

Programme Specification

When printed this becomes an uncontrolled document.

PLEASE DO NOT ADD ANY PICTURES OR TABLES.

Please check the Programme Directory for the most up to date version:

[UG Programme Directory](#)

[PG Programme Directory](#)

Section 1 – regulatory details		
1.1	Awarding body	Wrexham University
1.2	Teaching institution	Wrexham University
1.3	Final award and programme title (Welsh and English)	BSc (Anrh) Hyfforddi: Chwaraeon a Ffitrwydd (Atodol) BSc (Hons): Sports Coaching and Fitness (Top Up)
1.4	Exit awards and titles	BSc (Ordinary) in Sports Coaching and Fitness
1.5	Credit requirements	BSc (Hons) in Sports Coaching and Fitness: 360 credits in total including a minimum of 120 credits at level 6 BSc (Ord) in Sports Coaching and Fitness: 300 credits in total, including 80 credits at level 6 (Exit Award)
1.6	Intake points	September
1.7	Mode of study	Full & part time
1.8	Length of delivery	Full Time: 1 year Part Time: 2 years
1.9	Location of delivery	Wrexham Colliers Park
1.10	Language of delivery	English
1.11	Faculty	Faculty of Social and Life Sciences (FSLs)
1.12	Subject area	Sport Science
1.13	HECoS Code	100095
1.14	Suitable for applicants requiring a Student Visa?	No
1.15	Is DBS check required on entry?	Yes All applicants successful in being offered a place on the programmes will be subject to a satisfactory DBS clearance undertaken by Wrexham University. - Enhanced Check for Child Workforce - Enhanced Check for Adult Workforce

Section 1 – regulatory details		
1.16	Professional, Statutory or Regulatory Body (PSRB) accreditation	N/A
1.17	Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.
1.18	External reference points	The BSc to the Subject Benchmark Statement for Events, Hospitality, Leisure Sport and Tourism (November 2019).
1.19	Derogation to Academic Regulations	N/A
1.20	Foundation Year route	N/A
1.21	Placement / Work based learning	Compulsory Work Placement – mandatory placement embedded within the programme. This must be completed to pass the module.
1.22	Length and level of the placement	SPT632 Reflective Practitioner Special Topic (120 hours)
1.23	Collaborative arrangement	N/A

Section 2 – programme details	
2.1 Aims of the programme	
To support the transition to a BSc and in line with the QAA Foundation Degree characteristics statement (2020) and in line with the Subject Benchmark Statement Leisure Sport and Tourism (2019), we also aim to: • Demonstrate competency with a wide range of Coaching Pedagogy theories and principles, as well as an awareness of the current boundaries of theory and applied knowledge. • Understand the provisional nature of researched information and evaluate the implication of the contested and transient nature of such material. • Address issues through the collection, collation, analysis and evaluation of appropriate qualitative and quantitative information and using it to formulate solutions. • Plan and execute research or development work and evaluate the outcomes and draw logical conclusions. • Demonstrate awareness of legal, moral, ethical and social issues relevant to the Coaching sector. The programmes support the four strategy domains of teaching, research, engagement and structure. There is a balance of both new and current modules that are being designed in line with teaching that is relevant to the workplace. Campus 2025 aims to develop a student centred, modern learning environment that places the university at the heart of the local community in line with ongoing plans to improve the Wrexham Universities campus. Given our location within NE Wales and the ‘natural environment’ on our doorstep, our programmes offer students an opportunity to explore areas within sport, exercise and fitness that reach far beyond the realms of traditional settings. Students would develop coaching and leadership skills alongside theoretical content to enhance future employment opportunities. Our ‘generic’ programme curriculum would provide students with the opportunity to investigate coaching science subject areas, alongside acquiring industry qualifications and vocational skills. These activities may include a broad range of formal and in-formal sports, e.g. invasion, target, and racket sports, athletics, aquatics, outdoor pursuits, fitness and conditioning, conducted within team and individual settings. In conclusion, our programmes have several USPs.	

2.1 Aims of the programme

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

2.2 Programme structure and diagram, including delivery schedule

Full-time Programme Structure

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
6	SPT631	Applied Professional Practice in Fitness & Conditioning	20	Core	1
6	SPT629	Independent Discovery	40	Core	1 & 2
6	SPT630	Analysing Performance for Improvement	20	Core	2
6	SPT632	Reflective Practitioner – Special Topic	40	Core	1 & 2

Part-time Programme Structure

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study (PT only)
6	SPT631	Applied Professional Practice in Fitness & Conditioning	20	Core	1	2
6	SPT629	Independent Discovery	40	Core	1 & 2	2
6	SPT630	Analysing Performance for Improvement	20	Core	2	1
6	SPT632	Reflective Practitioner – Special Topic	40	Core	1 & 2	1

2.3 Programme Learning Outcomes							
No.	Learning Outcome	K	I	S	P	Ordinary (L6)	Honours (L6)
1	On completion of level 6 students will be able to demonstrate an enhanced level of understanding of the need for both a multi-disciplinary and inter-disciplinary approach to study, critically drawing upon, as appropriate, from research and professional contexts.	☒	☐	☐	☐	☒	☒
2	On completion of level 6 students will be able to synthesise and critically analyse the knowledge acquired at level 5.	☒	☐	☐	☐	☒	☒
3	On completion of level 6 students will be able to critically interpret and analyse information relevant to sports coaching and the related disciplines through research and problem-solving activities, within both an academic and vocational context.	☒	☐	☐	☐	☒	☒
4	On completion of level 6 students will be able to display a critical understanding of the development of knowledge within the area of sports coaching and the related disciplines	☒	☐	☐	☐	☒	☒
5	On completion of level 6 students will have an understanding and critical awareness of the moral, ethical, environmental, and vocational implications within the areas relevant to sports coaching and the related disciplines.	☒	☐	☐	☐	☒	☒
6	On completion of level 6 students will have an understanding of the philosophical basis of scientific paradigms.	☒	☐	☐	☐	☒	☒
7	On completion of level 6 students will be able to take full responsibility for autonomous learning and continuing professional development.	☐	☒	☐	☐	☒	☒
8	On completion of level 6 students will be able to research and critically assess subject specific facts, theories, paradigms, principles and concepts.	☐	☒	☐	☐	☒	☒
9	On completion of level 6 students will be able to develop a reasoned argument, discriminate critically and challenge assumptions.	☐	☒	☐	☐	☒	☒
10	On completion of level 6 students will be able to apply theoretical models to relevant real-world sport related phenomena and evaluate their application and value.	☐	☒	☐	☐	☒	☒
11	On completion of level 6 students will be able to critically interpret data and text.	☐	☒	☐	☐	☒	☒
12	On completion of level 6 students will be able to critically assess, evaluate and analyse information.	☐	☒	☐	☐	☒	☒

2.3 Programme Learning Outcomes							
No.	Learning Outcome	K	I	S	P	Ordinary (L6)	Honours (L6)
13	On completion of level 6 students will be able to plan, design and execute practical activities and interventions using appropriate techniques and procedures.	☐	☐	☒	☐	☒	☒
14	On completion of level 6 students will be able to recognise and respond to appropriate moral, ethical and safety issues relevant to their degree.	☐	☐	☒	☐	☒	☒
15	On completion of level 6 students will be able to plan and undertake field and laboratory work with due regard for risk assessment and health and safety.	☐	☐	☒	☐	☒	☒
16	On completion of level 6 students will be able to utilise a range of techniques for analysis and interpretation of human performance.	☐	☐	☒	☐	☒	☒
17	On completion of level 6 students will be able to demonstrate the ability to work independently, co- operatively and critically in both written and practical areas of study.	☐	☐	☐	☒	☒	☒
18	On completion of level 6 students will be able to communicate effectively within context and to a range of audiences in written (online and text), graphical and verbal forms.	☐	☐	☐	☒	☒	☒
19	On completion of level 6 students will be able to demonstrate an ability to manage a responsible, adaptable and flexible approach to work and study and to be able to negotiate work objectives with professionals.	☐	☐	☐	☒	☒	☒
20	On completion of level 6 students will be able to work in a practical environment, planning and conducting investigations in a safe manner.	☐	☐	☐	☒	☒	☒
21	On completion of level 6 students will be able to utilise self- reflection, evaluation and appraisal.	☐	☐	☐	☒	☒	☒
22	On completion of level 6 students will be able to apply knowledge to solve familiar and unfamiliar performance or health problems, either independently or by working in collaboration with others, to achieve a social, health or sporting outcome.	☐	☐	☐	☒	☒	☒
23	On completion of level 6 students will be able to take full responsibility for autonomous learning and continuing professional development and be able to communicate this appropriately.	☐	☒	☐	☐	☐	☒
24	On completion of level 6 students will be able to research and critically assess subject specific facts, theories, paradigms, principles and concepts whilst reporting these appropriately.	☐	☒	☐	☐	☐	☒

2.3 Programme Learning Outcomes							
No.	Learning Outcome	K	I	S	P	Ordinary (L6)	Honours (L6)
25	On completion of level 6 students will be able to develop a reasoned argument, discriminate critically and challenge assumptions, reporting these effectively as appropriate.	☐	☒	☐	☐	☐	☒
26	On completion of level 6 students will be able to apply theoretical models to relevant real-world sport related phenomena and evaluate their application, value and seek opportunities for improvement.	☐	☒	☐	☐	☐	☒
27	On completion of level 6 students will be able to critically interpret and report data and text.	☐	☒	☐	☐	☐	☒
28	On completion of level 6 students will be able to critically assess, evaluate, analyse and report information.	☐	☒	☐	☐	☐	☒
29	On completion of level 6 students will be able to recognise and respond to appropriate moral, ethical and safety issues relevant to their degree. Alternatives approaches can be found.	☐	☐	☒	☐	☐	☒
30	On completion of level 6 students will be able to plan, design and execute a sustained piece of independent intellectual work and communicate it through an appropriate media.	☐	☐	☒	☐	☐	☒
31	On completion of level 6 students will be able to demonstrate the ability to work independently, co-operatively and critically in both written and practical areas of study and the workplace.	☐	☐	☐	☒	☐	☒
32	On completion of level 6 students will be able to apply knowledge to solve familiar and unfamiliar performance or health problems, either independently or by working in collaboration with others, to achieve a social, health or sporting outcome. Findings will be effectively documented.	☐	☐	☐	☒	☐	☒

Note: K- Knowledge and understanding; I-Intellectual Skills; S-Subject Skills; P-Practical, professional and employability skills

2.4 Learning and teaching strategy

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

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

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

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

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

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

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

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

2.4 Learning and teaching strategy

There will be a change in emphasis over the duration of the programmes with a focus on developing independent learners. In level 4, students will receive a high level of direction in the identification and solving of problems given during taught sessions. In level 5, the students will still receive a high level of direction in problem identification, but there will be a greater emphasis on student-led problem and solution in the use of applied assessments and further independent learning. Finally, for those who wish to continue their studies, in level 6 the students will receive lesser direction in identifying the key aspects of presented problems and will be encouraged to develop their own solutions to these problems. At level 6 there is a greater number of modules where students will be working on independent projects, where they will have the opportunity to study an area of particular interest to them.

The programme has been structured to share modules with the BSc (Hons) Football Coaching and the Performance Specialist and BSc (Hons) Sport and Exercise Science. This will ensure students are exposed to a rich learning environment, with opportunities to draw on experiences gained by their peers studying in a range of sport and health settings.

The programme also looks to increase student networks and enable students to develop industry ready CVs through the added (non-curricular) content included within the programme. The L2 Gym Instructor Award is mandatory, additional added value qualifications are offered to enhance employability and embedded alongside programme.

2.5 Assessment strategy

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

- Level 4: MCQ, Presentations, Portfolio, Coursework, Practical, Group Project, Written Assignments
- Level 5: Reports, Written Assignments, Practical and Presentations
- Level 6: Presentation, Negotiated Learning, Oral Assessment and Dissertation

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

The programme provides the opportunity for formative and summative assessments. Methods of assessment reflects the needs of the individuals and group and allows for the knowledge and learning outcomes of the programme / modules to be assessed.

Students will be made fully aware of the assessment methods and weighting of individual assessment components for each module. This information is outlined in the modules guide for each module and is clearly presented to the student at the start of the module when the module overview and assessment is outlined to the student.

The programme offers both formative and summative assessment opportunities to support student learning and achievement.

2.6 Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

2.6 Disclaimer

- [Academic Regulations](#)
- [The University Skills Framework](#)
- [Welsh Language Policy](#)
- [Equality and Diversity Policy](#)
- [The Student Union offers support for students](#)

Section 3 – Programme set up (office use only)

3.1	Framework	FRAME021 FRAME068
3.2	Cost centre	GASP
3.3	Course type (HESA)	N/A
3.4	Fee model	Standard full time UG
3.5	Are any modules taught over either multiple periods or across the HESA year (defined as running 1st August - 31st July)	No
3.6	Student funding model	SLC/Self Financed
3.7	Does the Suitability for Practice Procedure apply to the programme?	No
3.8	Programme Leader	Jon Hughes
3.9	Date of Approval	18/07/2025
3.10	Date and type of Revision	June 2026 – AM0 modification to update DBS requirements.