Programme Specification

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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)	MSc Football Science and Coaching (Intensive)
1.4	Exit awards and titles	Postgraduate Diploma in Football Science and Coaching Postgraduate Certificate in Football Science and Coaching
1.5	Credit requirements	Postgraduate Certificate in Football Science and Coaching: 60 credits Postgraduate Diploma in Football Science and Coaching: 120 credits MSc in Football Science and Coaching: 180 credits
1.6	Intake points	September
1.7	Mode of study	Full & part time
1.8	Length of delivery	18 months (Full Time) 2 Years (Part Time)
1.9	Location of delivery	Hybrid programme. Synchronous teaching is based on Campus and Colliers Park, Gresford. Any online delivery will take places on MS Teams.
1.10	Language of delivery	English
1.11	Faculty	Faculty of Social and Life Sciences (FSLS)
1.12	Subject area	Sport and Exercise Science
1.13	HECoS Code	100095
1.14	Suitable for applicants requiring a Student Visa?	Yes

1.15	Is DBS check required on entry?	No
1.16	Professional, Statutory or Regulatory Body (PSRB) accreditation	The MSc Football Science and Coaching (Intensive Pathway only) degree has been designed in collaboration with the Football Association of Wales (FAW). As a result of the collaboration the content of the FAW, Coach Education Qualifications can be attained on this specific pathway. WU are responsible for awarding the MSc Football Science Coaching degree to students who successfully complete the respective degree credits. The accredited coach educators within the department will mentor, assess and award the FAW football specific coaching qualifications (Level 1 Football Leaders Award, FAW Level 2 C Certificate, UEFA C Licence and FAW/UEFA B Licence). **This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.**
1.17	Welsh Medium Provision	The programme would be aligned to the University's Welsh Medium Academic Strategy in that the Welsh language would be treated on an equal basis and we as a department, are committed to creating a bilingual culture among staff and students. The programme team consists of one Welsh speaker who will be responsible as a personal tutor for those students who wish to converse in Welsh. Whilst the team will not be teaching in Welsh, students will be given the opportunity to submit assignments in Welsh and it would be reviewed in its original form in the first instance with the support of the Head of Academic Welsh Development. If agreed with the student, the work could be translated into English to be marked. The programme team will also highlight to students wishing to learn Welsh, the new Welsh language pathway (short course series) the university has to offer. The Colegau Cymraeg Cenedlaethol and The National Centre for Learning Welsh are key partners of the university and collaborative research opportunities, conferences and such like will all be advertised to students on the programme. Furthermore, identifying the synergy between the University's values and the Coleg's. The Coleg's three key values - Ambitious, Innovative and Collaboration - echo and align to the values of the University and the department. With the Welsh language being a core value of our identity, we seek to contribute to the Welsh Government's language strategy, Towards 2050: A Million Welsh Speakers. We seek to do this in two ways: 1. Recruiting Welsh speaking students to the department, once enrolled they could take advantage of the resources and support detailed above. 2. Recruit students wishing to upskill and develop Welsh language skills, thus developing new Welsh speakers.

1.18	External reference points	QAA Leisure, Sport & Tourism Subject Benchmark Statement QAA Characteristics Statements Higher Education Credit Framework CQFW
1.19	Derogation to Academic Regulations	NA
1.20	Foundation Year route	NA
1.21	Placement / Work based learning	The MSc Football Science and Coaching programme includes a Sport Performance pathway that integrates work-based learning, providing students with valuable real-world experience. As part of this pathway, students must complete a minimum of 10 hours in a football-related environment, allowing them to engage with industry professionals and critically assess how research is applied—or overlooked—in optimising player performance. Students have the flexibility to source their own placements, though the programme team is available to assist in securing relevant opportunities. Each student will be assigned a placement tutor, who will oversee their progress and ensure the experience is both meaningful and academically challenging. The programme team will also coordinate with placement providers, gathering feedback through surveys to assess both the quality of the placement and the student's performance. A dedicated placement coordinator within the department manages all provider information and oversees the matching of students to appropriate tutors. Students are responsible for their own travel arrangements and expenses, as no reimbursement is provided. The placement experience is deeply integrated into the academic framework, with students expected to reflect on their learning in the Entrepreneurship module, allowing them to connect their practical experience to their assessments and professional development.
1.22	Length and level of the placement	10 Hours, Level 7 (SPT706: Entrepreneurship in Sport)
1.23	Collaborative arrangement	N/A

Section 2 – programme details

2.1 Aims of the programme

The programme aims to prepare students who want to work in the football industry as a coach or performance specialist. The degree design and development positions the programme as one of the leading NGB specific degrees in the country. It is envisaged it will attract interest at a local, regional, and national level.

The programmes aims to extend and enhance students' theoretical understanding and wider appreciation of current practice and issues in football science and coaching. Criticality is a skill that the programme will look to enhance and students will be encouraged to draw on practice from different sectors, develop alternative theories, and engage in independent research and information gathering. Football related research and literature will be a prominent feature throughout the degree programme and the programme aims to develop the students' understanding, appreciation and application of said research. The programme team will support students to critically consider how their practice may be improved through implementing a personally and contextually relevant evidence-base.

Opportunities will be provided students to develop the skills required for independent session planning, implementation, evaluation, and reflection, across a variety of situations/settings. Furthermore, the programme will aim to develop a wider critical appreciation of the multidisciplinary role of the modern-day football coach and how conduct, behaviour, language and interactions impact upon multiple stakeholders. The programme will look to encourage and facilitate students to work both independently and
collaboratively to develop personal and interpersonal skills, both within their specialist community and by developing relationships with alternative sports and wider professional bodies.

A key aim will also be to facilitate vocational development to enable postgraduate students to help develop and deliver football related services and strategies. Additionally, the programme will look to refine and enhance students' analytical skills to inform practice and present such information in lucid, articulate means to a variety of football related audiences.

Finally, the programme will aim to develop well-informed, theoretically aware, and professional individuals that will contribute positively to practice in the football industry.

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)**
7	SPT701	Dissertation	40	CORE	1,2,3
7	SPT705	Effective Leadership Strategies in Sport & Exercise Coaching	20	CORE	1,2
7	SPT702	Research Practice & Examination in the Sport & Exercise Sciences	20	CORE	1
7	SPT704	Psychological Provision in Sport and Exercise	20	OPTIONAL	**2**
7	FAW701	Tactical Analysis in Football	20	CORE	**2**
7	FAW702	Football Methodology	20	CORE	2
7	FAW703	Player Performance & Development Pathways	20	CORE	2
7	FAW704	Advanced Football Coaching Practice	20	CORE	1
7	SPT706	Entrepreneurship in Sport	20	OPTIONAL	**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)**
7	SPT701	Dissertation	40	CORE	1,2,3	Y2
7	SPT705	Effective Leadership Strategies in Sport & Exercise Coaching	20	CORE	1,2	Y1
7	SPT702	Research Practice & Examination in the Sport & Exercise Sciences	20	CORE	1	Y1
7	SPT704	Psychological Provision in Sport and Exercise	20	OPTIONAL	**2**	Y1
7	FAW701	Tactical Analysis in Football	20	CORE	**2**	Y2
7	FAW702	Football Methodology	20	CORE	2	Y2
7	FAW703	Player Performance & Development Pathways	20	CORE	2	Y1
7	FAW704	Advanced Football Coaching Practice	20	CORE	1	Y1
7	SPT706	Entrepreneurship in Sport	20	OPTIONAL	**2**	Y2

2.3 Programme Learning Outcomes									
No.	**Learning Outcome**	**K**	**I**	**S**	**P**	**PG Cert (L7)**	**PG Dip (L7)**	**Masters (L7)**	**Optional Ref (PSRB standards)**
1	Advanced theoretical knowledge of football performance science and pedagogy.	☒	☐	☐	☐	☐	☐	☐	
2	Advanced knowledge of various research methods used in relation to football science.	☒	☐	☐	☐	☐	☐	☐	
3	Advanced understanding of how to work within a multidisciplined football environments for the purpose of developing players and coaches.	☒	☐	☐	☐	☐	☒	☒	
4	Advanced knowledge of relevant professional bodies and how they contribute to the students own continued professional development	☒	☐	☐	☐	☐	☒	☒	
5	Critically evaluate contemporary research in relation to football science and coaching.	☐	☒	☐	☐	☐	☐	☒	
6	Critically evaluate how different pedagogical concepts and methodologies can impact the performance and development environment.	☐	☒	☐	☐	☒	☒	☒	
7	Develop viable solutions for appropriate football science and coaching issues.	☐	☒	☐	☐	☐	☒	☒	
8	Learn independently evaluating the self and the football environment.	☐	☒	☐	☐	☐	☐	☒	
9	Develop advanced practical coaching science and football performance skills.	☐	☐	☒	☐	☒	☒	☒	
10	Develop advanced data collection skills for research or scenario-based projects.	☐	☐	☒	☒	☐	☐	☒	
11	Advance presentation expertise for academic and layman audiences.	☐	☐	☒	☐	☐	☒	☒	

12	Develop academic writing skills that showcase football science research.	☐	☐	☒	☐	☐	☐	☒	
13	Advance data analysis skills.	☐	☐	☐	☒	☐	☒	☒	

2.3 Programme Learning Outcomes									
No.	**Learning Outcome**	**K**	**I**	**S**	**P**	**PG Cert (L7)**	**PG Dip (L7)**	**Masters (L7)**	**Optional Ref (PSRB standards)**
14	Develop autonomy as part of working as an individual and a multi-disciplinary team	☐	☐	☐	☒	☐	☒	☒	
15	Advanced ability to communicate effectively with others.	☐	☐	☐	☒	☐	☐	☒	
16	Create proficiency through a range of practical techniques for monitoring performance improvements in football.	☐	☐	☐	☒	☒	☒	☒	

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

2.4 Learning and teaching strategy

The MSc Football Science & Coaching will provide an opportunity for students to continue their studies at post-graduate level at Wrexham University. In line with the "Teaching that Inspires" domain, we have strategically reviewed the current suit of programmes and overall curriculum. We have observed a positive response from the changes and adaptations which took place during the programmes last revalidation and wish to build on that. Within the sport department, there is no current post-graduate provision and subsequently the journey of our students concludes at undergraduate level. By adding post-graduate provision, we firstly hope to fill that gap and provide an opportunity for students to continue their personal, academic and professional development and furthermore provide a higher academic challenge of which could contribute greater to the world of work.

A key priority of the university is to enhance educational achievements both nationally and internationally by working with communities, educational partners, and employers. The proposed new MSc course, influenced by the ever-growing and developing football industry, will provide students with industry relevant qualifications alongside their MSc degree. The MSc will aim to provide an enriched curriculum based upon professional and evidence-based practice which will further support the applied understanding of the students. We envisage that the post-graduate provision will provide a greater opportunity for the students to be agents of change within their applied environments and further enhance their employability. In-line with other institutions, the addition of other relevant CPD qualifications will be an important aspect of the programme. We are looking to meet the needs of learners and employers and ensure a greater percentage of students are employed after study.

The MSc degree will provide flexible learning opportunities by ensuring the Active Learning Framework is at the forefront of its teaching methodology. The programme will be delivered through a hybrid model, enhancing flexibility and accessibility for students, with a number of modules offering live online lectures alongside on-campus delivery. This approach will support students balancing employment, coaching commitments, or geographical constraints while maintaining high levels of engagement and interaction. We wish to advocate and champion the power of flexible learning and We aim to achieve this by ensuring a blend of both digital online flexible learning and on campus practical based learning in our new accredited physiology laboratory and biomechanics laboratory. We will also maximise our teaching facilities at Colliers Park which will provide students with state-of-the-art football facilities to further enhance the MSc degree and provide them with the opportunity to develop skills within a high-performance football facility. We have also worked on new partnerships that will allow us to take students off-site to enhanced learning spaces that will further engage students in industry relevant teaching.

Aligned to the university's international strategy, the design of the programme would look to further contribute to our TNE footprint and capitalise on the potential international partnerships. This is something that has increased over the past 18 months and the addition of this programme would provide an entry point for international students seeking post-graduate courses.

To achieve the overall aims of the learning and strategy, the programme team have attempted to ensure that the methods employed across the programme have a continued emphasis on student learning and being fit for the football industry. There will be an opportunity to experience a placement in the Football Environment through the Entrepreneurship in Sport module. All modules will be delivered by academic staff with guest lecturers also contributing to the module teaching plans. All students will have access to IT suites, up to date computer software and continuous face to face support from academic staff.

A wide variety of learning and teaching methods will be used via the university's VLE, including lectures, seminars, practical based sessions and presentations, Blended learning will also be embedded into the degree via classroom and online tasks. 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 course and also an opportunity to join our renowned centre for performance analysis which is a method of developing knowledge gained in lectures/seminars and using it in an applied setting.

2.5 Assessment strategy

Below outlines the key components of our authentic assessment strategy:

Summative Assessments: Both degree pathways have focused on an assessment strategy that evaluates students learning through real world tasks that reflect how knowledge and skills are applied in actual situations. This approach not only assesses students' academic understanding but also their ability to transfer and apply their learning in practical and applied contexts.

Real-world Relevance: assessment tasks are designed in most parts to mimic real-life challenges and professional practices. This ensures that when students graduate, the skills they have gained during study can be translated into practice when employed. We have drifted away from traditional academic assessments as they pre-date currency and relevance in the football science domain. Some of the assessment types within the new degrees include writing multidisciplined football training plans, creating social media posts/videos, creating posters, collecting data and working as a multi-disciplinary team to pitch support to relevant athletes/patients/sport businesses.

Performance-based Tasks: Students are evaluated based on their performance in activities such as projects, presentations, or portfolios. These tasks provide a comprehensive view of students' abilities and understanding and allow them to be marked based on their performance given sport and exercise is a practical field.

Student-centred Approach: The assessments consider students interests, by ensuring the assessments are exciting and engaging. This will likely increase motivation and engagement in learning.

Integration of skills and knowledge: Assessments integrate multiple skills and areas of knowledge, reflecting the interdisciplinary nature of real-world problems thus, emphasizing the application of theoretical knowledge to practical scenarios.

Reflective Practice: Some assessments encourage students to reflect on their learning process and outcomes. Engaging in reflective practice will support the student in identifying their strengths, areas of development, areas for improvement, and strategies for future learning. The role of reflective practice is a paramount within the world of football and therefore this will also be a crucial aspect of the student's journey.

Feedback and Iteration: Students will be given on-going constructive feedforward feedback that is both verbal and written. We utilise verbal voice notes via Turnitin along with written feedback.

Formative Assessments: All modules will include a formative assessment(s). This allows us to give feedback on work and performance prior to the summative assessment. This could be in the form of practice presentations, peer review and feedback, discussion forums and written work etc. This allows students to act upon feedback given by staff and peers fostering a sense of responsibility and selfregulation in learning. All formative assessments will be made clear in module handbooks and communicated by module leaders during sessions, via Moodle or the relevant module MS Teams page. Students may be given video, verbal, written or a combination of all three types of feedback.

2.6 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	51
3.2	Cost centre	GASP
3.3	Course type (HESA)	N/A
3.4	Fee model	PGT: Fee Band B FT/PT (Fee as specified on website)
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	Mode of Attendance (Funding)	In person attendance
3.8	Does the Suitability for Practice Procedure apply to the programme?	No
3.9	Programme Leader	Sara Hilton
3.10	Date of Approval	February 2025
3.11	Date and type of Revision	14.10.2026 – AM2 modification to modules semester delivery (CMAP) January 2026: AM2 modification to change mode of delivery (from campus to hybrid) and length of delivery for full-time study.