

Programme Specification

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[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)	FdSc Hyfforddi: Chwaraeon a Ffitrwydd FdSc Sports Coaching and Fitness
1.4	Exit awards and titles	Certificate of Higher Education in Sports Coaching and Fitness
1.5	Credit requirements	- Dip HE: 240 credits in total including a minimum of 120 credits at level 5 - Cert HE: A minimum of 120 credits at level 4
1.6	Intake points	September
1.7	Mode of study	Full & part time
1.8	Length of delivery	Full Time: 2 Years Part Time: 4 Years
1.9	Location of delivery	Wrexham, Collier's 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
1.16	Professional, Statutory or Regulatory Body (PSRB) accreditation	No
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	QAA Subject Benchmark Statements for Events, Hospitality, Leisure, Sport and Tourism QAA Characteristics Statements

		Higher Education Credit Framework CQFW
1.19	Derogation to Academic Regulations	SPT548: Students must pass both elements of assessment to proceed to level 6.
1.20	Foundation Year route	No
1.21	Placement / Work based learning	Compulsory Work Placement – placements embedded within the programme, which must be completed to pass the module or programme. These may range from one day to a week or a few months and can be delivered as day release or in blocks.
1.22	Length and level of the placement	12 hours, level 5, SPC504 Developing Performance – Technique Impacting Tactics 80 hours, level 5, SPT549 Tomorrows Practitioner: The Sport and Exercise Industry 12 hours, level 5, SPT546 Becoming A Coach
1.23	Collaborative arrangement	N/A

Section 2 – programme details

2.1 Aims of the programme

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

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

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)
Level 4	SPT445	Fitness & Conditioning for Sport	20	Core	2
Level 4	SPT417	Academic Discovery within the Sport Sciences	20	Core	1 & 2
Level 4	SPC401	Outdoor Pursuits	20	Core	2
Level 4	SPT418	Human Behaviour in Sport	20	Core	2
Level 4	SPC405	Evaluating the Coaching Process	20	Core	1

Level 4	SPC406	The Physiology of Human Movement	20	Core	1
Level 5	SPT547	Fitness & Conditioning Methods in Practice	20	Core	2
Level 5	SPT548	Sport Research Methodologies: From Theory to Practice	20	Core	2
Level 5	SPC501	Delivering Outdoor Pursuits	20	Core	2
Level 5	SPT546	Becoming a Coach	20	Core	1 & 2
Level 5	SPT549	Tomorrows Practitioner: The Sport and Exercise Industry	20	Core	1 & 2
Level 5	SPC504	Developing Performance – Technique Impacting Tactics	20	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)
Level 4	SPT445	Fitness & Conditioning for Sport	20	Core	2	2
Level 4	SPT417	Academic Discovery within the Sport Sciences	20	Core	1 & 2	1
Level 4	SPC401	Outdoor Pursuits	20	Core	2	1
Level 4	SPT418	Human Behaviour in Sport	20	Core	2	2
Level 4	SPC405	Evaluating the Coaching Process	20	Core	1	2
Level 4	SPC406	The Physiology of Human Movement	20	Core	1 & 2	2
Level 5	SPT547	Fitness & Conditioning Methods in Practice	20	Core	1	3
Level 5	SPT548	Sport Research Methodologies: From Theory to Practice	20	Core	2	3
Level 5	SPC501	Delivering Outdoor Pursuits	20	Core	2	3
Level 5	SPT546	Becoming a Coach	20	Core	1 & 2	4
Level 5	SPT549	Tomorrows Practitioner: The Sport and Exercise Industry	20	Core	1 & 2	4
Level 5	SPC504	Developing Performance – Technique Impacting Tactics	20	Core	1 & 2	4

2.3 Programme Learning Outcomes							
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)
1	On completion of level 4 students will be able to demonstrate a basic understanding of the need for both a multi-disciplinary and inter- disciplinary approach to study, drawing, as appropriate, from research and professional contexts.	☐	☐	☐	☐	☒	☐
2	On completion of level 4 students will be able to demonstrate knowledge and a basic understanding of the subject through both academic and professional reflective practice.	☒	☐	☐	☐	☒	☐
3	On completion of level 4 students will be able to recognise how they develop as individuals through personal development planning, tutorial guidance and support.	☐	☒	☐	☐	☒	☐
4	On completion of level 4 students will be able to interpret underlying concepts and principles associated with the study of sports coaching and the associated disciplines.	☐	☒	☐	☐	☒	☐
5	On completion of level 4 students will be able to develop a reasoned argument.	☐	☒	☐	☐	☒	☐
6	On completion of level 4 students will be able to carry out activities using appropriate techniques and procedures.	☐	☐	☒	☐	☒	☐
7	On completion of level 4 students will be able to undertake basic field and laboratory tests with due regard for risk assessment and health and safety.	☐	☐	☒	☐	☒	☐
8	On completion of level 4 students will be able to demonstrate the ability to work on individual and group tasks.	☐	☐	☐	☒	☒	☐
9	On completion of level 4 students will be able to communicate in a format suitable for the environment.	☐	☐	☐	☒	☒	☐
10	On completion of level 4 students will be able to demonstrate an ability to manage time and work to deadlines.	☐	☐	☐	☒	☒	☐
11	On completion of level 5 students will be able to show an enhanced level of understanding of the need for both a multi-disciplinary and inter- disciplinary approach to study, drawing, as appropriate, from research and professional contexts.	☒	☐	☐	☐	☐	☒
12	On completion of level 5 students will be able to further develop and apply knowledge and understanding demonstrating their understanding of the subject through both academic and professional reflective practice.	☒	☐	☐	☐	☐	☒

2.3 Programme Learning Outcomes							
No.	Learning Outcome	K	I	S	P	Cert HE (L4)	Dip HE (L5)
13	On completion of level 5 students will be able to interpret and analyse information relevant to sports coaching and the related disciplines, through research and problem-solving activities, within both an academic and vocational context.	☒	☐	☐	☐	☐	☒
14	On completion of level 5 students will be able to begin to take responsibility for autonomous learning and continuing professional development.	☐	☒	☐	☐	☐	☒
15	On completion of level 5 students will be able to research and assess subject specific facts, theories, paradigms, principles and concepts.	☐	☒	☐	☐	☐	☒
16	On completion of level 5 students will be able to develop a reasoned argument and challenge assumptions.	☐	☒	☐	☐	☐	☒
17	On completion of level 5 students will be able to plan, design and execute practical activities using appropriate techniques and procedures.	☐	☐	☒	☐	☐	☒
18	On completion of level 5 students will be able to recognise appropriate moral, ethical and safety issues relevant to their degree.	☐	☐	☒	☐	☐	☒
19	On completion of level 5 students will be able to undertake more complex field and laboratory work with due regard for risk assessment and health and safety.	☐	☐	☒	☐	☐	☒
20	On completion of level 5 students will be able to utilise a range of techniques for analysis and interpretation of human performance.	☐	☐	☒	☐	☐	☒
21	On completion of level 5 students will be able to demonstrate the ability to work independently and interact effectively as part of a group.	☐	☐	☐	☒	☐	☒
22	On completion of level 5 students will be able to communicate succinctly and eloquently in written, oral and other relevant presentation formats.	☐	☐	☐	☒	☐	☒
23	On completion of level 5 students will be able to demonstrate an ability to manage a responsible, adaptable and flexible approach to study.	☐	☐	☐	☒	☐	☒
24	On completion of level 5 students will be able to work in a practical environment, conducting investigations in a safe manner.	☐	☐	☐	☒	☐	☒

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 an opportunity to join our renowned centre for coaching and performance analysis. Here, students further develop knowledge gained in lectures/seminars are offered additional opportunities within applied settings.

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

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

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

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 advised and offered at a reduced rate, while additional added value qualifications such as the L3 Personal Training award can be sought at a reduced rate 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

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.

Formative Assessment

Formative assessments are embedded throughout various modules and serve as a valuable tool for student development. These include:

- Peer feedback sessions
- Multiple-choice questionnaires
- Kahoot quizzes

These assessments are typically reviewed and discussed during teaching sessions, giving students the chance to reflect on their performance and identify areas for improvement in preparation for summative assessments.

Summative Assessment

Assessment methods are designed to meet the needs of individual learners and groups, and they effectively measure the knowledge and learning outcomes associated with each module and the programme as a whole.

The Sport team currently provides multiple forms of feedback for summative work:

- Turnitin QuickMarks on submitted documents
- Verbal feedback, which highlights three strengths and three areas for improvement
- Written feedback aligned with learning outcomes

Disclaimer

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

- [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	FRAME011_SEP - Foundation Degree - 2 Years - Wrexham - 240 Credits - Full Time - 20 Core Credits FRAME034_SEP - Foundation Degree - 4 Years - Wrexham - 240 - Part Time - 20 Core Credits
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.