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## PROGRAMME SPECIFICATION

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### Enter Programme Title(s)

BSc (Hons) Applied Sport and Exercise Sciences

Internal Programme Title(s) (if different to the title on the certificate)

1	<b>Awarding body</b> Glyndwr University
2	<b>Programme delivered by</b> Faculty of Social and Life Sciences/Sport Sciences dept.
3	<b>Location of delivery</b> Wrexham - Plas Coch and Colliers Park
4	<b>Faculty/Department</b> Faculty of Social and Life Sciences/Sport Sciences dept.
5	<b>Exit awards available</b> BSc (Hons) Applied Sport and Exercise Sciences (with Foundation year) BSc (Hons) Applied Sport and Exercise Sciences BSc Applied Sport and Exercise Sciences Diploma of Higher Education in Applied Sport and Exercise Sciences Certificate of Higher Education in Applied Sport and Exercise Sciences
6	<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b>

	The programme has been designed with the BASES BUES UG endorsement scheme in mind as we hope to gain endorsement of the course in the future.
7	<b>Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) eg. <i>completion of placement</i>.</b>
	N/A
8	<b>JACS3 / HECoS codes</b>
	C600/100095
9	<b>UCAS code</b>
	BSc C606 FY 89C2
10	<b>Relevant QAA subject benchmark statement/s</b>
	<a href="https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-events-leisure-sport-tourism.pdf?sfvrsn=c339c881_11">https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-events-leisure-sport-tourism.pdf?sfvrsn=c339c881_11</a> Section 3:  3.18 Sport is one of the largest areas of academic interest across the UK, with a broad-based body of knowledge and an increasing interest in the development of new knowledge. Courses of study with sport in the title broadly reference the Council of Europe definition: 'Sport means all forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels'. This can be taken to include competitive sport, outdoor pursuits, aesthetic movement and conditioning. However, higher education courses which study sport are likely to include health, fitness, injury prevention, diagnosis and treatment, coaching, physical activity and exercise, and may cover the social, cultural, scientific and management aspects of sport independently or in combination, encompassing the widest possible range of concepts.  3.19 Degree courses in sport are now commonplace across the UK, providing a credible and valid academic pursuit for those students interested in a wide range of career options, with students gaining transferable skills relevant to many employment routes. Employment in sport, leisure, tourism, management, education, research and health are common graduate pathways for students completing these courses, as well as other wider career destinations. Many students go on to postgraduate qualifications to further enhance their employability or to pursue a particular career such as teaching.  3.20 Because sport is such a substantial academic area, considerable differences in the emphasis in content and approach to learning have arisen across the sector. Courses may focus on specific aspects of the subject area or may take a multidisciplinary or interdisciplinary approach, covering conceptual and contextual frameworks. The design of courses, including the selection of learning outcomes, subject content and experiential learning reflect the focus chosen. Courses generally cover at least one of the following five areas, and often more than one:  • human responses and adaptations to sport and exercise

- the performance of sport and exercise and its enhancement, monitoring and analysis
  - health-related and disease management aspects of exercise and physical activity
  - historical, social, political, economic and cultural diffusion, distribution and impact of sport
  - policy, planning, management and delivery of sporting opportunities.
- Courses also enable students to explore career development and learning opportunities in the sport sector.

3.21 Curriculum content may include human anatomy and physiology, kinesiology, human growth and development, health and fitness, exercise physiology, exercise science, exercise psychology, physical activity, sport biomechanics, sport nutrition, physical, education, motor learning, training theory, skill acquisition, coaching process, performance analysis, sport injuries, sport rehabilitation and therapy; sport psychology, sport strategy, sport technology, sport sociology, Olympic studies, sport economics, sport politics, sport history, sport philosophy, social and cultural issues, sport for different populations and for individuals with particular needs, sport law, sport ethics, sport development, sport management, sport development, and sport marketing.

**11 Mode of study**

Full time

**12 Normal length of study for each mode of study**

**4 years with foundation**  
**3 years without foundation**

**13 Language of study**

English

**14 The following University Award Regulations apply to this programme**

- General Regulations and Definitions
- Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees
- Regulations for Taught Masters Degrees
- Regulations for Taught Masters Degrees taught entirely by online distance learning
- Regulations for Integrated Masters Degrees
- Regulations for Masters of Research
- Regulations for Professional Graduate Certificate in Education
- Regulations for Postgraduate Certificate in Education
- Regulations for Certificate in Education
- Regulations for Graduate Diploma Graduate Certificate

- Regulations for BTEC Higher National Qualifications
- Regulations for Glyndŵr University Certificate of Attendance, Glyndŵr University Certificate of Continuing Education, Glyndŵr University Professional Certificate
- Regulations Glyndŵr University English Language Test

## 17 Criteria for admission to the programme

### Standard entry criteria

Entry requirements are in accordance with the University's admissions policy [click here](#)

The University's entry requirements are set out at <http://www.glyndwr.ac.uk/en/Undergraduatecourses/UCASstariffchange2017/>

<u>Foundation Year/FdA/FdSc</u>	<u>48 Tariff points and /or relevant experience</u>
<u>3 year Bachelor</u>	<u>112 Tariff points</u>

These figures are intended as a general guide. Each application is considered individually.

International entry qualifications are outlined on the [National Academic Recognition and Information Centre \(NARIC\)](#) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see <http://www.glyndwr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

International students require a UKVI Approved Secure English Language Test (SELT) (please see <http://www.glyndwr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

### DBS Requirements

Formal DBS is not required for the programme, unless the student is required to have DBS clearance for the placement module during their second year of study. Students will be responsible for their own satisfactory DBS clearance.

### Suitability for Practice Procedure

N/A

### Non-standard entry criteria and programme specific requirements

For entry onto our degree programme, we require the following:

- At least 112 UCAS points at A2 level or equivalent.
- A science, maths and sport background are an advantage, but not essential. If students have been out of education for > 5 years or do not have a science, maths or

sport background they must submit a personal statement to the programme team even if they have the required UCAS points.

For entry onto the foundation year it is typically 48 UCAS points, but all applications are considered individually, and we consider work experience, vocational training/qualifications, as well as motivation and potential to succeed. Students must submit a personal statement to the programme team if they do not have the required UCAS points.

The UCAS points may be counted from a wide variety of qualifications such as:

- Welsh Baccalaureate
- Progression and Advanced Diploma
- BTEC/EDEXCEL both National Diplomas and Certificates
- Scottish qualifications at Advanced Higher level
- Irish leaving Certificate Higher examinations
- International and European Baccalaureates

## 18 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the [University General Regulations](#). Any programme specific restrictions are outlined below.

## 19 Aims of the programme

- To develop the understanding of the key bodies of knowledge relevant to sport and exercise science in the sub-disciplines of physiology, psychology and biomechanics.
- To develop student's ability in the application of scientific and practical techniques relevant to sport and exercise science in the sub-discipline areas of physiology, psychology and biomechanics.
- To demonstrate the application of knowledge and technical skills in interdisciplinary contexts, including sport performance, strength and conditioning, exercise and health, and environmental/occupational settings.
- To facilitate the understanding of research that enables the interpretation and application of research methods and findings.
- To provide a learning environment that encourages the development of self-reflection on academic, professional and personal attributes.
- To provide opportunities for students to prepare for graduate level employment in the sport and exercise science sector, including opportunities for work-based or work-related learning and career planning.

## 20 Distinctive features of the programme

- Level 2 Gym Instructor qualification
- Level 3 Personal Trainer qualification
- Level 3 Exercise Referral qualification
- Performance analysis suite at Colliers Park
- Strength and Conditioning suite at Colliers Park
- Applied experience

- Opportunities to work with clients
- Opportunities to engage in research
- Work placements
- Internships

## 21 Credit accumulation and exit awards

### Exit Awards

Successful completion of 120 credits at Level 4 entitles the student to the exit award of Certificate of Higher Education in Applied Sport and Exercise Sciences

Successful completion of 240 credits at Level 5 entitles the student to a Diploma of Higher Education in Applied Sport and Exercise Sciences

Successful completion of 300 credits at Level 6 entitles the student to an Ordinary Bachelor's Degree in Applied Sport and Exercise Sciences

## 22 Programme structure diagram

LEVEL 4							
Mod Code	SPT416	Mod title	Sports Psychology 1	Credit value	20	Core	Sem 1
Mod Code	SPT414	Mod title	Introduction to Anatomy and Physiology	Credit value	20	Core	Sem 1 & 2
Mod Code	SES402	Mod title	Introduction to Biomechanics and Performance Analysis	Credit value	20	Core	Sem 1 & 2
Mod Code	SES401	Mod title	Introduction to Nutrition	Credit value	20	Core	Sem 1
Mod Code	SPT415	Mod title	Introduction to Research Skills	Credit value	20	Core	Sem 1 & 2
Mod Code	SES403	Mod title	Introduction to Strength & Conditioning	Credit value	20	Core	Sem 1

LEVEL 5							
Mod Code	SES503	Mod title	Applied Practice Placement	Credit value	20	Core	Sem 1 & 2
Mod Code	SPT520	Mod title	Applied Research Methods	Credit value	20	Core	Sem 2
Mod Code	SES501	Mod title	Applied Biomechanics and Performance Analysis	Credit value	20	Core	Sem 1 & 2
Mod Code	SPT522	Mod title	Sports Psychology 2	Credit value	20	Core	Sem 2
Mod Code	SPT521	Mod title	Physiology: Training and Testing	Credit value	20	Core	Sem 1
Mod Code	SES502	Mod title	Strength and Conditioning in Practice	Credit value	20	Core	Sem 2

<b>LEVEL 6</b>							
Mod Code	SPT625	Mod title	Dissertation	Credit value	40	Core	Sem 1 & 2
Mod Code	SPT626	Mod title	Advanced Performance Analysis	Credit value	20	Core	Sem 1
Mod Code	SPT624	Mod title	Environmental Physiology	Credit value	20	Option	Sem 1
Mod Code	SPT623	Mod title	Applied Sport Psychology	Credit value	20	Core	Sem 1 & 2
Mod Code	SES601	Mod title	Exercise Prescription and Referral for Clinical Populations	Credit value	20	Core	Sem 1
Mod Code	SES602	Mod title	Applied Professional Practice in Strength and Conditioning	Credit value	20	Option	Sem 1 & 2

## 22 Intended learning outcomes of the programme

### Knowledge and Understanding

	Level 4	Level 5	Level 6	Level 6 Honours Degree
A1	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.	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.	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.	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.
A2	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.	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.	On completion of level 6 students will be able to synthesise and critically analyse the knowledge acquired at level 5.	On completion of level 6 students will be able to synthesise and critically analyse the knowledge acquired at level 5.
A3		On completion of level 5 students will be able to interpret and analyse information relevant to sport science, through research and problem-solving activities, within both an academic and vocational context.	On completion of level 6 students will be able to critically interpret and analyse information relevant to sport and exercise science through research and problem-solving activities, within both an academic and vocational context.	On completion of level 6 students will be able to critically interpret and analyse information relevant to sport and exercise science through research and problem-solving activities, within both an academic and vocational context.
A4			On completion of level 6 students will be able to display a critical understanding of the development of knowledge within the area of sport	On completion of level 6 students will be able to display a critical understanding of the development of knowledge



			and exercise sciences (physiology, psychology, performance analysis, strength and conditioning).	within the area of sport and exercise science s(physiology, psychology, performance analysis, strength and conditioning).
A5			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 sport science.	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 sport science.
A6			On completion of level 6 students will have an understanding of the philosophical basis of scientific paradigms.	On completion of level 6 students will have an understanding of the philosophical basis of scientific paradigms.

### Intellectual skills

	Level 4	Level 5	Level 6	Level 6 Honours Degree
B1	On completion of level 4 students will be able to recognise how they develop as individuals through personal development planning, tutorial guidance and support.	On completion of level 5 students will be able to begin to take responsibility for autonomous learning and continuing professional development.	On completion of level 6 students will be able to take full responsibility for autonomous learning and continuing professional development.	On completion of level 6 students will be able to take full responsibility for autonomous learning and continuing professional development.
B2	On completion of level 4 students will be able to interpret underlying concepts and principles associated with the study of Sport Science.	On completion of level 5 students will be able to research and assess subject specific facts, theories, paradigms, principles and concepts.	On completion of level 6 students will be able to research and critically assess subject specific facts, theories, paradigms, principles and concepts.	On completion of level 6 students will be able to research and critically assess subject specific facts, theories, paradigms, principles and concepts.

	Level 4	Level 5	Level 6	Level 6 Honours Degree
B3	On completion of level 4 students will be able to develop a reasoned argument.	On completion of level 5 students will be able to develop a reasoned argument and challenge assumptions.	On completion of level 6 students will be able to develop a reasoned argument, discriminate critically and challenge assumptions.	On completion of level 6 students will be able to develop a reasoned argument, discriminate critically and challenge assumptions.
B4			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.	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.
B5			On completion of level 6 students will be able to critically interpret data and text.	On completion of level 6 students will be able to critically interpret data and text.
B6			On completion of level 6 students will be able to critically assess, evaluate and analyse information.	On completion of level 6 students will be able to critically assess, evaluate and analyse information.

### Subject Skills

	Level 4	Level 5	Level 6	Level 6 Honours Degree
C1	On completion of level 4 students will be able to carry out activities using appropriate techniques and procedures.	On completion of level 5 students will be able to plan, design and execute practical activities using appropriate techniques and procedures.	On completion of level 6 students will be able to plan, design and execute practical activities and interventions using appropriate techniques and procedures.	On completion of level 6 students will be able to plan, design and execute practical activities and interventions using appropriate techniques and procedures.
C2		On completion of level 5 students will be able to recognise appropriate moral, ethical and safety issues relevant to their degree.	On completion of level 6 students will be able to recognise and respond to appropriate moral, ethical and safety issues relevant to their degree.	On completion of level 6 students will be able to recognise and respond to appropriate moral, ethical and safety issues relevant to their degree.

	Level 4	Level 5	Level 6	Level 6 Honours Degree
				safety issues relevant to their degree.
C3	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.	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.	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.	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.
C4		On completion of level 5 students will be able to utilise a range of techniques for analysis and interpretation of human performance.	On completion of level 6 students will be able to utilise a range of techniques for analysis and interpretation of human performance.	On completion of level 6 students will be able to utilise a range of techniques for analysis and interpretation of human performance.
C5				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.

### Practical, professional and employability skills

	Level 4	Level 5	Level 6	Level 6 Honours Degree
D1	On completion of level 4 students will be able to demonstrate the ability to work on individual and group tasks.	On completion of level 5 students will be able to demonstrate the ability to work independently and interact effectively as part of a group.	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.	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.
D2	On completion of level 4 students will be able to communicate	On completion of level 5 students will be able to communicate succinctly and eloquently in written,	On completion of level 6 students will be able to communicate effectively within context and to a	On completion of level 6 students will be able to communicate effectively within

	Level 4	Level 5	Level 6	Level 6 Honours Degree
	effectively in written, oral and other relevant presentation formats.	oral and other relevant presentation formats.	range of audiences in written (online and text), graphical and verbal forms.	context and to a range of audiences in written (online and text), graphical and verbal forms.
D3	On completion of level 4 students will be able to demonstrate an ability to manage time and work to deadlines.	On completion of level 5 students will be able to demonstrate an ability to manage a responsible, adaptable and flexible approach to study.	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.	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.
D4		On completion of level 5 students will be able to work in a practical environment, conducting investigations in a safe manner.	On completion of level 6 students will be able to work in a practical environment, planning and conducting investigations in a safe manner.	On completion of level 6 students will be able to work in a practical environment, planning and conducting investigations in a safe manner.
D5			On completion of level 6 students will be able to utilise self-reflection, evaluation and appraisal.	On completion of level 6 students will be able to utilise self-reflection, evaluation and appraisal.
D6			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, in order to achieve a social, health or sporting outcome.	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, in order to achieve a social, health or sporting outcome.

### 23 Curriculum matrix

To demonstrate how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

	<i>Module Title</i>	<i>Core or option</i>	<b>A</b> <b>1</b>	<b>A</b> <b>2</b>	<b>A</b> <b>3</b>	<b>A</b> <b>4</b>	<b>A</b> <b>5</b>	<b>A</b> <b>6</b>	<b>B</b> <b>1</b>	<b>B</b> <b>2</b>	<b>B</b> <b>3</b>	<b>B</b> <b>4</b>	<b>B</b> <b>5</b>	<b>B</b> <b>6</b>	<b>C</b> <b>1</b>	<b>C</b> <b>2</b>	<b>C</b> <b>3</b>	<b>C</b> <b>4</b>	<b>C</b> <b>5</b>	<b>C</b> <b>6</b>	<b>D</b> <b>1</b>	<b>D</b> <b>2</b>	<b>D</b> <b>3</b>	<b>D</b> <b>4</b>	<b>D</b> <b>5</b>	<b>D</b> <b>6</b>	
<b>Level 4</b>	Sports Psychology 1	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Introduction to Anatomy and Physiology	Core	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Introduction to Biomechanics and Performance Analysis	Core	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Introduction to Nutrition	Core	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Introduction to Research Skills	Core	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Introduction to Strength & Conditioning	Core	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<i>Module Title</i>	<i>Core or option</i>	<i>A 1</i>	<i>A 2</i>	<i>A 3</i>	<i>A 4</i>	<i>A 5</i>	<i>A 6</i>	<i>B 1</i>	<i>B 2</i>	<i>B 3</i>	<i>B 4</i>	<i>B 5</i>	<i>B 6</i>	<i>C 1</i>	<i>C 2</i>	<i>C 3</i>	<i>C 4</i>	<i>C 5</i>	<i>C 6</i>	<i>D 1</i>	<i>D 2</i>	<i>D 3</i>	<i>D 4</i>	<i>D 5</i>	<i>D 6</i>	
Level/5	Applied Practice Placement	Core	■	■	■	■	□	□	■	■	■	□	□	□	■	■	■	■	□	□	■	■	■	■	□	□	
	Applied Research Methods	Core	■	■	■	□	□	□	■	■	■	□	□	□	■	■	■	■	□	□	■	■	■	□	□	□	
	Applied Biomechanics and Performance Analysis	Core	□	■	■	□	□	□	■	■	■	□	□	□	■	■	■	□	□	□	■	■	■	■	□	□	
	Sports Psychology 2	Core	□	■	■	□	□	□	■	■	■	□	□	□	■	■	□	□	□	□	■	■	■	□	□	□	
	Physiology: Training and Testing	Core	■	■	■	□	□	□	■	■	■	□	□	□	■	■	■	■	□	□	■	■	■	■	□	□	
	Strength and Conditioning in Practice	Core	■	■	□	□	□	□	■	■	■	□	□	□	■	■	■	■	□	□	■	■	■	■	□	□	
Level/6	Dissertation	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	□	■	■	■	■	■	■
	Advanced Performance Analysis	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	□	■	■	■	■	■	■

	<i>Module Title</i>	<i>Core or option</i>	<i>A 1</i>	<i>A 2</i>	<i>A 3</i>	<i>A 4</i>	<i>A 5</i>	<i>A 6</i>	<i>B 1</i>	<i>B 2</i>	<i>B 3</i>	<i>B 4</i>	<i>B 5</i>	<i>B 6</i>	<i>C 1</i>	<i>C 2</i>	<i>C 3</i>	<i>C 4</i>	<i>C 5</i>	<i>C 6</i>	<i>D 1</i>	<i>D 2</i>	<i>D 3</i>	<i>D 4</i>	<i>D 5</i>	<i>D 6</i>
	Exercise Prescription and Referral for Clinical Populations	Core	■	□	■	□	□	□	□	■	■	■	□	□	■	■	■	□	□	□	■	■	□	■	□	■
	Applied Sport Psychology	Core	■	■	□	□	□	□	■	□	□	■	□	□	■	■	■	■	□	□	■	■	■	■	□	□
	Environmental Physiology	Option	■	■	■	■	□	□	□	■	■	■	□	□	■	■	■	■	□	□	■	□	■	■	□	■
	Applied Professional Practice in Strength and Conditioning	Option	■	□	□	■	□	□	□	□	□	■	□	■	□	□	■	■	□	□	■	□	■	□	■	■

## 24 Learning and teaching strategy

The adopted learning and teaching philosophy will be in line with the University's framework and that set by the British Association for Sport and Exercise Sciences (BASES) (BUES endorsement scheme) - the focus will be on gaining scientific knowledge and acquiring technical skills that can be applied to a sport and exercise sciences environment and using such skills in a research context also.

75% of the course content consists of the sub disciplines within sport and exercise sciences (physiology, psychology and biomechanics) with the remaining 25% split into other areas of relevant interest (nutrition, work placement, strength and conditioning). Modules are designed so that students engage in applied assessments, particularly at level 6 where assessments are to be realistic, relevant, rigorous and appropriately sequenced in order to enhance employability. An appropriate balance of all different assessment types are used throughout the course to cater for individual learning needs and to be in line with the University's learning and teaching strategy. Group work is kept to a minimum to allow individuals to showcase their individual knowledge.

The current programme is in line with current descriptors outlined in the QAA's Framework for Higher Education Qualifications (FHEQ) for students receiving a level 6 bachelors with honours degree. The programme aims to increase the systematic understanding of key aspects within sport and exercise sciences, including acquisition of coherent and detailed knowledge that is informed by the forefront of sport and exercise science research. Indeed, the programme consists of all core modules except level 6 where students have two option modules to choose between. Keeping all elements core ensures an effective learning environment and ensures students are exposed fully to all relevant sub disciplines outlined by BASES for the BUES endorsement scheme and feeds into postgraduate study which offers similar specialisms. Due to the diversity of career pathways available to students studying sport and exercise sciences, the programme allows students to have an in depth understanding of the relevant sub-disciplines throughout their study. The adoption of a work placement module at 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 and 5.

There will be a change in emphasis over the three years to promoting independent learners. In level 4, students will receive a high level of direction in the identification and solving of problems given during lectures and seminars. 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, 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 in depth, an area of 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, Injury and Rehabilitation. 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.

At level 5, students must complete their level 2 gym instructor qualification as part of the modular assessment, however, if students already have this qualification- an alternative will be offered, and such will be assessed on an individual basis. As students also



complete a work placement module at level 5, students can use this qualification to gain realistic applied experience in a gym setting. Further, at level 6 students will complete their level 3 exercise referral qualification which also forms part of the modular assessment, as students will have completed a substantial amount of physiology and also elements of nutrition on the programme, they will receive their level 3 personal trainer qualification via recognition of prior learning. Such qualifications are aimed at supporting students to gain employability after programme completion.

## 25 The Wrexham Glyndŵr Graduate

The programme aims to meet the Wrexham Glyndwr Graduate attributes, attitudes and skillsets within the modules.

Module title	CORE ATTRIBUTES				KEY ATTITUDES					PRACTICAL SKILLSETS					
	Engaged	Creative	Enterprising	Ethical	Commitment	Curiosity	Resilient	Confidence	Adaptability	Digital fluency	Organisation	Leadership and team working	Critical thinking	Emotional intelligence	Communication
Sports Psychology 1	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Introduction to Anatomy and Physiology	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Introduction to Biomechanics and Performance Analysis	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Introduction to Nutrition	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Introduction to Research Skills	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Introduction to Strength & Conditioning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Applied Practice Placement	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Applied Research Methods	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Applied Biomechanics and Performance Analysis	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Sports Psychology 2	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Physiology: Training and Testing	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Strength and Conditioning in Practice	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Dissertation	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

	CORE ATTRIBUTES				KEY ATTITUDES					PRACTICAL SKILLSETS					
Advanced Performance Analysis	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Environmental Physiology	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Applied Sport Psychology	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Exercise Prescription and Referral for Clinical Populations	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Applied Professional Practice in Strength and Conditioning	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

## 26 Work based/placement learning statement

The applied work-based learning module will be introduced at Level 5, and will extend over both Semester 1 and 2. This module will consist of students engaging in a placement with one of our recognised partners or a placement of the students' choice, for a duration of 3 weeks (or 3 full time working weeks equivalent). Students have the flexibility to choose in what format they complete the work, providing that the full 3 weeks is covered. This placement remains consistent with the overall programme aims as it requires students to engage in applied work, where the theoretical knowledge developed in other modules is utilised in a 'real world' fashion. The learning outcomes for the module will relate specifically to how well the student can evaluate the organisational structure of a sport and exercise setting, apply professional and theoretical knowledge in the field, their ability to reflect on current practice, and their professional skills (such as time management and working attitude).

WGU staff will be responsible for delivery of contact time on campus, contact time and delivery will be based upon the learning outcomes, and tutorial support for placement. Face to face teaching will be conducted for a total of 6 hours, with 24 hours being delivered as tutorial/support time.

Students will be introduced to the partners during the contact time within the module, where students can explore their options for placements and have the opportunity for supplementary questions regarding their work. The student will be responsible for communication with partners and securing placements as this reflects the professional responsibility expected of students graduating from Wrexham Glyndŵr University (WGU). Any student who does not engage in securing a placement will be subject to a meeting with the module leader, who will explain the ramifications of not completing the module.

Partners/placements will be required to complete an evaluation form for the student evaluating the work the student has engaged in as this will allow WGU staff to review the work of the student. The partners associated with this module should provide evidence of available placement opportunities that state the job specification and job role that the student will take part in, as WGU staff will not visit placements. A risk assessment will be completed by the student and signed by the WGU Sport Science technician and module leader. Additionally, students should be made aware of risk assessments in place at their specific placement and will provide evidence of which in their portfolio within their assessment.

## 27 Welsh medium provision

The programme will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh if they wish. Where possible students can also be allocated a Welsh speaking member of staff as their personal tutor if preferred.

## 28 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, Reports, Presentations, essays

Level 5: Exams, Reports, Presentations, Essays

Level 6: Practical's, Coursework, Posters

A variety of practical applied elements sit within the programme therefore; specific rubrics will be designed to assess such which will deviate from University rubrics. Further, as the programme has been designed with the aim to endorse via BASES, each discipline (physiology, psychology, biomechanics) has a set syllabus that needs to be followed and assessment strategies are designed specifically around such.

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.

### Level 4

Module code & title	Assessment type and weighting	Indicative submission date
SPT416 Sports Psychology 1	Essay, 40% Presentation, 60%	Wk 19, Sem 1 Wk 25, Sem 1
SPT414 Introduction to Anatomy and Physiology	MCQ, 50% Report, 50%	Wk 26, Sem 1 Wk 35, Sem 2
SES402 Introduction to Biomechanics and Performance Analysis	Report, 50% Case Study, 50%	Wk 25, Sem 1 Wk 41, Sem 2
SES401 Introduction to Nutrition	Portfolio, 50% Case Study, 50%	Wk 26, Sem 1

SPT415 Introduction to Research Skills	MCQ, 50% Report, 50%	Wk 27, Sem 1 Wk 42, Sem 2
SES403 Introduction to Strength & Conditioning	Report, 40% Practical, 60%	Wk 25, Sem 1 Wk 25, Sem 1

### Level 5

Module code & title	Assessment type and weighting	Indicative submission date
SES503 Applied Practice Placement	Report, 100%	Wk 42, Sem 2
SPT520 Applied Research Methods	Oral Presentation, 100%	Wk 26, Sem 1 Wk 42, Sem 2
SES501 Applied Biomechanics and Performance Analysis	Case Study, 50% AV Presentation, 50%	Wk 26, Sem 1 Wk 40, Sem 2
SPT522 Sports Psychology 2	Presentation, 80% Essay, 20%	Wk 38, Sem 1 Wk 42, Sem 2
SPT521 Physiology: Training and Testing	Report, 50% Exam, 50%	Wk 21, Sem 1 Wk 27, Sem 2
SES502 Strength and Conditioning in Practice	Practical 50% Report, 50%	Wk 35, Sem 2 Wk 39, Sem 2

### Level 6

Module code & title	Assessment type and weighting	Indicative submission date
SPT625 Dissertation	Dissertation, 100%	Wk 38, Sem 2
SPT626 Advanced Performance Analysis	Presentation, 100%	Wk 25, Sem 1
SPT624 Environmental Physiology	Coursework, 100%	Wk 28, Sem 1
SPT623 Applied Sport Psychology	Case Study, 75% Reflective Practice, 25%	Wk 29, Sem 2 Wk 35, Sem 2
SES601 Exercise Prescription and Referral for Clinical Populations	Coursework, 50% Presentation, 50%	Wk 26, Sem 1 Wk 41, Sem 2
SES602	Presentation, 70%	Wk 27, Sem 1

Applied Professional Practice in Strength and Conditioning	Reflection, 30%	Wk 40, Sem 2
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## 29 Assessment and award regulations

### Derogations

Level 6 Exercise Prescription and Referral for Clinical Populations has a derogation that in order for students to enrol on that module, they must have passed their level 2 gym instructor qualification as part of the level 5 Strength and Conditioning in Practice module or must present evidence to the programme leader they already have this qualification. Students will be given one free re-sit attempt of both the level 2 and level 3 qualifications, thereafter, students must pay for any other occurring re-sit attempts. Students must pay for any other occurring re-sit attempts. There is no limit on re-sit attempts.

Students will demonstrate recognition of prior learning from level 4 Introduction to Nutrition, level 4 Introduction to Anatomy and Physiology and level 5 Physiology: Training and Testing in order to complete lesser units on the level 3 Exercise Referral qualification gained in the level 6 “Exercise Prescription and Referral for Clinical Populations” and also their level 3 Personal Trainer qualification which students will again need to have passed their level 2 Gym Instructor qualification in order to complete this qualification. The Personal Trainer qualification is not a necessary requirement of the course, it is however, offered to students also free of charge and will be completed by students outside of the module assessment. This is optional, not all students will have to complete this qualification.

Students however, therefore pass the Introduction to Nutrition, Introduction to Anatomy and Physiology and Physiology: Training and Testing Modules before enrolling onto the level 6 Exercise Prescription and Referral for Clinical Populations module, thus these modules cannot be trailed into level 6. Due to the additional online learning students have to engage in as part of receiving these qualifications, there is slight variation from the modular curriculum framework on the level 5 “Strength and Conditioning in Practice” and “Exercise Prescription and Referral for Clinical Populations.”

All elements must be passed at 40% or above:

SPT414 Introduction to Anatomy and Physiology (level 4)

SPT521 Physiology: Training and Testing (level 5)

To enrol on the level 6 Dissertation module, students must have passed and completed the level 5 SPT520 Applied Research Methods module with a minimum mark of 40%.

### Non-credit bearing assessment

Two additional qualifications are embedded as part of the degree:

Level 2 Gym instructor qualification

Level 3 Exercise Referral qualification

### **Borderline classifications (for undergraduate programmes only)**

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification.
- All level 6 modules must have been passed at the first attempt.
- The mark achieved for the *dissertation or other substantial* module is within the higher classification.

### **Ordinary Degree (for undergraduate programmes only)**

All modules except the Level 6 'Dissertation' module.

## **30 Quality Management**

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

Student Evaluation of Module forms  
Student Voice Forum  
Individual student feedback  
Student representatives  
Annual Monitoring reports  
Periodic review and re-validation process  
External Examiner reports  
PSRB requirements and accreditation activities  
National Student Survey (NSS)

Student representatives will be invited to provide feedback on: programme stewardship, organisation and administration; learning, teaching and assessment methods; university resources and services; and the overall student experience. Minutes of all meetings and actions will be published on the year noticeboard and made available online via Moodle. The actions are then discussed further at the All Years student voice forum. Module leaders have the responsibility for delivery of the learning, teaching and assessment of each module they are assigned. In addition, all students will evaluate at both the programme and modular level. The staff in the sports team collate module feedback from students and encourage final year students to complete the National Student Survey. Student feedback is also gathered through the personal tutor system, along with informal half yearly reviews in each module. The relationship between staff and students is such that feedback is regularly invited and offered.

The key outcomes will be reported within the programme's annual monitoring report (AMR). Finally, the welfare of the students is monitored through the personal tutor system. The mechanisms listed above are used to continually monitor and evaluate the programme through student feedback.

There are a range of methods in place to ensure the appropriateness of the learning, teaching and assessment strategies - from peer observation to moderation. The staff team in sport adopts a collaborative approach to curriculum design, delivery and assessment with regular communication being a key feature of the programme. The team are always looking for new ways to assure and enhance the quality of their programmes, their policies and procedures. All staff embrace Glyndŵr University's Peer Observation scheme, with biannual peer-observations in addition to team teaching approaches in many modules. The Programme Leaders will also meet monthly with the other Programme Leaders that share modules on the course.

### **31 Learning support**

#### **Institutional level support for students**

The University has a range of departments that offer support for students such as:

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration
- Glyndŵr Students' Union

#### **Support for students and their learning**

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University.

### **32 Equality and Diversity**

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's Equality and Diversity Policy <https://www.glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/> ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

