Programme Specification

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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)	MSc Gwyddorau Chwaraeon ac Ymarfer Corff (Gwyddoniaeth Ymarfer Corff Clinigol) MSc Sport & Exercise Sciences (Clinical Exercise Science)
1.4	Exit awards and titles	Postgraduate Diploma in in Sport & Exercise Sciences (Clinical Exercise Science) Postgraduate Certificate in Sport & Exercise Sciences (Clinical Exercise Science)
1.5	Credit requirements	MSc in Sport & Exercise Sciences (Clinical Exercise Science): 180 credits Postgraduate Diploma in in Sport & Exercise Sciences (Clinical Exercise Science): 120 credits Postgraduate Certificate in Sport & Exercise Sciences (Clinical Exercise Science): 60 credits
1.6	Intake points	September
1.7	Mode of study	Full & part time
1.8	Length of delivery	Full-time: One year Part-time: Two years
1.9	Location of delivery	Wrexham
1.10	Mode of delivery	Full time – In person Part time – In person
1.11	Language of delivery	English
1.12	Faculty	Faculty of Social and Life Sciences (FSLS)
1.13	Subject area	Sport Science
1.14	HECoS Code	100433
1.15	Suitable for applicants requiring a student visa?	Yes
1.16	Is DBS check required on entry?	No
1.17	Professional, Statutory or Regulatory Body (PSRB) accreditation	N/A This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.

1.18	Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh. If students wish to converse in Welsh, they will be assigned a Welsh speaking personal tutor. Support can also be made available for Welsh language students via Coleg Cymraeg Cenedlaethol where students can present their research at their conferences through the Welsh Language. Students will be sign posted to relevant opportunities via the VLE and MS Teams page.
1.19	External reference points	Leisure, Sport & Tourism QAA Subject Benchmark Health Studies QAA Subject Benchmark Higher Education Credit Framework CQFW
1.20	Derogation to Academic Regulations	N/A
1.21	Foundation Year route	No
1.22	Placement / Work based learning	Clinical / Practice Placement – a placement in a clinical or practice setting, embedded within the programme, which must be completed for students to achieve the intended award.
1.23	Length and level of the placement	90 Hours, Level 7 (SES702: Applied Clinical Exercise Training)
1.24	Collaborative arrangement	N/A

Section 2 – programme details

2.1 Aims of the programme

- Develop an in-depth understanding of the theoretical foundations and practical applications of sport and exercise science disciplines, including physiology, biomechanics, psychology, biomedical science, health and strength and conditioning.
- Explore current research and advancements in sport and exercise science to stay updated with emerging trends and innovations.
- Cultivate the ability to design, conduct, and analyse original research in sport science/clinical exercise science, using appropriate methodologies and analysis techniques.
- Apply theoretical knowledge to real-world scenarios, developing practical skills in sports and exercise performance assessment, training program design, and athlete/patient monitoring.
- Foster the ability to work effectively in multidisciplinary teams, collaborating with professionals from various fields to optimize athlete performance or patient health.
- Prepare graduates for successful careers in various sectors, including professional sports teams, academic institutions, sports organizations, healthcare facilities, and fitness industries.

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	SPT702	Research Practice & Examination in the Sport & Exercise Sciences	20	Core	1
7	SES701	Exercise as Prevention or Cure	20	Core	2
7	SPT704	Psychological Provision in Sport and Exercise	20	Core	2
7	SPT705	Effective Leadership Strategies in Sport and Exercise Coaching	20	Core	1,2
7	SPT708	Practical Laboratory Skills	20	Core	1
7	SES702	Applied Clinical Exercise Training	20	Core	2, 3
7	SPT706	Entrepreneurship in Sport	20	Core	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	SPT705	Effective Leadership Strategies in Sport and Exercise Coaching	20	Core	1,2	Y1
7	SPT702	Research Practice & Examination in the Sport & Exercise Sciences	20	Core	1	Y1
7	SES701	Exercise as Prevention or Cure	20	Core	2	Y1
7	SES702	Applied Clinical Exercise Training	20	Core	2**,3**	Y1
7	SPT704	Psychological Provision in Sport and Exercise	20	Core	**2**	Y1
7	SPT701	Dissertation	40	Core	1,2,3	Y2
7	SPT708	Practical Laboratory Skills	20	Core	1	Y2
7	SPT706	Entrepreneurship in Sport	20	Core	2	Y2

3

2.3 Programme Learning Outcomes										
No.	**Learning Outcome**	**K**	**I**	**S**	**P**	**PG Cert (L7)**	**PG Dip (L7)**	**Masters (L7)**	**Honours (L6) / N/A**	**Optional Ref (PSRB standards)**
1	Advanced theoretical knowledge of exercise science disciplines including: exercise physiology, exercise psychology and physical activity	☒	☐	☐	☐	☐	☐	☒	☐	
2	Advanced knowledge of various research methods used in relation to exercise science	☒	☐	☐	☐	☐	☐	☒	☐	
3	Advanced understanding of how to work with different patients and clients as an individual practitioner and as part of a multi-disciplinary team	☒	☐	☐	☐	☐	☒	☒	☐	
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 exercise science	☐	☒	☐	☐	☐	☐	☒	☐	
6	Critically evaluate how different training programmes can impact various adaptations	☐	☒	☐	☐	☒	☒	☒	☐	
7	Develop viable solutions for appropriate exercise science issues	☐	☒	☐	☐	☐	☒	☒	☐	
8	Learn independently evaluating the self and the exercise science environment	☐	☒	☐	☐	☐	☐	☒	☐	
9	Develop advanced practical lab-based skills relevant to exercise and medical science	☐	☐	☒	☐	☒	☒	☒	☐	
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 exercise science research	☐	☐	☒	☐	☐	☐	☒	☐	

13	Advance data analysis skills	☐	☐	☐	☒	☐	☒	☒	☐	
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 in working in a clinical environment	☐	☐	☐	☒	☒	☒	☒	☐	

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

2.4 Learning and teaching strategy

Knowledge and understanding: To aid knowledge and understanding, lectures and seminars will be incorporated into the learning and teaching strategy. Lectures will often be accompanied by pre-recorded content that students are to engage with prior to the lecture commencing. By doing this, every student has a chance to come into the lecture with the same information. Further, it will provide students with the time and resources to start at the same point thus, allowing for deeper and more productive conversations. of a subject is often developed through lectures and seminars. Such direct teaching methods are usually supported by directed study of textbooks and journal articles (hard copy or electronic) and by assignment or project work.

Students will also be given directed study tasks following on from lectures and seminars. Tasks may include completing reading, analysing data, engaging in forum discussions around a particular topic and working in groups to solve problems.

Subject-specific: As sport and exercise degrees are practical in nature, students will be engaging in a lot of practical laboratory and field-based work. Practical's will consist of students collecting data on athletes, clients and or patients in a laboratory or field-based setting. Data is collected using various pieces of equipment hosted in the Physiology and Biomechanics laboratory. Students on the Clinical Exercise pathway will also engage in laboratory practicals in the hospital. The majority of practical's will also be accompanied by pre-recorded asynchronous content to help facilitate prior learning. Students will also complete placement hours whilst on the degree programme enabling them to gain real-world subject specific skills.

Intellectual skills: To foster intellectual skills, students will be asked to engage in a variety of workshops that are designed in line with their assessments. Data analysis workshops will be included in our Dissertation and Research Methods modules where specific software such as NVivo and SPSS will be utilized. Other sport specific software used to analyse data collected during lab-based sessions will also be utilized across a variety of modules to ensure students are well versed in how to analyse relevant data.

Practical, Professional and employability skills: Students will be required to work as a multi-disciplinary team and as an individual to provide support to clients, athletes and or patients, thus engaging problem solving and analytical skills. This type of scenario-based learning places students in realistic situations that mirror real-world challenges, making the learning experience more relevant and meaningful. Students will also complete placement hours in a relevant setting. This provides students with hands-on experience in a real-world setting, allowing individuals to apply theoretical knowledge to practical tasks. This bridges the gap between classroom learning and actual work environments.

Students will also have the opportunity to undertake an additional vocational qualification alongside their degree. These qualifications are typically designed in collaboration with industry experts, ensuring that the skills and knowledge gained are aligned with current industry standards and demands.

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 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 sport and exercise field. Some of the assessment types within the new degrees include: writing exercise training plans, creating social media posts/videos, creating posters, collecting biomechanical 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. Reflection helps students identify their strengths, areas for improvement, and strategies for future learning. Both work-based learning modules encourage reflection and are aligned to professional body frameworks such as CEP-UK and BASES SE. This puts students in a good position to apply for professional accreditation.

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 to ensure students have access to varying types of 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	Frame051
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	Chelsea Batty
3.10	Date of Approval	Feb 2025
3.11	Date and type of Revision	October 2026 AM2 modification to module semester delivery (CMAP) 04.06.2026: CMAP approval to change the delivery semester for SES701 Exercise as Prevention or Cure (AM1 modification). February 2026: CMAP approval to change the placement duration (Section 1.22), reclassify SPT706 as a core module, and remove SCI729 from the programme structure (Section 2.2) (AM2 modification).