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## PROGRAMME SPECIFICATION

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### Enter Programme Title(s)

BSc (Hons) Football Coaching and the Performance Specialist  
BSc (Hons) Football Coaching and the Performance Specialist (with Foundation Year)

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

1	<b>Awarding body</b> Wrexham Glyndwr University
2	<b>Programme delivered by</b> Wrexham Glyndwr University
3	<b>Location of delivery</b> Wrexham Plas Coach Campus Collier's Park, Gresford
4	<b>Faculty/Department</b> Faculty of Social and Life Science
5	<b>Exit awards available</b> Successful completion of 120 credits at Level 4 entitles the student to the exit award of Certificate of Higher Education in Football Coaching and the Performance Specialist.  Successful completion of 240 credits at Level 5 entitles the student to a Diploma of Higher Education in Football Coaching and the Performance Specialist.  Successful completion of 300 credits at Level 6 entitles the student to an Ordinary Bachelor's degree in Football Coaching and the Performance Specialist.
6	<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b>

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For the BSc (Hons) Football Coaching and the Performance Specialist degree Wrexham Glyndŵr University (WGU) and the Football Association of Wales (FAW) are working in collaboration. As a result of the collaboration the content of the FAW Coach Education Qualifications have been embedded within the modules of the degree programme.

WGU are responsible for awarding the BSc (Hons) Football Coaching and the Performance Specialist 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 and FAW/UEFA B Licence). The content relating to the football qualification is integrated into the modules of the degree programme. For example, students may attend a lecture/seminar where the information is relevant to both the assessment of the module but also is relevant for the Coach Education award. Assessment for the FAW coaching awards will involve a separate process to the module assessment and successful completion of the coaching awards will be determined by the FAW.

At Level 3 (Foundation Year) students will complete the academic modules (assessed by Glyndŵr University). Additionally, students will complete the FAW Level 1 Football Leaders Award assessed by the FAW in an online format. The online FAW modules are already in existence.

At Level 4 of the academic degree programme students will engage with 120 credits. Students who successfully complete Level 4 will progress to Level 5 of the degree or if exiting be awarded a Certificate of HE in Football Coaching and the Performance Specialist. Additionally, at Level 4 students will engage with the FAW C Certificate for the FAW C Certificate (Level 4 of the degree) students will complete the additional requirements of the FAW award (content booklet). Students may successfully complete the module but not obtain the standard required by the FAW C Certificate. Students not successful in completing the FAW C Certificate will have the opportunity to re-sit the coaching award. An action plan will be linked to their PDP process.

Students progressing onto Level 5 of the degree programme will continue their academic development and commence engagement with the FAW/UEFA B Licence coaching qualification. The content for the FAW/UEFA B Licence is distributed across Level 5 and Level 6 of the academic degree programme. This enables students to develop and extend their coaching knowledge and reflect on their personal and professional development as a coach over this two-year period. In the final year (Level 6) students will have engaged with all elements of the FAW/UEFA B Licence and will be assessed by FAW qualified coach educators within a practical setting. This will link to their Level 6 module of *Football Coaching and Performance*. Students successfully completing the FAW/UEFA B Licence will be awarded the qualification by the FAW. Students identified as requiring further development will liaise with the FAW through a personal action plan to re-sit the award at a future date. Aligned with external courses, the students will have 3 opportunities to deliver their final FAW/UEFA B Licence Assessments. Should they fail all three attempts, they will not have an opportunity to be assessed a fourth time; the student would then be required to access another UEFA B Licence course within the external environment and would no longer be the responsibility of the University.

Wrexham Glyndŵr University is responsible for the monitoring and assessment of the BSc (Hons) Football Coaching and the Performance Specialist degree. The FAW coach education specialists within the departments are responsible for monitoring and assessing the respective football coaching awards of Level 1, Level 2, C Certificate and B Licence.

Students who successfully complete the BSc (Hons) Football Coaching and the Performance Specialist degree programme and additionally successfully complete the FAW coaching awards will be awarded a degree and their coaching qualifications in respect of the coaching standard they have achieved within the FAW coaching structure.

However, students demonstrating successful completion of BSc (Hons) Football Coaching and the Performance Specialist degree programme but not successful completion of the FAW coaching awards (coaching qualifications) may exit only with their degree and only the level of coaching qualification which they have successfully obtained (Level 1, Level 2 or C Certificate).

7 **Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) eg. completion of placement.**

8 **JACS3 / HECoS codes**

C610/100095

9 **UCAS code**

BSc 6M0Q FY 6M0P

10 **Relevant QAA subject benchmark statement/s**

[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)

Section 3

3.18 Sport is one of the largest areas of academic interest across the UK, with a broadbased 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'.<sup>2</sup> 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 & part time  
Blended Learning within some modules  
Blended Learning for FAW Online Modules

**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

All applicants successful in being offered a place on the programme will be subject to a satisfactory Enhanced DBS clearance undertaken by Wrexham Glyndŵr University. The type and level of DBS check required will be confirmed to you during the DBS application process.

Failure to declare a conviction, which is subsequently revealed by a DBS check may result in exclusion from the programme. The nature of declared convictions is taken into consideration following our POLICY & PROCEDURE FOR CONSIDERING ADMISSION TO THE UNIVERSITY FOR PROGRAMMES REQUIRING A DBS CHECK AND FROM CANDIDATES WITH CRIMINAL CONVICTIONS.

In line with the Universities DISCIPLINARY PROCEDURE FOR STUDENTS, all students are required to disclose a criminal record acquired either before or during the student's enrolment with the University.

### Suitability for Practice Procedure

n/a

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

Students wishing to enter the above programmes of studies will be considered if their prior experience/learning is considered appropriate for engagement on the course at the level of entry they are applying for. Equivalent experiential learning will be considered for the application when there are insufficient or no formal qualifications.

For example, an individual working in an applied sporting context (practicing coach, teacher, trainer or analyst) and/or in a position where their experience is deemed relevant to the degree (employed by National Governing Body (NGB), sports organisation or professional club) will be considered at the application stage.

Candidates with no formal education must demonstrate evidence of an ability to study at the higher education level. The Admissions tutor will require candidates to undertake a piece of written work, assessing their literacy and numeracy skills and basic sporting knowledge to demonstrate they have the capacity to study and engage at the appropriate level. Those candidates who satisfactorily complete the written exercise will be invited to attend a formal interview with a member of the programme team who will assess their motivation, experience and readiness to study.

## 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

### Programme specific restrictions

Applicants who have not completed the pre-requisites to engage in the FAW/UEFA B Licence will not engage in the coach education course at level 5 but will engage in the academic programme as part of the degree. Should an individual provide valid evidence of the pre-requisites of the FAW/UEFA B Licence, they then would engage in the FAW/UEFA B Licence course in addition to the academic programme.

## 19 Aims of the programme

The proposed degree linked to the Football Association of Wales (FAW) is not just a football specific degree. The football coaching degree programme aims to prepare students who want to work in the football industry as a coach or performance specialist. Performance specialists include the roles of physiologist, psychologist, performance analysis, coach/player development, and academy managers etc. who want to work specifically in the football environment.

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. In addition to the degree being relevant for the 18 – 25 year age ranges the degree will also integrate up-skilling of professional practitioners and a return to study for experienced individuals.

Specifically, the BSc (Hons) Football Coaching and the Performance Specialist aims to equip students with:

- A strong understanding of the coaching process within a football context.
- A strong understanding and the ability to engage with all ends of the performance spectrum from grassroots to the elite levels.
- The development of pedagogical and applied vocational skills required in the football industry.
- The development of specialist knowledge relating to all aspects of applied football performance – physiology, psychology, performance analysis etc.
- The ability to understand the performance and coaching environment of football from an interdisciplinary and multi-disciplinary perspective.
- The ability to evaluate, interpret and analyse both academic information and applied practice information relating to football.
- The generic and transferable skills demanded by employers such as communication, numeracy, information technology, research, assertiveness and ability to work independently and team work.



## 20 Distinctive features of the programme

The BSc (Hons) Football Coaching and the Performance Specialist degree is a unique academic programme. The programme is distinctive for several reasons:

### **Embedded Professional Qualifications within the degree programme**

The degree embeds the qualifications of the Football Association of Wales coaching awards for both FAW/UEFA B Licence and FAW 'C' Certificate coaching qualifications into an academic framework. Students demonstrating the successful academic ability and coaching ability can combine both coaching practice and academic study in one integrated approach.

### **Theory to practice link**

The football specific framework therefore facilitates a strong link between theory and practice. Students will be exposed to coaching across the age range and develop a strong understanding of the performance pathway.

### **Performance Specialist**

The degree is designed to develop the skills of individuals wanting to work in the football coaching environment as well as the performance specialist seeking to pursue a football career in the areas of football physiologist, football psychologist or a performance analyst. The degree therefore provides the unique opportunity for individuals who want to work as a performance specialist in football to acquire content knowledge of football in context of the identified specialism (physiologist, football psychologist and a performance analyst, director etc.)

### **Personalised learning**

The BSc (Hons) Football Coaching and Performance Specialist degree has an integrated Personal Development Portfolio (PDP)/mentoring learning framework which again is integrated with their FAW coaching journey. The degree has integrated PDP which enables students to maximise their learning by personalising their own learning to match future football careers. During Level 4, each student will be allocated a coach mentor in addition to a personal tutor. The personal tutor will support the student from a pastoral and academic perspective whereas the coach education mentor will look to support the student's development within coaching where possible.

The PDP process develops from level 4 into Continual Professional Development (CPD) in Level 5 and 6 alongside the FAW/UEFA B Licence. The football students will engage in an 8 week reflective journey at level 5 and another 8 week reflective journey at level 6 working in an external football environment of their own selection. Students receive mentoring visits which not only link to professional development but also provides the student with formative assessments which will aid the preparation of their final FAW/UEFA B Licence assessment.

The PDP and CPD process therefore provides an additional vehicle for academic and personal growth. The PDP/CPD process incorporates the student's academic learning, FAW coach education development and contextualises both of these learning contexts into the vocational setting. The PDP/CPD process therefore includes both academic and FAW coaching elements which are personalised to the individual learner.

### **Performance Analysis Centre:**



The Centre for Performance Analysis continues to grow and has entered its eighth year of partnerships. The Centre was established and is run by the staff in the coaching team. Students develop both personal and professional skills working in external environments. These include working with elite performance teams as well as supporting community development. The Centre also provide the students with opportunities to engage with applied research projects. Several students have progressed onto securing employment opportunities with the partners who are linked to the centre.

#### **Applied external projects:**

Student will work in collaboration with external partners on applied research projects. Applied research projects may include working with the Football Association of Wales with their young international players as coaches and performance analysts.

#### **Elite Academy Programme**

The parallel version of the football programme will see the method of delivery of 4 of the academic modules being delivered via blended learning. Blended learning is an alternative method of teaching whereby electronic or online media is utilised instead of face to face teaching. Some lectures will be pre-recorded and released to the students on the morning of the lecture; on other occasions, Panopto and Microsoft Teams online streaming will be used to live stream a lecture. The detail of this will be mapped out within each Module Handbook for the students. The remaining modules will be delivered within a face to face teaching with the rest of the cohort based at the Wrexham campus. Being that the students would spend part of their time within their club environment, it would provide a continuous opportunity for students to apply and enhance their skills within the football environment. It would also provide an opportunity for the students to develop their coaching practice alongside the integrated coach education within the programme. Also, by having some lectures face-to-face on Wrexham Campus it will allow the students to network and socialise with the other sport cohorts.

Students studying on the Elite Academy Programme will receive individual student support via online video platforms i.e. Skype. These meetings will be scheduled via email between the personal tutor and the student.

Students will also be able to schedule face to face meetings with their tutor if required.

Access to the student support services will be provided and this will be communicated to the students during welcome week.

## **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 Football Coaching and the Performance Specialist.

Successful completion of 240 credits at Level 5 entitles the student to a Diploma of Higher Education in Football Coaching and the Performance Specialist.

Successful completion of 300 credits at Level 6 entitles the student to a Bachelor's degree in Football Coaching and the Performance Specialist.

## 22 Programme structure diagram

<b>LEVEL 4</b>							
Mod Code	SPT415	Mod title	Introduction to Research Skills	Credit value	20	Core	Sem 1 & 2
Mod Code	FAW413	Mod title	Football Coaching Pedagogy 1	Credit value	20	Core	Sem 1
Mod Code	SPT416	Mod title	Sport 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	FAW412	Mod title	Introduction to Performance Analysis in Football	Credit value	20	Core	Sem 1 & 2
Mod Code	FAW414	Mod title	Football and Society	Credit value	20	Core	Sem 2
<b>LEVEL 5</b>							
Mod Code	SPT520	Mod title	Applied Research Methods	Credit value	20	Core	Sem 2
Mod Code	FAW509	Mod title	Football Coaching Pedagogy 2	Credit value	20	Core	Sem 1
Mod Code	SPT522	Mod title	Sport 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	FAW507	Mod title	Applied Performance Analysis in Football	Credit value	20	Core	Sem 1 & 2
Mod Code	FAW511	Mod title	Football Applied Practice: Sport Placement	Credit value	20	Core	Sem 1 & 2
<b>LEVEL 6</b>							
Mod Code	SPT625	Mod title	Dissertation	Credit value	40	Core	Sem 1 & 2
Mod Code	FAW607	Mod title	Football Coaching and Performance	Credit value	40	Core	Sem 1 & 2
Mod Code	SPT623	Mod title	Applied Sport Psychology	Credit value	20	Option	Sem 1 & 2
Mod Code	SPT624	Mod title	Environmental Physiology	Credit value	20	Option	Sem 1
Mod Code	SPT626	Mod title	Advanced Performance Analysis	Credit value	20	Option	Sem 1

## 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 and coaching sciences, 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 coaching sciences 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 and coaching sciences within football (physiology,	On completion of level 6 students will be able to display a critical understanding of the development of knowledge within the area of sport and coaching sciences within

			psychology, performance analysis, pedagogy).	football (physiology, psychology, performance analysis, pedagogy)
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 take responsibility for autonomous learning and continuing professional development.	On completion of level 5 students will be able to take responsibility for autonomous learning and continuing professional development.	On completion of level 6 students will be able to take responsibility for autonomous learning and continuing professional development.	On completion of level 6 students will be able to take responsibility for autonomous learning and continuing professional development.
B2		On completion of level 5 students will be able to evaluate research and assess subject specific facts, theories, paradigms, principles and concepts in relation to football.	On completion of level 6 students will be able to critically evaluate research and assess subject specific facts, theories, paradigms, principles and concepts in relation to football.	On completion of level 6 students will be able to critically evaluate research and assess subject specific facts, theories, paradigms, principles and concepts in relation to football.
B3		On completion of level 5 students will be able to evaluate and develop a reasoned argument and challenge assumptions.	On completion of level 6 students will be able to critically evaluate, develop a reasoned argument and challenge assumptions.	On completion of level 6 students will be able to critically evaluate, develop a reasoned argument and challenge assumptions.
B4		On completion of level 5 students will be able to evaluate and synthesis of ideas and information in order to design solutions to	On completion of level 6 students will be able to synthesis of ideas and information in order to design solutions to vocationally relevant	On completion of level 6 students will be able to synthesis of ideas and information in order to design solutions to vocationally relevant

	Level 4	Level 5	Level 6	Level 6 Honours Degree
		vocationally relevant problems in coaching and to evaluate them.	problems in coaching and to critically evaluate them.	problems in coaching and to critically evaluate them.
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 plan, design and execute practical activities using appropriate techniques and procedures which are appropriate to the football industry.	On completion of level 5 students will be able to evaluate, plan, design and execute practical activities using appropriate techniques and procedures which are appropriate to the football industry.	On completion of level 6 students will be able to critically plan, design and execute practical activities using appropriate techniques and procedures which are appropriate to the football industry.	On completion of level 6 students will be able to critically plan, design and execute practical activities using appropriate techniques and procedures which are appropriate to the football industry.
C2	On completion of level 4 students will be able to plan and design appropriate football sessions which are inclusive and practically safe and which support the development of the individual or group.	On completion of level 5 students will be able to evaluate, plan and design appropriate football sessions which are inclusive and practically safe and which support the development of the individual or group.	On completion of level 6 students will be able to critically evaluate, plan and design appropriate football sessions which are inclusive and practically safe and which support the development of the individual or group.	On completion of level 6 students will be able to critically evaluate, plan and design appropriate football sessions which are inclusive and practically safe and which support the development of the individual or group.
C3		On completion of level 5 students will be able to plan, design and deliver effective coaching programmes aimed at achieving	On completion of level 6 students will be able to plan, design and deliver effective coaching programmes aimed at achieving social and sporting outcomes	On completion of level 6 students will be able to plan, design and deliver effective coaching programmes aimed at achieving

	Level 4	Level 5	Level 6	Level 6 Honours Degree
		social and sporting outcomes which are inclusive of all members.	which are inclusive of all members.	social and sporting outcomes which are inclusive of all members.
C4				On completion of level 6 students will be able to critically evaluate, plan, design, execute and communicate a sustained piece of independent intellectual work.
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 independently and interact effectively as part of a group.	On completion of level 5 students will be able to evaluate and 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 and interact effectively as part of a group.	On completion of level 6 students will be able to demonstrate the ability to work independently and interact effectively as part of a group.
D2	On completion of level 4 students will be able to communicate succinctly and eloquently in written, oral and other relevant presentation formats.	On completion of level 5 students will be able to communicate succinctly and eloquently in written, oral and other relevant presentation formats.	On completion of level 6 students will be able to communicate succinctly and eloquently in written, oral and other relevant presentation formats.	On completion of level 6 students will be able to communicate succinctly and eloquently in written, oral and other relevant presentation formats.

D3	On completion of level 4 students will be able to demonstrate an ability to employ coaching theories in the planning and designing of an appropriate football session, which support the development of an effective learning environment for the performer.	On completion of level 5 students will be able to evaluate and demonstrate an ability to employ coaching theories in the planning and designing of an appropriate football session, which support the development of an effective learning environment for the performer.	On completion of level 6 students will be able to demonstrate an ability to critically evaluate and employ coaching theories in the planning and designing of an appropriate football session, which support the development of an effective learning environment for the performer.	On completion of level 6 students will be able to demonstrate an ability to critically evaluate and employ coaching theories in the planning and designing of an appropriate football session, which support the development of an effective learning environment for the performer.
D4		On completion of level 5 students will be able to employ the skills required in teamwork demonstrate the ability to communicate and effectively work with other individuals (e.g. professional, coach's, individual players, parents)	On completion of level 6 students will be able to employ the skills required in teamwork demonstrate the ability to communicate and effectively work with other individuals (e.g. professional, coach's, individual players, parents).	On completion of level 6 students will be able to employ the skills required in teamwork demonstrate the ability to communicate and effectively work with other individuals (e.g. professional, coach's, individual players, parents)
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.

	Module Title	Core or option	A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	D1	D2	D3	D4
Level 4	Introduction to Research Skills	Core	■	■	□	□	□	■	■	□	□	□	■	■	□	□	■	■	■	□
	Football Coaching Pedagogy 1	Core	□	■	□	□	■	□	□	□	□	□	■	■	□	□	■	■	■	□
	Sport Psychology 1	Core	□	■	□	□	■	■	■	□	□	□	■	□	■	□	■	■	■	□
	Introduction to Anatomy and Physiology	Core	□	■	□	□	■	■	■	□	□	□	■	□	■	□	■	■	■	□
	Introduction to Performance Analysis in Football	Core	■	■	□	□	■	□	□	□	□	□	■	□	□	■	■	□	■	□
	Football and Society	Core	□	■	□	□	■	□	□	□	□	□	□	□	□	□	□	■	■	■
Level 5	Applied Research Methods	Core	■	■	■	□	■	■	■	□	□	□	■	■	■	■	■	■	□	□
	Football Coaching Pedagogy 2	Core	■	■	□	□	□	□	■	□	□	□	■	■	■	□	■	■	■	■
	Sport Psychology 2	Core	□	■	■	□	■	■	■	□	□	□	■	■	□	□	■	■	■	□
	Physiology: Training and Testing	Core	■	■	■	□	■	■	■	■	□	□	■	■	■	□	■	■	■	■
	Applied Performance Analysis in Football	Core	■	■	■	□	■	■	■	■	□	□	■	□	■	□	■	■	□	■
	Football Applied Practice: Sport Placement	Core	□	□	□	■	■	■	□	□	□	□	□	■	■	□	■	□	□	■

	<i>Module Title</i>	<i>Core or option</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>B5</i>	<i>B6</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>
<b>Level 6</b>	<i>Dissertation</i>	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	<i>Football Coaching and Performance</i>	Core	■	■	■	■	■	■	■	■	□	■	■	□	■	□	■	■	■	■
	<i>Applied Sport Psychology</i>	Option	■	■	□	□	■	□	□	■	□	■	■	■	■	■	■	■	■	■
	<i>Environmental Physiology</i>	Option	■	■	■	■	□	■	■	■	■	□	■	■	■	■	■	■	□	■
	<i>Advanced Performance Analysis</i>	Option	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

## 24 Learning and teaching strategy

The learning and teaching philosophy will be in line with the University's framework – the focus will be on learning with the deployment of teaching methods that promote effective student learning, self-development and reflection, with assessment and study activities taking place inside and outside the class.

The learning and teaching methods will encourage use of the applied setting and help the student develop transferable skills such as communication, being able to discuss, analyse and critically analyse and the ability to work as an individual and a team member.

To achieve the overall aims of the learning and strategy, the programme team have attempted to ensure that the methods employed across the 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 *Football Applied Practice: Sport Placement* 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.

## 25 The Wrexham Glyndŵr Graduate

The programme aims to meet the Wrexham Glyndwr Graduates attributes, attitudes and skillsets via all 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
<i>Introduction to Research Skills</i>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<i>Football Coaching Pedagogy 1</i>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<i>Sport Psychology 1</i>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<i>Introduction to Anatomy and Physiology</i>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<i>Introduction to Performance Analysis in Football</i>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<i>Football and Society</i>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<i>Applied Research Methods</i>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<i>Football Coaching Pedagogy 2</i>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<i>Sport Psychology 2</i>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<i>Applied Physiology: Training and Testing</i>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<i>Applied Performance Analysis in Football</i>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<i>Football Applied Practice: Sport Placement</i>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<i>Dissertation</i>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<i>Football Coaching and Performance</i>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<i>Applied Sport Psychology</i>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<i>Environmental Physiology</i>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<i>Advanced Performance Analysis</i>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

## 26 Work based/placement learning statement

The students studying on the BSc (Hons) Football Coaching and the Performance Specialist degree will be provided with the opportunity to apply their theoretical knowledge to the applied environment within the level 5 module *Football Applied Practice: Sport Placement*. The module will be aligned to the University Modular Curriculum framework and is seen as a vital component to their employability. The students will be free to find their own placement within the football environment or alternatively utilise connections identified by the programme team.

The placements must fall within the following categories:

- Coaching/Sport Development/High Performance
- Physiology (Physio/S&C etc.)
- Psychology
- Performance Analysis

The students will be supplied with a pre-constructed Sport Placement Report which must be completed during their placement and signed by their placement mentor which will provide a detailed account of the **40 hour** placement. Given the nature of the environment, students are free to construct the hours in whichever way they are appropriate e.g. 1 full week or spread across evenings and weekends. The module will be spread across semesters 1 and 2 to allow sufficient time for the hours to be completed.

In order to provide appropriate information to each respective placement venue an email will be constructed from the module leader thanking the mentor for allowing the students to utilise their establishment as part of the module and also detailing the various responsibilities they must undertake.

WGU risk assessments will be completed by the students prior to engaging in their placement. Said risk assessments must be signed by the Sport and Exercise Science technician and module leader prior to the commencement of their placement.

Additionally, students will be made aware of any specific risk assessments within their placement.

## 27 Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh. Currently a member of staff who is fluent in verbal and written Welsh is available for personal tutor support if students would like the opportunity to receive their tutorials through the medium of Welsh.

## 28 Assessment strategy

The pattern of assessment has been carefully considered in the design of each module and reflect the learning outcomes. The learning outcomes are all aligned with the University's Strategy for Supporting Student Learning and Achievement strategy. The assessment of students will include a wide range of strategies as illustrated in the table below. The department therefore looks to use a wide array of assessment methods to test students' knowledge and understanding. This will include essays, portfolios, laboratory practical assessments, tutorial and group tasks, individual tasks and presentations (oral/multi-media), case studies, poster presentations, peer-assessed seminars and practical coaching sessions. Module leaders will be expected to continuously employ a range of in-programme assessment techniques and, where appropriate, develop and modify them as experience dictates.

Assessment has several functions:

- (a) To determine progression and classification.
- (b) To encourage student learning.
- (c) To allow students to benchmark and improve their performance through the provision of regular assessments, both formative and summative.
- (d) To provide feedback to staff on how successful the teaching/learning

strategy of the module is in meeting the outcomes set.

The assessment for each module has been carefully designed and developed to enable students to develop a strong understanding of the link from theory to practice. In addition, the assessment includes a continual reflective process embedded in the student's learning to facilitate the advancement of personal, professional and academic skills. Additionally, students engage with assessments which are both group and individually assessed and reflect on their own performance of working independently and with others. This enables the students to reflect on and evaluate a range of academic and vocationally relevant skills.

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 are able to use the assessment methods to frame their own learning and evaluate their own performance and professional development.

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 handbook 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. A comprehensive list of assessments and their respective deadlines can be found on the VLE which will be shown to the students at the start of the academic year.

Assessments will be graded using the Wrexham Glyndŵr university rubric. All work will be assessed by the staff at the University and feedback will be provided to students via Turnitin. Turnitin will be used as a tool to support the student's learning and development of their academic writing skills and will also serve as a mechanism to detect plagiarism or collaboration. All modules will be internally verified with a sample of work being moderated by University staff in the first instance and then by external examiners in accordance with the Wrexham Glyndŵr University Academic Regulations. Finally, students are expected to submit assessments as outlined in each individual module handbook and will be informed of the penalties for non-submission. Students will be made aware of the extenuating circumstances procedure and close support will be provided when necessary.

<b>Module code &amp; title</b>	<b>Assessment type and weighting</b>	<b>Indicative submission date</b>
SPT415 Introduction to Research Skills	MCQ – 50% Report – 50%	Week 27 Sem 1 Week 42 Sem 2
FAW413 Football Coaching Pedagogy 1	Video Reflection – 60% Portfolio – 40%	Week 17 Sem 1 Week 27 Sem 1
SPT416 Sport Psychology 1	Essay – 40% Presentation – 60%	Week 19 Sem 1 Week 25 Sem 1
SPT414 Introduction to Anatomy and Physiology	MCQ – 50% Report – 50%	Week 27 Sem 1 Week 35 Sem 2
FAW412	Literature Review – 40%	Week 31 Sem 1

Module code & title	Assessment type and weighting	Indicative submission date
Introduction to Performance Analysis in Football	Report – 60%	Week 42 Sem 2
FAW414 Football and Society	Project – 100%	Week 38 Sem 2
SPT520 Applied Research Methods	Oral Presentation – 100%	Week 26 Sem 1 Week 42 Sem 2
FAW509 Football Coaching Pedagogy 2	Practical – 50% Presentation – 50%	
SPT522 Sports Psychology 2	Presentation – 80% Essay – 20%	Week 38 Sem 2 Week 42 Sem 2
SPT521 Physiology: Training and Testing	Report – 50% Exam – 50%	Week 21 Sem 1 Week 27 Sem 1
FAW507 Applied Performance Analysis in Football	Report – 100%	Week 40 Sem 2
FAW511 Football Applied Practice: Sport Placement	Sport Placement Report – 20% Oral Assessment – 80%	Week 31 Sem 2 Week 39 Sem 2
SPT625 Dissertation	Dissertation – 100%	Week 38 Sem 2
FAW607 Football Coaching for Performance	Practical – 50% Presentation – 50%	Week 17 Sem 1 Week 35 Sem 2
SPT623 Applied Sport Psychology	Case Study– 75% Reflective Practice – 25%	Week 29 Sem 2 Week 35 Sem 2
SPT624 Environmental Physiology	Coursework – 100%	Week 28 Sem 2
SPT626 Advanced Performance Analysis	Presentation – 100%	Week 25 Sem 1

## 29 Assessment and award regulations

Regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees apply to these programmes.

### Derogations

Students must pass the level 5 Applied Research Methods with a minimum mark of 40% before being able to enrol on the level 6 Dissertation module

### Non-credit bearing assessment

The UEFA B and C licences are embedded in the degree award 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 Football Coaching and Performance* module is within the higher classification.

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

The Football Coaching and Performance Module will be a core module and the student must complete one of the level 6 optional modules in order to earn 300 credits to exit with an ordinary degree.

## **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)

## **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. The students will also be allocated a specific coach mentor to support their coaching journey throughout their time on the degree.

### **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.

