

OFFICE USE ONLY	
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PART TWO PROGRAMME SPECIFICATION

MRes Sport, Exercise and Health Science (Coaching)
MRes Sport, Exercise and Health Science (Psychology)
MRes Sport, Exercise and Health Science (Physiology)
MRes Sport, Exercise and Health Science (Performance Analysis)

- 1 **Awarding body**
Glyndwr University
- 2 **Programme delivered by**
Glyndwr University
- 3 **Location of delivery**
Plas Coch campus and Colliers Park
- 4 **Faculty/Department**
Faculty of Social and Life Sciences, Sport Science Dept
- 5 **Exit awards available**
PG certificate Sport, Exercise and Health Science
- 6 **Professional, Statutory or Regulatory Body (PSRB) accreditation**
No accreditation but we would like the University to become an affiliate member of British Association of Sport and Exercise Science (BASES).
- 7 **Accreditation available**
None
- 8 **Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)**

9 **JACS3 / HECoS codes**

C600/100433

10 **UCAS code**

N/A

11 **Relevant QAA subject benchmark statement/s**

- *The student conducts a research project through independent study*
- *They include research methods training, which may be provided through taught content modules*
- *Assessment is specific to the individual and usually required a dissertation or thesis or other output such as an artefact, performance or musical composition. The thesis is commonly defended in an oral examination. Where students must successfully complete taught modules are part of a research master's degree, the assessment of those components may be separate from the overall assessment.*
- *The programme fits with the description of a research master's degree in the quality code, chapter B11: Research degrees.*

Summary of MRes degree title:

- *The master of research is a specialised or advanced study of master's degree during which the student develops a deeper understanding of the core principles of research as well as the ability to conduct research. It is different from the masters by research because the focus is on learning about research itself rather than studying a particular subject through research; programmes are usually oriented around structured learning.*

Programmes broadly concerned with Sport

3.18 Sport is one of the largest areas of academic interest across the UK, with a broad-based body of knowledge and an increasing interest in the development of new knowledge. Programmes of study with sport in the title broadly reference the Council of Europe definition: 'Sport means all forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels'.¹⁰ This can be taken to include competitive sport, outdoor pursuits, aesthetic movement and conditioning. However, higher education programmes which study sport are likely to include health, fitness, injury prevention, diagnosis and treatment, coaching, physical activity and exercise, and may cover the social, cultural, scientific and management aspects of sport independently or in combination, encompassing the widest possible range of concepts.

3.19 Degree programmes in sport are now commonplace across the UK, providing a credible and valid academic pursuit for those students interested in a wide range of career options, with students gaining transferable skills relevant to many employment routes. Employment in sport, leisure, tourism, management, education, research and health are common graduate pathways for students completing these courses, as well as other wider career destinations. Many students go onto postgraduate qualifications to further enhance their employability or to pursue a particular career such as teaching.

3.20 Because sport is such a substantial academic area, considerable differences in the emphasis in content and approach to learning have arisen across the sector. Programmes

¹⁰ Council of Europe, available at: www.coe.int/t/dg4/epas/resources/charter_en.asp.

may focus on specific aspects of the subject area or may take a multidisciplinary or interdisciplinary approach, covering conceptual and contextual frameworks. The design of programmes, including the selection of learning outcomes, subject content and experiential learning reflect the focus chosen. Programmes generally cover at least one of the following five areas, and often more than one:

- human responses and adaptations to sport and exercise
- the performance of sport and exercise and its enhancement, monitoring and analysis
- health-related and disease management aspects of exercise and physical activity
- historical, social, political, economic and cultural diffusion, distribution and impact of sport
- policy, planning, management and delivery of sporting opportunities.

Programmes also enable students to explore career development and learning opportunities in the sport sector.

3.21 Curriculum content may include human anatomy and physiology, kinesiology, human growth and development, health and fitness, exercise physiology, exercise science, exercise psychology, physical activity, sport biomechanics, sport nutrition, physical education, motor learning, training theory, skill acquisition, coaching process, performance analysis, sport injuries, sport rehabilitation and therapy; sport psychology, sport strategy, sport technology, sport sociology, Olympic studies, sport economics, sport politics, sport history, sport philosophy, social and cultural issues, sport for different populations and for individuals with particular needs, sport law, sport ethics, sport development, sport management, sport development, and sport marketing.

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

N/A

13 Mode of study

Full & part time

14 Normal length of study for each mode of study

Note that students are not eligible for funding for a postgraduate qualification if the duration of the part time route is more than double the duration of the full time route.

1 year full time, 2 years part time

15 Language of study

English

16 Criteria for admission to the programme

Standard entry criteria

The entry requirements for this programme are 2:1 or above in any undergraduate degree, a 2:2 will be considered by individual application only and will be subject to an interview process and completion of a short bridging module (Preparing for Academic Success).

Applications are welcome from all backgrounds. If the undergraduate degree was not achieved in a sport discipline, the applicant will be subject to an interview. Applicants must also have achieved a 2:1 grade in their undergraduate dissertation/project. If applicants have been out of education for more than five

years, they are required to complete a short bridging module (Preparing for Academic Success).

Entry requirements are in accordance with the University's admissions policy <https://www.glyndwr.ac.uk/en/media/FINAL%20ADMISSIONS%20POLICY%20202017.pdf>

The University's entry requirements are set out at <http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCASstariffchange2017/>

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

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

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

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

DBS Requirements

No formal DBS is required unless students are working with vulnerable individuals in which a DBS will be required, and the Faculty will pay for this as per current practice.

Students will be asked to consider their placement opportunity at the start of the programme to allow consideration and time for any DBS application to be complete in time for when the placement and/or their data collection for their Major Independent Study module is due to start.

Non-standard entry criteria and programme specific requirements

N/A

18 Recognition of Prior (Experiential) Learning

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

Programme specific restrictions

RPL is not permitted against the 120 credit independent study module

19 Aims of the programme

The programme aims to support students:

- To develop a systematic and critical knowledge and understanding of an aspect of their particular field of study.
- To develop sound knowledge of research philosophies, paradigms and theoretical perspectives in particular areas.
- To advance their critical awareness of current problems, gaining new insights at the forefront of their particular field of study.
- To generate new knowledge and develop their particular field of study.

20 Distinctive features of the programme

- Committed programme team that engage in research and consultancy
- Offers a unique bespoke curriculum
- Provides opportunities to specialise in a specific research area
- Added value of opportunities to gain applied experience

The proposed MRes in Sport, Exercise and Health Science with specialism offers a bespoke approach to enhancing and developing knowledge as part of each individual student's own professional development within a subject related context. The student can specialise in the following subjects having completed their Major Independent Study and Negotiated Learning module in such an area of specialism, this will be stipulated on the degree certificate and students will be asked to complete a submission sheet outlining their specialism when they submit work in those two modules, the specialisms are:

(Coaching)
(Psychology)
(Physiology)
(Performance Analysis)

The degree has been written to be both vocationally relevant and academically rigorous but is specifically designed to offer candidates a unique opportunity to develop an "applied" perspective to research. Furthermore, the location of Glyndŵr University offers a potential link to key stakeholders within professional organisations in both Wales and England.

21 Programme structure narrative

The MRes programme consists of:

1 120 credit (Major Independent Study) with a total of 47 hours contact time. The Major Independent Study module is designed to enhance the student's existing

knowledge and understanding by offering a one-year full time/two-year part-time supervision to support them in their chosen field of study. Some of this module will be taught i.e. during the first few weeks of semester one where a proposal presentation will be delivered by the student.

1 30 credit (Advanced Research Methods module) with a total of 30 hours contact time. The Advanced Research Methods module is the main taught element. This will allow the student to gain advanced skills and knowledge in research design, methodology and analysis of data.

1 30 credit (Negotiated Learning Module) with a total of 25 hours contact time. The area of student's interest and field of study will be negotiated with a supervisor from the programme team. There will only be one formal taught lecture (an introduction) where the students will be introduced to the team and their subject disciplines. The student (depending on their field of interest) will be required to attend another taught practical/seminar session where they will engage in a variety of skills-based learning practical activities in order to deem them competent in their academic chosen field of study. For example, the student will need to demonstrate their ability to work independently in a variety of physiological testing methods if they are choosing to specialise in the area of physiology.

The student will then work closely with that member of staff in their chosen discipline and will be expected to engage in 10 hours of meetings in which the student will be expected to meet with their supervisor once a month until completion of the module. The student will also complete an applied placement (10 hours) in which students will complete a piece of coursework on bridging the gap between research in applied practice, critically reflecting on their experience on working in an applied setting.

The figure below outlines the programme structure. Timetabling of the taught parts of the programme will be provided on enrolment, this includes the Advanced Research Methods, Negotiated Learning Module and Major Independent Study modules. During induction week, students will be allocated a personal tutor. Students are asked within induction week, after meeting with staff, to start thinking about their chosen field of specialism. Students will be required, after the first two weeks of lectures, to contact a member of staff to agree a learning contract with regards to their Negotiated Learning Module upon which the practical academic skills can then be scheduled and timetabled. They must also start to make arrangements with the same member of staff for their Major Independent Study topic. Every student must submit their Major Independent Study and Negotiated Learning Module in the same subject discipline in order to be deemed a specialist in that area. Students will be expected to work closely with the same member of staff (supervisor for both the taught modules) over the course of their studies.

Exit Routes

Students who have enrolled on the MRes, but who do not wish to or cannot continue, may choose to exit with the Postgraduate Certificate in Sport, Exercise and Health Science if they have successfully completed the two 30 credit taught modules and have achieved 60 credits. The students would need to successfully achieve 180

credits at level 7 in order to achieve the MRes award. Only the MRes award will have the bracketed specialism added.

22 Programme structure diagram

Full Time Delivery

Level 7						
Semester 1	Mod title	Advanced Research Methods	Mod title	Negotiated Learning Module	Mod title	Major Independent Study
	Module code	HSE709	Module code	HSE708	Module code	HSE707
	Credit value	30	Credit value	30	Credit value	120
	Core/Option	CORE	Core/Option	CORE	Core/Option	CORE
	Mod leader	Julian Ferrari	Mod leader	Jonathan Hughes	Mod leader	Chelsea Moore

Semester 2	Mod title	Advanced Research Methods	Mod title	Negotiated Learning Module	Mod title	Major Independent Study
	Module code	HSE709	Module code	HSE708	Module code	HSE707
	Credit value	30	Credit value	30	Credit value	120
	Core/Option	CORE	Core/Option	CORE	Core/Option	CORE
	Mod leader	Julian Ferrari	Mod leader	Jonathan Hughes	Mod leader	Chelsea Moore

Semester 3	Mod title	Major Independent Study	Mod title
	Module code	HSE707	Module code
	Credit value	120	Credit value
	Core/Option	CORE	Core/Option
	Mod leader	Chelsea Moore	Mod leader

The delivery of the Advanced Research Methods module will be across two semesters. Negotiated Learning Module will only consist of one formal lecture in semester one, the practical skills seminar sessions will be scheduled also in semester one but will not be formally timetabled until the students' areas of interest are gathered by the module leader. The provision of this module will continue into semester two where the coursework will be due. The Major Independent Study Module will be delivered in semester one but student contact time will remain across all three semesters, where they will be expected to liaise with their supervisor on a monthly basis. Students will submit four pieces of coursework as part of this module, all due for submission in all three semesters namely (CW1- semester one, CW2- semester two, CW3 and CW4- semester three).

**Part Time Delivery
Year One**

Level 7						
Semester 1	Mod title	Advanced Research Methods	Mod title	Negotiated Learning Module	Mod title	
	Module code	HSE709	Module code	HSE708	Module code	
	Credit value	30	Credit value	30	Credit value	
	Core/Option	CORE	Core/Option	CORE	Core/Option	
	Mod leader	Julian Ferarri	Mod leader	Jonathan Hughes	Mod leader	

Semester 2	Mod title	Advanced Research Methods	Mod title	Negotiated Learning Module	Mod title	
	Module code	HSE709	Module code	HSE708	Module code	
	Credit value	30	Credit value	30	Credit value	
	Core/Option	CORE	Core/Option	CORE	Core/Option	
	Mod leader	Julian Ferrari	Mod leader	Jonathan Hughes	Mod leader	

Year Two

Level 7						
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Semester 1	Mod title	Major Independent Study			Mod title	
	Module code	HSE707			Module code	
	Credit value	120			Credit value	
	Core/Option	CORE			Core/Option	
	Mod leader	Chelsea Moore			Mod leader	

Level 7						
Semester 2	Mod title	Major Independent Study			Mod title	
	Module code	HSE707			Module code	
	Credit value	120			Credit value	
	Core/Option	CORE			Core/Option	
	Mod leader	Chelsea Moore			Mod leader	

Level 7						
Semester 3	Mod title	Major Independent Study			Mod title	
	Module code	HSE707			Module code	
	Credit value	120			Credit value	
	Core/Option	CORE			Core/Option	
	Mod leader	Chelsea Moore			Mod leader	

22 Intended learning outcomes of the programme

On completion of the programme students will be able to:

Knowledge and understanding	
A1	Theoretical knowledge on the principles of research
A2	Demonstrate an advanced knowledge and understanding on the application of research in practice
A3	Demonstrate advanced knowledge and understanding of the ethical and methodological considerations of undertaking independent research
A4	Theoretical knowledge on advanced research methods including analysis in both qualitative and quantitative fields
Intellectual skills	
B1	Display an ability to critique research and create new and novel ideas in application
B2	Demonstrate an ability to analyse data and understand its meaning in application
B3	Develop skills and experience in review and criticality
B4	Develop advanced skills in critique of varying methods used within research
Subject skills	
C1	Develop enhanced data collection methods and analysis
C2	Build a greater understanding of the skills needed to ensure validity and reliability of data
C3	Understand and design research that can influence current practice
C4	Develop advanced skills in undertaking research that can potentially inform practice
Practical, professional and employability skills	
D1	Develop advanced innovative ideas and techniques to manage time effectively
D2	Develop advanced oral and written communication skills that are suitable to pitch ideas
D3	Develop advanced quantitative and qualitative methods of analysis
D4	Demonstrate the ability to work collaboratively

23 Curriculum matrix

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

For successful completion of PG Certificate, students will achieve the following learning outcomes from the two taught modules: A1, A2 A4, B1, B2, B3, B4, C2, C3, D3, D4

For successful completion of MRes, students will achieve all the following learning outcomes as shown in the table below.

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>
Level 7	<i>Advanced Research Methods</i>	Core	■	□	□	■	□	□	□	■	□	■	□	□	□	□	■	□
	<i>Negotiated Learning Module</i>	Core	□	■	□	□	■	□	■	□	□	□	■	□	□	□	□	■
	<i>Major Independent Study</i>	Core	□	□	■	□	□	■	□	□	■	□	□	■	■	■	□	□

24 Learning and teaching strategy

The adopted learning and teaching philosophy will be in line with the University's framework - the focus will be on learning 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 theoretical propositions and to help the student develop transferable intellectual skills such as; 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 in their field.

To achieve the overall aims of the learning and teaching strategy, the programme team have attempted to ensure that the methods employed across the programme place a continuing emphasis on student-centred learning. To that end, the learning and teaching strategy adopted on the taught modules is influenced by adult based learning pedagogy, and thus is interactive to enable students to develop their critical thinking and skills of critical awareness. The modular elements of the programme will be studied within the traditional academic year semesters 1 (wk 1-20) and 2 (wk 21-43) however, as the programme will run over the summer months, an extended semester (wks 44-60) are included as part of the programme as it is intended during semester three, full-time students will be completing their Major Independent Study. All modules are delivered by academics, drawn primarily from the core team, and as mentioned above is underpinned by an active research environment.

Students will agree with their personal tutor their individual learning needs and will work closely together to identify what interests the student has and how these can be developed to aid the student with employability after completion of their programme. A key feature of the programme is its 'applied ethos'; the ability of students to 'do' is paramount to the success of this programme. This 'hands on' approach also extends to getting students involved in ongoing research.

A variety of interactive learning tools will be offered such as on-line learning environments, via Moodle, for on-line discussions and 'blogs' will be available. This could include a specific programme 'blog', to which both staff and students can contribute. All students will have access to IT suites, computer/statistical software, simulation suites and continuous face to face support from academic staff. A wide variety of learning and teaching methods will be used, including lectures, seminars, laboratory sessions and presentations.

The current programme is in line with current Level 7 descriptors outlined in the FHEQ (2014) across all three modules which all aim to increase a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, their academic discipline, field of study or area of professional practice. The QAA characteristics statement for master's degrees' state that learning and teaching methods should be diverse and that students may attend the majority of structured learning about subjects such as research methods whereby students study a particular subject through research. Knowledge and understanding within the intended learning outcomes are met primarily through the Advanced Research Methods module which is the highest taught contact time of the modules. This will primarily be delivered through lectures and seminars and teaching methods will be supported with directed study tasks.

Intellectual skills will be practised and demonstrated through the Negotiated Learning Module where an active independent learning process is proposed and will be primarily delivered through a variety of meetings between the student and their module supervisor. Subject specific skills will be enhanced through all modules where students will demonstrate a deeper, advanced understanding of their specific subject area. Practical, professional and employability skills will be met via all modules with students demonstrating time management, independent working and written and oral communication skills. All skills will be further enhanced and practiced within the Major Independent Study module.

As advanced scholar's students will be expected to critically review and reflect upon their own work and learning journey. This will be pursued independently and discussed in tutorials with their personal tutor. Clearly the ability to research within a specialist area depends upon a wide variety of skills and the use of reflective practice, the programme is designed to enhance those skills. Individuals will be required to critically reflect on their practice with a view to more fully integrating theory with that practice and to enhance their professional capability. Equally, it is expected that students and staff will collaborate in joint publications and conference presentations. The aim is that this programme can create opportunities for students to work directly with academics in an active research environment.

25 Work based/placement learning statement

Students are required to complete 10 hours of placement as part of their Negotiated Learning Module in order to successfully pass the module. The placement form will be negotiated by the student to their module supervisor and the module leader and must fit with their chosen specialism i.e. (Coaching, Psychology, Physiology and Performance Analysis). The student will be expected to arrange their own placement by the end of semester one and a learning contract will be drawn between the student and module supervisor to ensure the intended learning outcomes of the module can be met and the student has found an appropriate placement. The intended learning outcomes are as follows:

- Critically evaluate contemporary theories, research and/or evidence from their particular area of practice / field of study.
- To demonstrate and critically evaluate professional and /or academic competencies as an individual.
- To demonstrate a critical awareness of ethical issues in the chosen area of investigation.
- To demonstrate the ability to critically reflect on practice within an applied setting

Students must complete a piece of coursework and reflective log based around research in an applied setting and their experience of working in employment in their specialist area.

The module supervisor will contact the student whilst on placement to ensure the student is supported and the employer is satisfied with the student's conduct. Further details on this will be found in the programme handbook.

26 Welsh medium provision

Students are entitled to submit assessments in the medium of Welsh. Students will have the opportunity to seek placement hours in a Welsh speaking environment.

27 Assessment strategy

A variety of assessment strategies have been proposed to support the justified learning outcomes of the programme and to be in line with the University's learning and teaching framework.

Advanced Research Methods: An exam and essay have been proposed to assess knowledge and subject skills outlined in the matrix. As we are aiming to enhance students' knowledge on research methods, and a variety of assessments are intended to meet the needs of a range of students, the inclusion of the examination is key.

Negotiated Learning Module: The applied practice hours and subject area are negotiated but the proposed assessment of coursework is also flexible with the student proposing their own assessment to an extent. This has to be in the form of a written piece of work ie: essay or report or a presentation.

Major Independent Study: This module consists of four individual assessments: research proposal presentation, written literature review, Dissertation written in a journal format and a presentation. Students will also be required to submit ethics alongside their proposal presentation which will be provisionally signed off by the module leader and module supervisor before going to the ethics committee for approval.

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
Advanced Research Methods	Essay 50% Exam 25% Exam 25%	2500 words 1.5hours 1.5hours	Wk 25, sem 1 Wk 43, sem 2 WK 43, sem 2
Negotiated Learning Module	Coursework 80% Coursework 20%	4000 words 1000 words	Wk 39, sem 2 Wk 39 sem 2
Major Independent Study	Proposal Presentation 10% Literature Review 20% Dissertation 50% Presentation 20%	15 minutes 4000 words 8000 words 20 minutes	WK 17, sem 1 Wk 36 sem 2 Wk 60 sem 3 Wk 61, sem 3

28 Assessment regulations

University regulations for Masters of Research:

Students can trail one module only (30 credit module), students will be given one re-sit attempt for any failed modules, and if failed at second attempt will be withdrawn from the programme.

The PG Certificate exit award consists of the two 30 credit taught modules only.

Derogations

None

Non-credit bearing assessment

N/A

Borderline classifications (for undergraduate programmes only)

N/A

Restrictions for trailing modules (for taught masters programmes only)

N/A

29 Programme Management

Programme leader

Chelsea Moore

Module Leaders

Julian Ferrari

Jonathan Hughes

30 Quality Management

Students will have the opportunity to give feedback in student voice forums which occur twice per year, one in semester one and one in semester two. Module evaluations take place twice within a module (after the first three weeks and at the end of the last three weeks) where students have the opportunity to give feedback. The external examiner is in place to support, review and provide feedback on the programme and the assessment. The external examiner works with the programme team to review and discuss elements of the provision and assessment. The programme team also will meet bi monthly to discuss all elements of the programme including student feedback, modules, moderation and the overall running of the programme.

The programme will undergo annual monitoring processes which reflect and consider internal and external feedback and considers actions for the next academic year.

31 Research and scholarship activity

The whole programme is designed to enhance students' knowledge on research in practice, this aligns well with the programme team itself where staff research and scholarly activity will influence the provision. Students will be given research topics and ideas to undertake as part of their major independent study, it is hoped a collaborative environment will be created between the student and the supervisor, publishing of work will be emphasised to students.

32 Learning support

Institutional level support for students

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

- Library & IT Resources
- Inclusion Services
- Careers Centre
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

Faculty support for students

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

Programme specific support for students

Students will have access to the following resources whilst on the programme:

- SPSS software
- Books: see essential and other reading on module specifications
- Microsoft package
- NVivo
- Human Performance Laboratory (Plas Coch campus)
- Colliers Park (Gresford facility) use of teaching space and equipment within hours (9am-5pm)

33 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy

<https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/>

ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.