and BASES Accredited Sport & Exercise Psychologist Duncan is currently managing a number of practitioners through Supervised Experience. Exemplars of such work, and his own ongoing consultancy work, will be drawn upon to give the students a feel for the application of psychological training programmes. Other members of the team have attended conferences relating to their area of specialism (Jon Hughes), attended BASES workshops on working as applied practitioners (Duncan Mascarenhas, Colin Hill, Pam Richards and Tim Donovan) and attended various meetings and workshops linked with the Coaching and performance development at all levels of sport.

In addition to research and scholarly activity informing the curriculum several members of the department have previous experience of Quality & Standards (and sub-committees i.e. Business Committee, the External Examiners Nomination Committee, Assessment Officer)

and Learning & Teaching at a University level, as well as having an outward facing role as External Examiners to other relevant HEIs (Dr Tim Donovan, Colin Hill, Pam Richards and Dr Sue Taylor) and obtained internationally recognised qualifications (UK Strength and Conditioning Association accreditation – Colin Hill and Dr Tim Donovan.

Welsh Medium

In line with University's Welsh Language Policy, students are entitled to submit assessment in Welsh. The programme however will be delivered through the medium of English.

Assessment strategy used to enable outcomes to be achieved and demonstrated

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 Table 2. SES therefore looks to use a wide array of assessment methods to test students' knowledge and understanding. This will include essays, portfolios, labs, tutorial and group tasks, individual tasks and presentations (oral/multi-media), case studies, poster presentations, peer-assessed seminars and practical coaching sessions. 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.

It should be noted that the programme team have deliberately avoided using only one piece of assessed coursework for 20 credit modules. They subscribe to the notion that in order to encourage reflective practice, students should have the opportunity to improve coursework 2 in the light of feedback achieved from coursework 1. Furthermore, SES's common practice of incorporating student reflection on the submitted coursework sheets will be continued for this programme.

The balance of the summative assessment has been carefully considered to ensure a planned approach to assessment deadlines. Table 3 is an indicative assessment schedule for the year 2011-2012 and is included to demonstrate how this will work in practice.

Formative assessment takes place in a number of ways. For instance in the coaching level 5 and 6 coaching module students are formatively assessed. At level 5 the assessment is of a practical nature. Elements of the practical assessment are formatively assessed in the preparation for the summative assessment. This first assessment relates onto the second assessment which is a second summative piece but one which is informed by coursework one. This second assessment is of a reflective applied nature and links across and builds from a descriptive level in the first year to and applied standard in level 6. This illustrates the formative nature of assessment but in addition the lateral development of these assessments.

A second example in the module, 'Assessment of sport and exercise physiology', students may undertake physiological assessment on athletes before and after pre-season training, the first physiological assessment will formative assessment and then the second time period will be assessed summatively. Students will gain practical experience, and feedback on the success of their testing (via informal and formative feedback from the tutor), that will ensure that when carrying out their summative assessment (practical) they will avoid unnecessary errors in controlling confounding variables, running tests, collating results and interpreting findings.

In 'Sports Psychology', students undertake a debate on the issues surrounding goal achievement theory. Students gain feedback via discussion following the debate, which helps them directly with their assessment on goal achievement theory. In level 4 study skills and introduction to research methods students review research papers, highlighting the research design. Students engage in formative discussion with the tutor of the issues concerning research design, which can then be utilised in developing their Independent Study and research proposals in subsequent years.

Students will also be given the opportunity to complete tasks that involve a degree of formative assessment but are a part of extracurricular activities. For instance, students are invited to present at the University's Annual Sport and Exercise Sciences Research Conference, and by so doing, receive feedback from conference delegates and gain experience of presenting their research proposals and findings in a non-assessed setting.

Table 3a: Indicative assessment schedule for the year 2011-2012 (Level 4) FT

Wk No.	Date	
9	26-Sep-11	enrolment and induction
10	03-Oct-11	Study skills- Portfolio
	Semester 1	
11	10-Oct-11	
12	17-Oct-11	
13	24-Oct-11	
14	31-Oct-11	
15	07-Nov-11	
16	14-Nov-11	
17	21-Nov-11	Introduction to Performance Analysis of Sports Performance – In Class test A Study skills- Portfolio
18	28-Nov-11	
19	05-Dec-11	
20	12-Dec-11	
21	19-Dec-11	Vacation
22	26-Dec-11	Vacation
23	02-Jan-12	Vacation
24	09-Jan-12	Sports Coaching Pedagogy theory and practice – Report CW1
25	16-Jan-12	Introduction to Performance Analysis of Sports Performance – In Class test B
26	23-Jan-12	
27	30-Jan-12	
28	06-Feb-12	
	Semester 2	
29	13-Feb-12	Study Skills - Portfolio
30	20-Feb-12	
31	27-Feb-12	Introduction to Performance Analysis of Sports Performance – Portfolio
32	05-Mar-12	
33	12-Mar-12	
34	19-Mar-12	

Wk No.	Date	
35	26-Mar-12	Study skills- Poster
36	02-Apr-12	Vacation
37	09-Apr-12	Vacation
38	16-Apr-12	Sports Coaching Pedagogy theory and practice – CW2 Essay
39	23-Apr-12	Physiological foundations – Spot Test
40	30-Apr-12	
41	07-May-12	Sport and Exercise Psychology 1 Portfolio
42	14-May-12	
43	21-May-12	Study skills- Portfolio Sports Practice 1 – Case Study (Written Doc & Justification)
44	28-May-12	Physiological foundations – Lab Report
45	04-Jun-12	
46	11-Jun-12	
47	18-Jun-12	
48	25-Jun-12	
49	02-Jul-12	
50	09-Jul-12	results
51	16-Jul-12	
52	23-Jul-12	
1	30-Jul-12	
2	06-Aug-12	
3	13-Aug-12	
4	20-Aug-12	exams
5	27-Aug-12	
6	03-Sep-12	
7	10-Sep-12	

Table 3b: Indicative assessment schedule for the year 2011-2012 (Level 5) FT

Wk No.	Date	
9	26-Sep-11	
10	03-Oct-11 Semester 1	
11	10-Oct-11	
12	17-Oct-11	
13	24-Oct-11	
14	31-Oct-11	
15	07-Nov-11	
16	14-Nov-11	
17	21-Nov-11	
18	28-Nov-11	
19	05-Dec-11	Sports Practice 2 – Practical Assessment
20	12-Dec-11	Assessment of Sport and Exercise Physiology – Lab Report
21	19-Dec-11	Vacation
22	26-Dec-11	Vacation
23	02-Jan-12	Vacation
24	09-Jan-12	Coaching Pedagogy - Practical Provisional
25	16-Jan-12	Principles of Analysing Sport Performance. – Poster
26	23-Jan-12	
27	30-Jan-12	
28	06-Feb-12 Semester 2	
29	13-Feb-12	
30	20-Feb-12	
31	27-Feb-12	
32	05-Mar-12	
33	12-Mar-12	
34	19-Mar-12	Coaching Pedagogy – Portfolio

Wk No.	Date	
35	26-Mar-12	Principles of Analysing Sport Performance. – Essay
36	02-Apr-12	Vacation
37	09-Apr-12	Vacation
38	16-Apr-12	Assessment of Sport and Exercise Physiology – Practical Research Methods – Ethics Proposal
39	23-Apr-12	
40	30-Apr-12	Practical Aspects of Physical education and sport in the curriculum - Portfolio
41	07-May-12	Applied Sport Psychology 2 – Seminar
42	14-May-12	
43	21-May-12	Sports Practice 2 – Case Study
44	28-May-12	
45	04-Jun-12	
46	11-Jun-12	
47	18-Jun-12	
48	25-Jun-12	
49	02-Jul-12	
50	09-Jul-12	results
51	16-Jul-12	
52	23-Jul-12	
1	30-Jul-12	
2	06-Aug-12	
3	13-Aug-12	
4	20-Aug-12	exams
5	27-Aug-12	
6	03-Sep-12	
7	10-Sep-12	

Table 3c: Indicative assessment schedule for the year 2011-2012 (Level 6) FT

Week No.	Date	
9	26-Sep-11	
10	03-Oct-11 Semester 1	
11	10-Oct-11	
12	17-Oct-11	
13	24-Oct-11	
14	31-Oct-11	
15	07-Nov-11	
16	14-Nov-11	
17	21-Nov-11	
18	28-Nov-11	
19	05-Dec-11	
20	12-Dec-11	
21	19-Dec-11	Vacation
22	26-Dec-11	Vacation
23	02-Jan-12	Vacation
24	09-Jan-12	
25	16-Jan-12	Notation Analysis of Sport – Presentation
26	23-Jan-12	Managing Performance - Workshop
27	30-Jan-12	
28	06-Feb-12 Semester 2	
29	13-Feb-12	
30	20-Feb-12	
31	27-Feb-12	
32	05-Mar-12	Working in the Sport or Exercise Environment – Case Study
33	12-Mar-12	
34	19-Mar-12	Managing Performance – Case Study

Week No.	Date	
35	26-Mar-12	Applied Technique Analysis – Report
36	02-Apr-12	Vacation
37	09-Apr-12	Vacation
38	16-Apr-12	
39	23-Apr-12	Independent Study
40	30-Apr-12	
41	07-May-12	
42	14-May-12	
43	21-May-12	
44	28-May-12	
45	04-Jun-12	
46	11-Jun-12	
47	18-Jun-12	
48	25-Jun-12	
49	02-Jul-12	
50	09-Jul-12	results
51	16-Jul-12	
52	23-Jul-12	
1	30-Jul-12	
2	06-Aug-12	
3	13-Aug-12	
4	20-Aug-12	exams
5	27-Aug-12	
6	03-Sep-12	
7	10-Sep-12	

Assessment regulations that apply to the programme

The assessment regulations that apply to this programme are:

- The General Regulations
- Bachelor Degrees, Diplomas, Certificates and Foundation Degrees

No derogations from the regulations are required.

Programme Management

The programmes will be located in the Department of Sport and Exercise Sciences.

The SES Team

The Programme Leader (Pam Richards) has overall responsibility for the operation and development of the course. She will work closely with the Module Leaders, Module Tutors, Personal Tutors and Administrative Support personnel to provide the day to day general academic support to students. The Programme Team, will be responsible for devising a full induction programme, starting with 'Fresher's Week', with phased induction activities scheduled in the first few weeks of the semester.

Programme Leader:

Pam Richards (Coaching / Performance Analysis)

Programme Team:

Dr Tim Donovan (Physiology / Technique Analysis)

Dr Michael Graham (Academic Head / Physiology / Physical Activity)

Colin Hill (Psychology / Applied Sports Practice)

Jonathan Hughes (Coaching)

Karen Rhys Jones (PE)

Dr Duncan Mascarenhas (Psychology / Applied Sports Practice)

Dr Sue Taylor (Physiology / Physical Activity)

The CV's of all those contributing to the programme have been provided electronically.

Control of quality on the programmes conforms to the procedures set out by Glyndŵr University's requirements for academic quality assurance, monitoring and review. Sport and Exercise Sciences has been successful in implementing rigorous systems to assure the quality of their programmes.

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 staff-student consultative committee, 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 SSCC.

In addition, all students will complete monitoring and evaluation at both the programme and modular level (via the Student Perception of Programme Questionnaires and Student Perception of Module Questionnaires). In fact SES host module feedback discussion forums on Moodle 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).

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 SES team adopts a collaborative approach to curriculum design, delivery and assessment with regular communication 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 SES Programme Leaders. 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.

Particular support for learning

Student Support

Sport and Exercise Sciences staff will provide advice, guidance and support before, during and after students undertake the Sport and Exercise Sciences 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 within SES. The systems developed by SES falls in line with the University's student support policy and recognise the diverse needs of the student as a result of the widening participation agenda followed by Glyndŵr University.

Induction

All students entering SES 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 SES student is provided with a PDP. 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 changed 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.

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.

Personal Tutors

On entry to Glyndŵr University, each level 4 student is assigned a personal tutor. The personal tutor remains with the student throughout level 4 and level 5. In level 6 the tutorial system changes so the tutor who is assigned to the student for their Independent Study (subject specialist) will also take on the role of the personal tutor. Personal tutors are the first point of contact for students and aim to support the student in both academic and pastoral areas.

Subject Tutors

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 provide 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, 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.

Assessment Feedback

Each assignment is submitted along with an assignment sheet. As part of the individual learning process each student is expect 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), 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.

Disability Officer

The SES department has a Disability 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 or providing extra staff for practical activities to allow for one-on-one tuition.

Students who have more 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 extra time to complete assignments, provision of audio equipment so lectures can be recorded, availability of lap top computers and note takers sitting in the lectures alongside the student.

Student services provide support to students in the construction of essays and presentations. There are also specialist programmes e.g. dragon speak and specialist lighting facilities available for students.

Staff Student Consultancy Committee

The staff-student consultancy committee meetings allow students to comment on all aspects of their programme of study. Meetings 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, are represented on this committee.

Equality and Diversity

The day-to-day running of the programme and assessments will offer equality of access and take account of all current regulations and legislations in relation to diversity and inclusion, including the Disability Discrimination Act 2005 and the Equality Act 2010. Any information provided for students will use plain language that is free from bias and there will be no covert or overt discrimination in wording or content. Likewise there will be no barriers to achievement in the assessment requirements in terms of gender, age, race, sexual orientation and religion / belief.

The SES 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.