

Prifysgol Wreccsam Wrexham University

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

Awarding body	Wrexham University
Teaching institution	Wrexham University
Final award and programme title (Welsh)	BA (Anrh): Pêl-droed a Datblygu Cymunedol (Atodol)
Final award and programme title (English)	BA (Hons) Football and Community Development (Top up)
Exit awards and titles	BA (Ord) Football and Community Development
Credit requirements	BA Honours degree: 120 credits at level 6 BA Ordinary Degree: 300 credits (including previous Foundation Degree), with minimum of 60 credits at Level 6 (Exit Award)
Does the programme offer Foundation Year route?	No
Placement / Work based learning	Compulsory Work Placement – mandatory placements embedded within the programme, which must be completed to pass the module or programme
Length and level of the placement	YWC613 Developing, Leading and Managing Self and Others (100 hours)
Faculty / Department	Faculty of Life and Social Sciences / Sport and Exercise Science
HECoS Code	100095
Intake Points	September
Mode of Attendance	Full & part time
Normal Programme Length	Full time Part time
Mode of Study and Location of delivery	Campus based – Wrexham and Colliers Park
Language of delivery	English and Welsh
Welsh Medium Provision	The academic modules in the programmes will be delivered through the medium of English and students are entitled to submit assessments in the medium of Welsh. Placement Modules will be bi-lingual, with all learning and placement materials available in the medium of Welsh.

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.
External reference points	The programme has been aligned to the QAA's <i>National Occupational Standards for Community Development 2023</i> Benchmark
Entry Requirements	Standard entry criteria The University website sets out the approved entry requirements for each programme, including minimum qualifications and English Language requirements. Applicants to programme will be considered based on their prior experience or learning, provided it aligns with the entry-level requirements of the course. Where formal qualifications are limited or absent, equivalent experiential learning may be taken into account. For instance, individuals working in applied sports settings—such as coaches, teachers, trainers, or analysts—or those employed by National Governing Bodies (NGBs), sports organisations, or professional clubs, may be eligible for consideration.
Record of Prior (Experiential) learning	<u>Recognition of Prior Learning Procedure</u> Applicants may enter the programme at various levels with Recognition of Prior Learning (RPEL) in accordance with the University General Regulations. If RPEL is requested the applicant will need to match prior experience and learning against the Youth and Community Work Learning Outcomes for relevant placement modules.
Is DBS check required on entry?	All applicants successful in being offered a place on the programmes will be subject to a satisfactory DBS clearance undertaken by Wrexham University. <ul style="list-style-type: none"> Enhanced Check and Child Barred List Enhanced Check and Adult Workforce Barred List
Does the Suitability for Practice Procedure apply to the programme?	No
Derogation to Academic Regulations	None
Date of Approval	18/07/2025
Date and type of Revision	N/A

Section 2 Programme Details

Aims of the programme

The BA Football and Community Development programme is designed to equip students with both the theoretical knowledge and practical skills necessary to harness football as a powerful tool for social change, youth engagement, and community development. Drawing on interdisciplinary expertise from across multiple university departments, the programme offers a robust and diverse curriculum that reflects current academic thinking and real-world industry needs. Through strong partnerships with organisations such as Wrexham AFC Community Foundation, students will gain valuable vocational qualifications and participate in work placements, enhancing their employability and readiness for careers in the community football and wider sport for development sector.

The programme also seeks to develop research-informed practitioners who can contribute to and critically engage with emerging knowledge in the field. Students will be encouraged to participate in applied research, attend professional networking events, and engage with ongoing projects that support the growth of the university's research community. Learning will be delivered through a flexible, active learning framework that combines digital innovation with on-campus and community-based experiences, including access to world-class facilities at Colliers Park and the WAFC stadium.

In line with the university's civic mission and international strategy, the programme promotes both local and global engagement. Students will have opportunities to contribute to regional development initiatives and explore transnational education pathways, supporting broader goals of social equity, health improvement, and educational access. Additionally, the programme offers clear progression routes into postgraduate study and continuing professional development, empowering students to become lifelong learners and leaders in their field.

Key Unique Selling Points

UEFA C Licence – Included Free of Charge

Gain your FAW-accredited UEFA C Licence as part of your degree – with no additional cost. Start your coaching journey with an internationally recognised qualification built into your studies.

Delivered in Partnership with Wrexham AFC Foundation

This unique programme is delivered in collaboration with the Wrexham AFC Foundation, giving you access to real-world experience in community football development linked to one of the most iconic football clubs in the UK.

Global Opportunities with Kick4Life

Take your passion worldwide through international placements and projects with our partners Kick4Life, a pioneering football-based charity in Lesotho. Gain life-changing experience using football as a force for social change.

Focus on Social Impact Through Sport

This degree is perfect for those who want to use football to make a difference in communities, focusing on inclusion, youth development, education, health, and social outcomes.

Access to Elite Training Facilities

Study and train at Colliers Park, a high-performance FAW facility that supports both community and elite development – giving you a professional environment from day one.

Hands-On, Practical Learning Experience

From your first year, you'll be actively involved in community coaching and engagement projects, helping you develop your skills in real-world settings with real impact.

Pathways into a Range of Careers

Graduates go on to careers in community football coaching, sports development, education, youth work, and charitable or NGO sectors equipped with both qualifications and experience.

Learn from Industry Professionals

Taught by staff with extensive experience in football, coaching, and community outreach, you'll gain insights from those who've worked at local, national, and international levels.

Programme Structure Diagram, including delivery schedule

Full-time delivery

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 6	SPT629	Independent Discovery	40	Core	1,2
Level 6	SPT632	Reflective Practitioner Special Topic	40	Core	1,2
Level 6	YCW613	Developing, Leading and Managing Self and Others (WBL)	20	Core	1
Level 6	HLT626	Behaviour Change in Communities – Theory, Policy and Practice	20	Optional	2
Level 6	BUS699	Strategic Management	20	Optional	1

Part-time delivery

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)	Year of Study
Level 6	SPT629	Independent Discovery	40	Core	1,2	Y6
Level 6	SPT632	Reflective Practitioner Special Topic	40	Core	1,2	Y5

Level 6	YCW613	Developing, Leading and Managing Self and Others (WBL)	20	Core	1	Y5
Level 6	HLT626	Behaviour Change in Communities – Theory, Policy, and Practice	20	Optional	2	Y5
Level 6	BUS699	Strategic Management	20	Optional	1	Y6

Programme Learning Outcomes

Undergraduate template

No.	Learning Outcome	K	I	S	P	Level 4	Level 5	Level 6 (Ord)	Level 6 (Hons)
1	Demonstrate knowledge of key concepts in football coaching, community development, and health promotion.	✓	✓	✓		✓	✓	✓	
2	Apply coaching principles and methods to support individual and team player development.	✓		✓	✓	✓	✓		
3	Evaluate community needs and resources using asset-based and participatory approaches.	✓	✓	✓	✓	✓	✓	✓	
4	Identify and analyse social inequalities in health and sport and propose community-based strategies.	✓	✓	✓		✓	✓	✓	
5	Understand and implement effective business and management practices, including entrepreneurship and innovation.	✓	✓	✓	✓	✓	✓	✓	
6	Demonstrate skills in reflective practice and personal development through work-based learning.	✓	✓	✓	✓	✓	✓	✓	
7	Design and carry out small-scale research projects using appropriate methods of enquiry.	✓	✓	✓	✓		✓	✓	✓
8	Communicate effectively in academic, professional, and community settings using appropriate media and formats.	✓		✓	✓	✓	✓	✓	
9	Critically evaluate contemporary policies, theories, and practices for community wellbeing and sport for development.	✓	✓	✓				✓	✓
10	Design, lead and evaluate complex community-based or coaching projects.	✓	✓	✓	✓			✓	✓
11	Undertake independent research or project work demonstrating originality and synthesis.	✓	✓	✓	✓				✓
12	Reflect on professional identity and development using advanced reflective skills.	✓	✓	✓	✓			✓	✓
13	Appraise and apply strategic management and policy frameworks in football, sport, and community settings.	✓	✓	✓	✓			✓	
14	Integrate theory and practice to promote leadership and collaboration in sport and community development.	✓	✓	✓	✓		✓	✓	
15	Communicate research findings in a clear, coherent, and academically rigorous manner, adhering to ethical guidelines and scholarly conventions appropriate to the discipline.								✓
16	Demonstrate the ability to independently design, conduct, and critically evaluate a substantial piece of research, integrating relevant theoretical frameworks, methodologies, and empirical evidence within a defined area of the discipline								✓

Learning and teaching strategy

The learning and teaching strategy for the BA Football and Community Development programme is firmly aligned with the University's Active Learning Framework (ALF), which promotes flexible, inclusive, and student-centred learning. The programme employs a blended approach that combines in-person, online, and work-based experiences to ensure all Intended Learning Outcomes (ILOs) are achieved.

Knowledge and understanding will be primarily developed through a combination of lectures, seminars, and directed study. These sessions will be supported by curated reading lists, access to academic journals, and digital resources available through the Virtual Learning Environment (VLE). Where appropriate, guest speakers and industry professionals will contribute to the delivery of content, ensuring real-world relevance.

Intellectual and cognitive skills will be cultivated through active learning methods such as group discussions, problem-solving workshops, research projects, and reflective tasks. Students will be encouraged to critically evaluate community development strategies, assess social impact, and apply theory to real-world case studies. Assignments will include presentations, written reports, and portfolio-based assessments.

Practical and professional skills will be developed through structured work-based learning embedded throughout the programme. In collaboration with Wrexham AFC Community Foundation and other partners, students will engage in placements that offer hands-on experience in football coaching, community engagement, and programme delivery. A dedicated work-based learning module will support students in setting goals, recording progress, and reflecting on their professional development. Each placement will include supervision and mentorship from both academic and workplace staff, ensuring alignment with learning outcomes and personal development plans.

Key Skills for Employability—including communication, teamwork, digital literacy, time management, and adaptability—will be embedded across all modules through collaborative projects, presentations, and use of digital tools. Students will be supported in developing professional behaviours and career readiness through personal tutorials, careers workshops, and employer engagement events.

For elements of the programme delivered online, learning will be managed through structured weekly learning packages on the VLE, supported by live webinars, discussion forums, and interactive digital content. Online delivery will be designed to maintain high levels of engagement and tutor interaction, with clear expectations for participation and assessment. This strategy is informed by relevant QAA subject benchmark statements and the University's Strategy for Supporting Student Learning and Achievement (SSSLA). It ensures that learning approaches are appropriately matched to the intended outcomes, providing a rich, supportive environment that prepares students for both academic success and future employment in the community and football sectors.

Assessment strategy

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

Assessment Communication and Support

Students are fully informed about assessment methods and component weightings for each module. This information is clearly presented in:

- Module handbooks
- Assignment briefs

Additionally, each module's introductory lecture outlines key assessment details, including:

- Assessment type
- Weighting
- Deadlines
- Student expectations

Academic Support

To further support student success, the programme includes:

- Scheduled tutorial sessions with staff during WU tutorial times
- Built-in module tutorials leading up to assessment periods

These sessions help ensure that students are confident and well-prepared for their summative assessments.

The assessment strategy for the BA Football and Community Development programme is designed to support student learning, encourage engagement, and provide a valid and reliable means of measuring achievement against the intended learning outcomes (ILOs). It aligns with the principles set out in the QAA Subject Benchmark Statements for Sport and Youth & Community Work, the Active Learning Framework (ALF), and the University's Strategy for Supporting Student Learning and Achievement (SSSLA). It also reflects the HEA's *Transforming Assessment* agenda by embedding "assessment for learning" across all levels of the programme.

A varied and inclusive approach to assessment is employed to suit different learning styles and enable students to demonstrate their knowledge, practical skills, and professional competence in real-world contexts. The strategy encourages progression in both the volume and complexity of assessment as students advance through the levels of the programme.

Assessment methods include:

- Written assignments (e.g. essays, reports, reflective journals)
- Group and individual presentations
- Case study analysis
- Practical demonstrations
- Portfolios of evidence
- Work-based learning reflections and employer feedback
- Digital media submissions (e.g. blogs, vlogs, podcasts)

Work-based learning is assessed through portfolios that combine reflective practice with evidence of professional development. Employer feedback and mentor evaluations further support the assessment of real-world performance and professional skills.

Assessment loading is carefully mapped to ensure a manageable balance across semesters. Assessment points are staggered to avoid excessive clustering and to support students' wellbeing and academic planning.

Disclaimer

Academic Regulations: <https://wrexham.ac.uk/academic-regulations-policies-and-procedures/>

The University Skills Framework: <https://wrexham.ac.uk/careers/skills-framework/>

Welsh Language Policy: <https://wrexham.ac.uk/about/welsh-at-wrexham-university/>

Equality and Diversity Policy: <https://wrexham.ac.uk/about/equality-and-diversity/>

The Student Union offers support for students, please access their website:

<https://www.wrexhamglyndwrsu.org.uk/>

