

PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body (including link to relevant website)	N/A
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 and Exercise Sciences BSc Sport and Exercise Sciences Diploma of Higher Education in Sport and Exercise Sciences Certificate of Higher Education in Sport and Coaching Sciences
Award title	BSc (Hons) Sport and Exercise Sciences
JACS 2 code	C600
UCAS code (to be completed by admissions)	C606
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	British Association for Sport and Exercise Sciences (BASES) SkillsActive (http://www.skillsactive.com/what_we_do/research/higher_education) UK Strength and Conditioning Association (UKSCA) Sports Coach HE Criteria UK Coaching Certificate (UKCC) Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) University and Strategic Aims University Module Framework NQF Descriptors for Qualifications at Degree Level
Mode/s of study	Full Time (3 years) Part Time (6 years)
Language of study	English
Date at which the programme specification was written or revised	Updated August 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 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 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 basis in order to admit students who have relevant experience or have undertaken comparable study at another institution. The candidate will be requested to attend an informal interview with the programme leader in the first instance and then if deemed appropriate submit a portfolio of evidence that will be considered by the AP(E)L panel. The rules and procedures governing the accreditation of prior certificated / experiential learning are set out in the Academic Quality Handbook.

Aims of the programme

The programme aims are:

- a) To provide an intellectually challenging and vocationally-relevant programme of study in the area of sport and exercise sciences, which integrates theory with practice, that is informed by staff scholarship, research and / or professional practice

- b) To meet the need for graduate-calibre employees, by equipping graduates with subject expertise, and practical and transferable skills.
- c) To provide a supportive and stimulating student-centred learning and teaching environment, enabling the development of autonomous, and responsible learners.

Distinctive features of the programme

Following London 2012 and the Olympic legacy there has never been a better time to study Sport and Exercise Sciences. It is likely that the Olympic legacy will transform sport and exercise in the UK and as a result there is significant scope for career development within this area.

With sport and health becoming 'good' causes for receiving national lottery funding, significant public money has been made available to support high quality sport and exercise science services. Many sports are accessing sport science to improve performance whilst many health and exercise initiatives created by the government health agenda are using exercise scientists to support programmes in primary care settings. The very fact that the NHS plan has incorporated physical activity within its national service frameworks means that there is increasing scope for work opportunities for exercise scientists in clinical settings.

The curriculum has been shaped around these broad themes, based on the main career opportunities within the industry, but it also prepares students for further study, whether that be on our own Master of Research or for a taught Masters or for MPhil / PhD positions. The programme has been developed in such a way that it reflects the core and transferable skills expected of a graduate workforce who are able to use their learning experience to enhance both their careers and their professional affiliations qualification. Many of our graduates have moved on to career-defining roles within their chosen profession, including research (MRes / MSc / PhD) education (PGCE), or employment within physical activity and health. Many students have got these positions because of their applied experience gained whilst on the degree. Currently the students on the BSc (Hons) Sport and Exercise Science degree take part in a variety of invaluable experiences, such as working with the Crusaders Rugby League team, Wrexham Triathlon, Welsh rowing team, testing Agecroft rowing team (Salford), and assisting in the assessment of cyclists and triathletes. In addition, a large number of students have also been involved with a study to test the health and fitness of Denbighshire school children This will afford the students the opportunity to experience the research process, witness the challenges the research team face, examine the findings from the project and then follow the process of disseminating the research findings to various stakeholders. Level six use an inter-disciplinary approach to providing sports science support to individual athletes. Therefore these skills, experiences and opportunities are firmly embedded into the new degree.

The examples provided above help to foster an excellent working environment which is appreciated by our students. Data from the National Student¹ survey 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.

¹ 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/>

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 aims to further enhance the student experience by improving the efficiency and effectiveness of our delivery whilst adding a new area of provision which is driven by market demand. Physical activity has been added as a strand at levels 5 and 6 to reflect the policy drivers in both England such as, Healthy Lives, Healthy People: Our strategy for public health in England (DoH, Nov 2010) and in Wales, for example Physical Activity Roles and Responsibilities Framework (WAG, 2010) and Creating An Active Wales (WAG, Dec 2009). These documents outline how physical activity is vital to health, well-being and the economy and as a consequence demonstrate that there will be continued investment in this area as the emphasis moves to rely more heavily on prevention rather than cure. Since 'Physical activity' continues to be one of the main exit routes for BSc Sport and Exercise Science students it is important to ensure that the students understand the current policies, practices and research in this area.

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.

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

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

The BSc (Hons) Sport and Exercise Sciences 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., sport and exercise science postgraduate study, BASES Supervised Experience, work in elite sport or in a health environment.

Students will study, as core, the disciplines of physiology and psychology in levels 4, 5 and 6. 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 in various roles as applied practitioners within Sports Science (EIS, 2011). In particular students hone their skills in the 'Working in Sport or Exercise Environment' module, where they will engage with a sport organisation (eg, semi-professional football team, or local running club) or an exercise environment (eg fitness centre etc) and complete a needs analysis of that organisation. Also, in the inter-disciplinary modules (e.g. Physical Activity or Sports Practice 2) students are required to 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 Union Club. A growing number of Sport and Exercise Science graduates are seeking careers in the teaching of Physical Education (PE) in both primary and secondary schools, via a one-year PGCE (Postgraduate Certificate in Education) course which qualifies them to teach. The 'An insight into Physical Education in Schools' module affords students the opportunity to gain vital skills that will be required for this career destination.

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 with research at a postgraduate level. In this module students will choose an appropriate topic for research, review the research in that area (creating a rationale for conducting the research), collect data using appropriate methods, conduct an analysis of data, interpret the findings in the context of existing literature, make suggestions for future research in that area, and, finally, write up their research in an appropriate format for the discipline area and topic.

The programme has been structured to share modules with the BSc (Hons) Sport Coaching. 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 full time delivery plan is shown in matrix 2. The degree is also offered as a part-time route (Matrix 3) and has been devised to be completed in 6 years.

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

Matrix 1: BSc (Hons) Sport and Exercise Sciences Module Map

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]	An Introduction to the Analysis of Sports Performance [20 credits]	Sport Practice 1 [20 credits]
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Level 5

← Choose 2 from 3 →						
Research Methods [20 credits]	Assessment of Sport and Exercise Physiology [20 credits]	Applied Sports and Psychology 2 [20 credits]	Physical Activity and Health [20 credits]	Principles of Analysing Sport Performance [20 credits]	Sports Practice 2 [20 credits]	An Insight into Physical Education in Schools [20 credits]

Level 6

← Choose 2 from 4 →						
Independent Study [40 credits]	Sport and Exercise Physiology in an Applied Setting [20 credits]	Applied Sport and Exercise Psychology 3 [20 credits]	Physical Activity, Health and Disease [20 credits]	Notation Analysis of Sport [20 credits]	Applied Technique Analysis [20 credits]	Working in the Sport or Exercise Environment [20 credits]

Shading indicates a core module.

Matrix 2: BSc (Hons) Sport and Exercise Sciences Full-time Module Delivery

	SEMESTER 1	SEMESTER 2
LEVEL 4 / YEAR 1	Physiological Foundations	
	Sports Coaching Pedagogy, Theory and Practice	
	An Introduction to the Analysis of Sport Performance	
	Study Skills	
	Sport Practice 1	
	Sport and Exercise Psychology 1	
LEVEL 5 / YEAR 2	Research Methods	
	Assessment of Sport and Exercise Physiology	
	Physical Activity and Health	
	Applied Sport and Exercise Psychology 2	
	Sports Practice 2	
	Principles of Analysing Sport Performance	
	An Insight into Physical Education in School	
LEVEL 6 / YEAR 3	Independent Study	
	Sport and Exercise Physiology in an Applied Setting	
	Applied Sport and Exercise Psychology 3	
	Working in the Sport or Exercise Environment	
	Notation Analysis of Sport	
	Applied Technique Analysis	
	Physical Activity, Health and Disease	

Matrix 3: BSc (Hons) Sport and Exercise Sciences 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		An Introduction to the Analysis of Sport Performance	
	Study Skills		Sport and Exercise Psychology 1	
LEVEL 5	YEAR 3		YEAR 4	
	Research Methods		Principles of Analysing Sport Performance	
	Assessment of Sport and Exercise Physiology		Sports Practice 2	
	Applied Sport and Exercise Psychology 2		Physical Activity and Health	
			An Insight into Physical Education in School	
LEVEL 6	YEAR 5		YEAR 6	
	Sport and Exercise Physiology in an Applied Setting		Independent Study	
	Applied Sport and Exercise Psychology 3		Working in the Sport or Exercise Environment	
	Physical Activity, Health and Disease		Applied Technique Analysis	
	Notation Analysis of Sport			

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:

A Knowledge

Students should be able to demonstrate:

- A2. An understanding of the need for both a multi- and inter-disciplinary approach to study, drawing, as appropriate, from research and professional contexts.
- A3. Their understanding of the subject through both academic and professional reflective practice.

B Intellectual Skills

Students should be able to:

- B5. Take responsibility for autonomous learning and continuing professional development.

C Subject Skills

Students should be able to:

- C1. Plan, design and execute practical activities using appropriate techniques and procedures.
- C4. Recognise and respond to appropriate moral, ethical issues and safety issues relevant to your degree.

D Transferable/key 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.
- D5. Demonstrate an ability to plan and effectively manage the learning environment.

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

A Knowledge

Students should be able to demonstrate:

- A2. An understanding of the need for both a multi- and inter-disciplinary approach to study, drawing, as appropriate, from research and professional contexts.
- A3. Their understanding of the subject through both academic and professional reflective practice.
- A4. An acquisition, interpretation and analysis of information and experience relevant to sport and exercise sciences through research and problem-solving activities, within both an academic and vocational context.
- A6. An understanding of the philosophical basis of scientific paradigms.

B Intellectual Skills

Students should be able to:

- B1. Demonstrate evidence of competence in the scientific methods of enquiry, interpretation and analysis of relevant data and appropriate technologies.
- B2. Question ideas, concepts and models in order to fully understand and apply them.
- B5. Take responsibility for autonomous learning and continuing professional development.

C Subject Skills

Students should be able to:

- C1. Plan, design and execute practical activities using appropriate techniques and procedures.
- C2. Undertake field and laboratory work with due regard for risk assessment, and health and safety.
- C4. Recognise and respond to appropriate moral, ethical issues and safety issues relevant to your degree.
- C5. Utilise a range of techniques for analysis and interpretation of human performance.

D Transferable/key 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.
- D4. Use information technology effectively and appropriately
- D5. Demonstrate an ability to plan and effectively manage the learning environment.
- D6. Work in a practical and laboratory environment, conducting investigations in a safe manner.

On completion of an Ordinary Degree (BSc Sport and Exercise Sciences 300 credits) students will be able to:

A Knowledge

Students should be able to demonstrate:

- A1. A critical understanding of the development of knowledge within the area of sport and exercise sciences (sport and exercise physiology, sport and exercise psychology, coaching, practical sport, physical activity, exercise and health promotion).
- A2. An understanding of the need for both a multi- and inter-disciplinary approach to study, drawing, as appropriate, from research and professional contexts.
- A3. Their understanding of the subject through both academic and professional reflective practice.
- A4. An acquisition, interpretation and analysis of information and experience relevant to sport and exercise sciences through research and problem-solving activities, within both an academic and vocational context.
- A5. An understanding and critical awareness of the moral, ethical, environmental, and vocational implications within the areas relevant to sport and exercise sciences.
- A6. An understanding of the philosophical basis of scientific paradigms.

B Intellectual Skills

Students should be able to:

- B1. Demonstrate evidence of competence in the scientific methods of enquiry, interpretation and analysis of relevant data and appropriate technologies.
- B2. Question ideas, concepts and models in order to fully understand and apply them.
- B3. Be critical, analytical, and innovative in thinking and practice.
- B4. Apply theoretical models to relevant real world sport and exercise related phenomena, and evaluate their application and value.
- B5. Take responsibility for autonomous learning and continuing professional development.

C Subject Skills

Students should be able to:

- C1. Plan, design and execute practical activities using appropriate techniques and procedures.
- C2. Undertake field and laboratory work with due regard for risk assessment, and health

and safety.

- C4. Recognise and respond to appropriate moral, ethical issues and safety issues relevant to your degree.
- C5. Utilise a range of techniques for analysis and interpretation of human performance.

D Transferable/key 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. Utilise self reflection, evaluation and appraisal.
- D4. Use information technology effectively and appropriately
- D5. Demonstrate an ability to plan and effectively manage the learning environment.
- D6. Work in a practical and laboratory environment, conducting investigations in a safe manner.

On completion of Level Six (BSc (Hons) Sport and Exercise Sciences) students will be able to:

A Knowledge

Students should be able to demonstrate:

- A1. A critical understanding of the development of knowledge within the area of sport and exercise sciences (sport and exercise physiology, sport and exercise psychology, coaching, practical sport, physical activity, exercise and health promotion).
- A2. An understanding of the need for both a multi- and inter-disciplinary approach to study, drawing, as appropriate, from research and professional contexts.
- A3. Their understanding of the subject through both academic and professional reflective practice.
- A4. An acquisition, interpretation and analysis of information and experience relevant to sport and exercise sciences through research and problem-solving activities, within both an academic and vocational context.
- A5. An understanding and critical awareness of the moral, ethical, environmental, and vocational implications within the areas relevant to sport and exercise sciences.
- A6. An understanding of the philosophical basis of scientific paradigms.

B Intellectual Skills

Students should be able to:

- B1. Demonstrate evidence of competence in the scientific methods of enquiry, interpretation and analysis of relevant data and appropriate technologies.
- B2. Question ideas, concepts and models in order to fully understand and apply them.
- B3. Be critical, analytical, and innovative in thinking and practice.
- B4. Apply theoretical models to relevant real world sport and exercise related phenomena, and evaluate their application and value.
- B5. Take responsibility for autonomous learning and continuing professional development.

C Subject Skills

Students should be able to:

- C1. Plan, design and execute practical activities using appropriate techniques and procedures.
- C2. Undertake field and laboratory work with due regard for risk assessment, and health and safety.
- C3. Plan, design, and execute sustained piece of independent intellectual work, then communicate it through an appropriate media.
- C4. Recognise and respond to appropriate moral, ethical issues and safety issues

relevant to your degree.

C5. Utilise a range of techniques for analysis and interpretation of human performance.

D Transferable/key 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. Utilise self reflection, evaluation and appraisal.
- D4. Use information technology effectively and appropriately
- D5. Demonstrate an ability to plan and effectively manage the learning environment.
- D6. Work in a practical and laboratory environment, conducting investigations in a safe manner.

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

			Knowledge						Intellectual Skills					Practical Skills					Transferable / key skills					
	<i>Module Title</i>	<i>Core/ Opt</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>A5</i>	<i>A6</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>B5</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>C5</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	<i>D5</i>	<i>D6</i>
Level 4	Study Skills	C		✓	✓								✓	✓					✓	✓			✓	
	Physiological Foundations	C		✓	✓								✓	✓					✓	✓			✓	
	Sport and Exercise Psychology 1	C			✓								✓						✓	✓			✓	
	Sports Coaching Pedagogy, Theory and Practice	C		✓	✓								✓	✓			✓		✓	✓			✓	
	An Intro the Analysis of Sport 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				✓		✓					✓	✓			✓	✓	✓	✓			✓	✓
	Physical Activity and Health	C		✓		✓			✓	✓			✓	✓	✓		✓	✓	✓	✓			✓	✓
	Principles of Analysing Sport Performance	O		✓	✓	✓			✓				✓	✓			✓	✓	✓	✓			✓	✓
	Sports Practice 2	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 the identification and solving of problems given during tutorial and practical time. However, in level 5 the students will still receive a high level of direction in problem identification but there will be a greater emphasis on student-led problem and solution. Finally, in level 6 the students will receive less direction (reflected in the reduced contact time – see module specifications) in identifying the key aspects of presented problems and will be encouraged to develop their own solutions to these problems. 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.

There will be opportunities for students to work alongside the Department's Sports Science Support Unit. Student involvement with the Unit creates a unique opportunity for them to work directly with (albeit under close supervision from a member of SES staff), or engage in observation work with elite and sub-elite athletes from a range of team and individual sports. One example of this is the physiological support provided to the Crusaders Rugby League team. As part of the physiology module all the level 5 students undertook a series of cardiovascular, strength, power and flexibility tests on the players. The students worked in groups of 3 and were responsible for measuring the various components of fitness on a specific player. The pre-season testing acted as formative assessment in preparation for the summative assessment which was conducted on the players at the start of the season. This ensures we can deliver on our philosophy of 'learning through hands on experience' or 'relating theory to practice'. This opportunity to become involved with the testing of elite and sub-elite athletes again enhances valuable practical experience alongside academic knowledge, which employers desire; few Sport and Exercise Science departments in the

UK facilitate such contact and experience for undergraduate students. Additionally, through SES staff providing the support work for the athletes, we incorporate real-life case studies into our teaching and assessment.

This 'hands on' approach also extends to getting students involved in ongoing project work. They will, for example, be given the opportunity to get involved in a research project evaluating physical activity and 'play' in a Play Project funded by the Big Lottery Fund and run in conjunction with Conwy, Gwynedd and Ynys Môn County Borough Councils. The research is also being disseminated to all students through the curriculum. To illustrate, a session was recently run in Essential Academic Skills for Studying Sport and Exercise on research design, where the students had to design a study to test the effects of an intervention on a variable. The F Factor (A partnership between Denbighshire County Council and Glyndŵr University funded by the Big Lottery to test the health and fitness of Denbighshire school children aged 7-12 years) strength and conditioning intervention study was used as a case study. As the research progresses, the challenges the research team face, the findings from the project and the process of disseminating the research findings to various stakeholders will be integrated in the curriculum through various modules in this way. The involvement of the SES team in this and future research into sport, exercise and health has also helped inform this proposed programme.

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, 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 the 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 specialisms. For example, 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 BPS and BASES Accredited Sport & Exercise Psychologist (renewed March 2011) 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 (Pam Richards), attended BASES workshops on working as applied practitioners (Duncan Mascarenhas, Colin Hill and Tim Donovan) and attended various meetings and workshops linked with the physical activity and health agenda e.g. the F Factor project (a research study for Denbighshire County Council; Dr Sue Taylor) and Conwy Play Project.

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

Assessment has several functions:

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

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.

The team subscribe to the notion that in order to encourage reflective practice, students should have the opportunity to improve whether that is via formative assessment or from on coursework to the next. 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 variety of ways. For instance, in the module, 'Assessment of sport and exercise physiology', students may undertake physiological assessment on athletes before and after pre-season training, the first assessment will be formative 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 'Sport & Exercise Psychology', students are regularly asked to provide feedback to the tutor on their knowledge and understanding. Usually, this is a simple 3 question set asking:

- What have you learned?
- What have you heard but not understood?
- What would you like more of?

Responses to these questions are then used to guide the delivery of subsequent sessions on the topic being covered.

In level 4 the study skills module 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 Glyndŵr 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 2: Mapping module assessments

		Analytical Report	Case Study	Independent Study	Ethics proposal	Essay	In-class Test	Journal Article	Lab/Coach Report	Literature Review	MCQ Exam	Presentation	Portfolio	Poster Presentation	Practical Assessment	Reflection	Seminar	Viva	Spot Test
Level 4	Study Skills												✓	✓					
	Physiological Foundations								✓										✓
	Sport and Exercise Psychology 1												✓						
	Sports Coaching Pedagogy, Theory and Practice					✓			✓										
	Intro to the Analysis of Sports Performance						✓						✓						
	Sports Practice 1		✓																
Level 5	Research Methods				✓														
	Assessment of Sport and Exercise Physiology								✓						✓				
	Applied Sport and Exercise Psychology 2																✓		
	Physical Activity and Health								✓										
	Principles of Analysing Sport Performance					✓								✓					
	Sports Practice 2		✓												✓				
	An Insight into Physical Education in Schools											✓							

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 Semester 1	Study Skills Portfolio
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	Study Skills Portfolio An Intro of Performance Analysis In class test a
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
25	16-Jan-12	An Intro of Performance Analysis 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	An Intro to Performance Analysis 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 Essay
39	23-Apr-12	Physiological Foundations Spot Test
40	30-Apr-12	
41	07-May-12	Sport & Exercise Psychology 1 Portfolio
42	14-May-12	
43	21-May-12	Study Skills Portfolio Sports Practice 1 Case Study
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	enrolment and induction
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
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	
25	16-Jan-12	Principles of Analysing Sport Performance Case Study
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	

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	Research Methods Ethics Proposal Assessment of Sport and Exercise Physiology Practical
39	23-Apr-12	Physical Activity and Health Report
40	30-Apr-12	
41	07-May-12	Applied Sport and Exercise Psychology 2 Seminar
42	14-May-12	An Insight into Physical Education in Schools Presentation
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	

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

Wk No.	Date	
9	26-Sep-11	enrolment and induction
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	Sport and Exercise Physiology in an Applied Setting Case Study
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	
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	

Wk No.	Date	
35	26-Mar-12	Applied Technique Analysis Analytical 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	Sport and Exercise Physiology in an Applied Setting Practical
41	07-May-12	
42	14-May-12	Applied Sport and Exercise Psychology 3 Case Study
43	21-May-12	Physical Activity, Health and Disease Presentation
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 Academic Area of Sport and Exercise Sciences, which is part of the Institute for Health, Medical Sciences & Society.

The SES Team

The Programme Leader (Dr Sue Taylor) 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:

Dr Sue Taylor (Physiology / Physical Activity)

Programme Team:

Dr Tim Donovan (Physiology / Technique Analysis)

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

Colin Hill (Psychology / Sports Practice)

Jonathan Hughes (Coaching)

Karen Rhys Jones (PE)

Dr Duncan Mascarenhas (Psychology / Sports Practice)

Pam Richards (Coaching / Performance Analysis)

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 meeting.

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). 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 programme team. 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 will engage with PDP as part of their Study Skills module. The PDP allows the student to identify their own strengths and weaknesses in their learning and develop an action plan to address the weaknesses and build on the strengths. At level 5 the emphasis is 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 (where possible), 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.