

Prifysgol Wrexham Wrexham University

Programme Specification

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Section 1 Regulatory Details

Awarding body	Wrexham University
Teaching institution	Wrexham University
Final award and programme title (Welsh)	BSc (Anrh) Hyfforddi: Chwaraeon a Ffitrwydd (Atodol)
Final award and programme title (English)	BSc (Hons): Sports Coaching and Fitness (Top Up)
Exit awards and titles	BSc (Ordinary) in Sports Coaching and Fitness Foundation Degree (FdSc) in Sports Coaching and Fitness Certificate of Higher Education in Sports Coaching and Fitness
Credit requirements	BSc (Hons) in Sports Coaching and Fitness: 360 credits in total including a minimum of 120 credits at level 6 BSc (Ord) in Sports Coaching and Fitness: 300 credits in total, including 80 credits at level 6 (Exit Award) Foundation Degree in Sports Coaching and Fitness: 240 credits in total (Exit Award) Certificate of Higher Education in Sports Coaching and Fitness: A minimum of 120 credits at level 4 (Exit Award)
Does the programme offer Foundation Year route?	No
Placement / Work based learning	Compulsory Work Placement – mandatory placements embedded within the programme, at level 5 and 6. These must be completed to pass the module.
Length and level of the placement	SPC504 Developing Performance – Technique Impacting Tactics (12 hours) SPT549 Tomorrows Practitioner: The Sport and Exercise Industry (80 hours)

	SPT546 Becoming A Coach (12 hours) SPT632 Reflective Practitioner Special Topic (120 hours)
Faculty / Department	Faculty of Social and Life Sciences / Sport Science Department
HECoS Code	100095
Intake Points	September
Mode of Attendance	Full Time Part Time
Normal Programme Length	Full TIME: FdSc – 2 years BSc (Hons) Top-Up - 1 year PART TIME: FdSc – 4 years BSc (Hons) Top-Up – 2 years
Mode of Study and Location of delivery	Campus based – Wrexham, Colliers Park
Language of delivery	English
Welsh Medium Provision	The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.
Professional, Statutory or Regulatory Body (PSRB) accreditation	N/A This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.
External reference points	The FdSc has been aligned to the QAA's Characteristics Statement for Foundation Degrees (February 2020) and FdSc/BSc to the Subject Benchmark Statement for Events, Hospitality, Leisure Sport and Tourism (November 2019)
Entry Requirements	The University website sets out the approved entry requirements for each programme, including minimum qualifications and English Language requirements If students that have been out of education for >5 years submission of a personal statement is required, even if the student has the required UCAS points. Entry onto the FdSc it is typically >48 UCAS points however all applications will be considered individually, considering work experience, vocational

	training/qualifications, as well as motivation and potential to succeed.
Record 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. There are no programme specific restrictions.
Is DBS check required on entry?	No
Does the Suitability for Practice Procedure apply to the programme?	No
Derogation to Academic Regulations	N/A
Date of Approval	18/07/2025
Date and type of Revision	N/A

Section 2 Programme Details

Aims of the programme

FdSc Sports Coaching and Fitness

In line with the QAA characteristics statement for foundation degrees (QAA, 2020), the foundation programme aims to:

- To produce graduates with the knowledge and practical skills essential for them to operate effectively in the Coaching, Sport and Fitness sector.
- To equip students with the critical understanding of the core concepts that underpin the Coaching Process, whilst integrating elements that directly affect this process (for example: performance analysis).
- To develop the qualities and transferable skills necessary for employment and/or progression to other qualifications by integrating theoretical and practical knowledge and applying this to the work context

BSc (Hons) Sports Coaching and Fitness (Top-Up)

To support the transition to a BSc and in line with the QAA Foundation Degree characteristics statement (2020) and in line with the Subject Benchmark Statement Leisure Sport and Tourism (2019), we also aim to:

- Demonstrate competency with a wide range of Coaching Pedagogy theories and principles, as well as an awareness of the current boundaries of theory and applied knowledge.
- Understand the provisional nature of researched information and evaluate the implication of the contested and transient nature of such material.
- Address issues through the collection, collation, analysis and evaluation of appropriate qualitative and quantitative information and using it to formulate solutions.
- Plan and execute research or development work and evaluate the outcomes and draw logical conclusions.
- Demonstrate awareness of legal, moral, ethical and social issues relevant to the Coaching sector.
- The programmes support the four strategy domains of teaching, research, engagement and structure. There is a balance of both new and current modules that are being designed in line with teaching that is relevant to the workplace. Campus 2025 aims to develop a student centred, modern learning environment that places the university at the heart of the local community in line with ongoing plans to improve the Wrexham Universities campus. Given our location within NE Wales and the 'natural environment' on our doorstep, our programmes offer students an opportunity to explore areas within sport, exercise and fitness that reach far beyond the realms of traditional settings.
- Students would develop coaching and leadership skills alongside theoretical content to enhance future employment opportunities. Our 'generic' programme curriculum would provide students with the opportunity to investigate coaching science subject areas, alongside acquiring industry qualifications and vocational skills. These activities may include a broad range of formal and in-formal sports, e.g. invasion, target, and

racket sports, athletics, aquatics, outdoor pursuits, fitness and conditioning, conducted within team and individual settings.

- In conclusion, our programmes have several USPs.
- 1. Provides students who are interested in working within Sport/Outdoors/Fitness a programme of study with opportunities to explore a range of sport/coaching science specialisms that underpin applied practice in a wide range of settings.
- 2. Additional embedded sport/outdoor coaching and fitness industry qualifications that provide students with opportunities to gain vocational and coaching qualifications.
- 3. Work experience opportunities that provide students with links to a wide range of external partners within sector.

Curriculum Outline

- As the Core Academic Strands outlined below, there are of course several cross-curriculum skills and competencies that need to underpin the proposed area of study including: numeracy, literacy and digital competence. The programme also develops integral skills of planning/organisation, personal effectiveness, problem solving and creativity.
- *The Coaching Process* – Coaching pedagogy: the what, why and how to coach effectively, including the identification and evaluation of key performance indicators. Sport psychology helps understand the mental pressures placed on coaches and athletes.
- *Fitness and Conditioning*: Physical literacy across the life course, personal fitness, health and wellbeing, injury prevention, athletic performance, and training methods. Sport physiology and implications for coaches.
- *Analysing Performance*: Understanding human physiology and its impact on movement and performance. Motor skill development, skill acquisition and the transformation of technique development through assessment into tactical applications in sport and fitness.
- *Academic Discovery*: including (as well as the generic research skills) literacy, numeracy digital skills, the lifelong learner, professional and vocational development, (PDP).
- *Applied Environment*: negotiated learning, experience in the workplace, work-based learning, vocational qualifications, and coaching awards.
- The FdSc content and supporting vocational qualifications will provide a firm platform for students to exit after completion and be industry ready. Students will also be able to progress onto the BSc, via advanced standing to a 'Top-Up' year at level 6. In line with the QAA FD characteristics the programme itself is designed to allow a healthy combination of applied practical work and theoretical knowledge.
- The core attributes of the Wrexham University Graduate are at the heart of this, our students will emerge as knowledgeable and inquisitive future employees, demonstrating initiative, resourcefulness, and self-determination in achieving experience in a potential career pathway.

- Key attitudes are reflected across all modules where we have designed the programmes to inspire individuals to become more independent to develop confidence, adaptability, resilience, and commitment. Students will embody the attributes of ethical and creative practice.
- Practical skill sets are developed and reflected using formative assessments and within the teaching styles adopted for delivery. These are appropriate for the student to use within their own practice and underpin aspects of content within the modern coaching environment.
- The coaching role requires the student to develop a combination of skills. Knowledge developed through theory, understanding how to incorporate technology, and firmly establishing a transferable set of delivery skills. These skills are evaluated through a creative set of summative assessments.
- Critical thinking, communication and organization are vital skills to demonstrate, especially at level 5 and 6, we align our learning outcomes to suggest critical thinking is a skill needed to be met to pass the module. We feel leadership and team working will be reflected in the practical opportunities and other modules where formative assessments will reduce the number of summative assessments required.

Unique Selling Points

The Sports Coaching and Fitness programmes at Wrexham University provide a dynamic, practical, and career-focused route into the sport, fitness, and outdoor sectors. Closely aligned with the QAA Foundation Degree Characteristics and relevant subject benchmarks, these programmes blend academic knowledge with hands-on experience to prepare students for real-world challenges. Students explore key themes such as coaching pedagogy, sport psychology, fitness and conditioning, and performance analysis, with theory always linked to applied practice.

Learning is enhanced through workplace experiences, vocational training, and participation in a wide variety of sports and physical activities, including outdoor pursuits. Embedded qualifications in coaching and fitness are offered throughout the programme, and students are encouraged to undertake short courses and industry recognised certifications that develop specialised skills and boost employability. These may include areas such as safeguarding, first aid, strength and conditioning, and inclusive coaching practices.

Students benefit from opportunities to work with external partners, gaining insight into the demands of the sector and building strong professional networks. The BSc top-up year supports progression by encouraging critical thinking, research, ethical awareness, and advanced coaching science knowledge. Assessments are varied and engaging, offering both formative and summative feedback to support academic growth.

The University's location in North-East Wales provides a unique advantage, giving students access to outdoor environments and community-based sport settings that go beyond the traditional classroom. Students become confident and adaptable practitioners, developing leadership, organisation, and digital skills needed to thrive in modern sport and fitness roles.

By graduation, students will be equipped with a solid foundation in theory and practice, enhanced by real-world experience, industry connections, and additional short course

qualifications. They will leave Wrexham University ready to make an immediate and lasting impact across coaching, health, fitness, and outdoor activity sectors.

Programme Structure Diagram, including delivery schedule

Full-time delivery

BSc (Hons) Sports Coaching and Fitness (Top-up)

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2)
Level 6	SPT631	Applied Professional Practice in Fitness & Conditioning	20	Core	1
Level 6	SPT629	Independent Discovery	40	Core	1 & 2
Level 6	SPT630	Analysing Performance for Improvement	20	Core	2
Level 6	SPT632	Reflective Practitioner – Special Topic	40	Core	1 & 2

Part-time delivery

BSc (Hons) Sports Coaching and Fitness (Top-up)

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (Semester 1,2)	Year of Delivery
Level 6	SPT631	Applied Professional Practice in Fitness & Conditioning	20	Core	1	2
Level 6	SPT629	Independent Discovery	40	Core	1 & 2	2
Level 6	SPT630	Analysing Performance for Improvement	20	Core	2	1
Level 6	SPT632	Reflective Practitioner – Special Topic	40	Core	1 & 2	1

Programme Learning Outcomes

No.	Learning Outcome	K	I	S	P	Level 4	Level 5	Level 6 (Ord)	Level 6 (Hons)	Optional Ref (PSRB standards)
1	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
2	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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
3	On completion of level 4 students will be able to recognise how they develop as individuals through personal development planning, tutorial guidance and support.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
4	On completion of level 4 students will be able to interpret underlying concepts and principles associated with the study of sports coaching and the associated disciplines.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
5	On completion of level 4 students will be able to develop a reasoned argument.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	N/A
6	On completion of level 4 students will be able to carry out activities using appropriate techniques and procedures.	<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"/>	N/A
7	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.	<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"/>	N/A
8	On completion of level 4 students will be able to demonstrate the ability to work on individual and group tasks.	<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"/>	N/A
9	On completion of level 4 students will be able to communicate in a format suitable for the environment.	<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"/>	N/A
10	On completion of level 4 students will be able to demonstrate an ability to manage time and work to deadlines.	<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"/>	N/A

11	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.	<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"/>	
12	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.	<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"/>	
13	On completion of level 5 students will be able to interpret and analyse information relevant to sports coaching and the related disciplines, through research and problem-solving activities, within both an academic and vocational context.	<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"/>	
14	On completion of level 5 students will be able to begin to take responsibility for autonomous learning and continuing professional development.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15	On completion of level 5 students will be able to research and assess subject specific facts, theories, paradigms, principles and concepts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16	On completion of level 5 students will be able to develop a reasoned argument and challenge assumptions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17	On completion of level 5 students will be able to plan, design and execute practical activities using appropriate techniques and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18	On completion of level 5 students will be able to recognise appropriate moral, ethical and safety issues relevant to their degree.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20	On completion of level 5 students will be able to utilise a range of techniques for analysis and interpretation of human performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

21	On completion of level 5 students will be able to demonstrate the ability to work independently and interact effectively as part of a group.	<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"/>	
22	On completion of level 5 students will be able to communicate succinctly and eloquently in written, oral and other relevant presentation formats.	<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"/>	
23	On completion of level 5 students will be able to demonstrate an ability to manage a responsible, adaptable and flexible approach to study.	<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"/>	
24	On completion of level 5 students will be able to work in a practical environment, conducting investigations in a safe manner.	<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"/>	
25	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.	<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"/>	
26	On completion of level 6 students will be able to synthesise and critically analyse the knowledge acquired at level 5.	<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"/>	
27	On completion of level 6 students will be able to critically interpret and analyse information relevant to sports coaching and the related disciplines through research and problem-solving activities, within both an academic and vocational context.	<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"/>	
28	On completion of level 6 students will be able to display a critical understanding of the development of knowledge within the area of sports coaching and the related disciplines	<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"/>	
29	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 sports coaching and the related disciplines.	<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"/>	
30	On completion of level 6 students will have an understanding of the philosophical basis of scientific paradigms.	<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"/>	

31	On completion of level 6 students will be able to take full responsibility for autonomous learning and continuing professional development.	<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"/>	
32	On completion of level 6 students will be able to research and critically assess subject specific facts, theories, paradigms, principles and concepts.	<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"/>	
33	On completion of level 6 students will be able to develop a reasoned argument, discriminate critically and challenge assumptions.	<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"/>	
34	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.	<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"/>	
35	On completion of level 6 students will be able to critically interpret data and text.	<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"/>	
36	On completion of level 6 students will be able to critically assess, evaluate and analyse information.	<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"/>	
37	On completion of level 6 students will be able to plan, design and execute practical activities and interventions using appropriate techniques and procedures.	<input 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"/>	
38	On completion of level 6 students will be able to recognise and respond to appropriate moral, ethical and safety issues relevant to their degree.	<input 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"/>	
39	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.	<input 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"/>	
40	On completion of level 6 students will be able to utilise a range of techniques for analysis and interpretation of human performance.	<input 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"/>	
41	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

42	On completion of level 6 students will be able to communicate effectively within context and to a range of audiences in written (online and text), graphical and verbal forms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
43	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
44	On completion of level 6 students will be able to work in a practical environment, planning and conducting investigations in a safe manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
45	On completion of level 6 students will be able to utilise self-reflection, evaluation and appraisal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
46	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, to achieve a social, health or sporting outcome.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
47	On completion of level 6 students will be able to take full responsibility for autonomous learning and continuing professional development and be able to communicate this appropriately.	<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"/>	
48	On completion of level 6 students will be able to research and critically assess subject specific facts, theories, paradigms, principles and concepts whilst reporting these appropriately.	<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"/>	
49	On completion of level 6 students will be able to develop a reasoned argument, discriminate critically and challenge assumptions, reporting these effectively as appropriate.	<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"/>	
50	On completion of level 6 students will be able to apply theoretical models to relevant real-world sport related phenomena and evaluate their application, value and seek opportunities for improvement.	<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"/>	
51	On completion of level 6 students will be able to critically interpret and report data and text.	<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"/>	

52	On completion of level 6 students will be able to critically assess, evaluate, analyse and report information.	<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"/>	
53	On completion of level 6 students will be able to recognise and respond to appropriate moral, ethical and safety issues relevant to their degree. Alternatives approaches can be found.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
54	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
55	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 and the workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
56	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, to achieve a social, health or sporting outcome. Findings will be effectively documented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Learning and teaching strategy

The learning and teaching philosophy is underpinned by the University's Strategy for Supporting Student Learning and Achievement (SSSLA) and will be delivered using blended learning techniques and the university's Active Learning Framework). This will include in-person sessions, online video conferencing (synchronous content) and student directed online resources (asynchronous content). The use of workshops and practical exercises will allow students to understand the content and use of the processes being taught. All students will have access to IT suites, up to date computer software and continuous face to face support from academic staff.

The focus will be on learning, with the deployment of teaching methods that promote effective student engagement, self-development, and reflection. Formative assessment will be incorporated within the modules to support the students learning journey, with activities taking place inside and outside the class. This approach, we believe provides a framework and direction for summative assessments.

The learning and teaching methods will encourage use of applied settings and help the student develop transferable skills such as communication, ability to debate issues, critical analysis and the ability to work individually or as 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 programmes have a continued emphasis on student learning and being fit for the sport and leisure industry. There will be opportunities throughout the levels of study to build personal networks and experience the workplace. All modules will be delivered by academic staff with guest lecturers also contributing to the module teaching plans.

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 programmes and also an opportunity to join our renowned centre for coaching and performance analysis. Here, students further develop knowledge gained in lectures/seminars are offered additional opportunities within applied settings.

The FdSc has been aligned to the QAA's Fd Characteristics statement and FdSc/BSc to the Subject Benchmark Statement. The programme aims to increase the systematic understanding of key aspects within sports coaching and associated disciplines, including acquisition of coherent and detailed knowledge that is informed by the forefront of sports coaching and associated discipline research. The FdSc and BSc Top up programme is designed to allow a healthy combination of applied practical work and theoretical knowledge delivered through core modules but allows scope for personal preference and enjoyment.

Keeping all elements core ensures an effective learning environment and ensures students are exposed fully to all relevant sub disciplines considered necessary for future careers. Students who complete the BSc top up will open pathways into postgraduate study which offers similar specialisms. Due to the diversity of career pathways available to students studying this programme, the programme allows students to gain a depth understanding of the relevant sub-disciplines throughout their study. The adoption of work-based learning opportunities from 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.

There will be a change in emphasis over the duration of the programmes with a focus on developing independent learners. In level 4, students will receive a high level of direction in the identification and solving of problems given during taught sessions. 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, for those who wish to continue their studies, 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 an area of particular 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 and Exercise Science. 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.

The programme also looks to increase student networks and enable students to develop industry ready CVs through the added (non-curricular) content included within the programme. The L2 Gym Instructor Award is mandatory, additional added value qualifications are offered to enhance employability and embedded alongside programme.

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, Presentations, Portfolio, Coursework, Practical, Group Project, Written Assignments
- Level 5: Reports, Written Assignments, Practical and Presentations
- Level 6: Presentation, Negotiated Learning, Oral Assessment and Dissertation

A variety of practical applied elements sit within the programme. Assessment strategies are designed specifically around each discipline and are reflective of the work-place environment.

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.

The programme offers both formative and summative assessment opportunities to support student learning and achievement.

Formative Assessment

Formative assessments are embedded throughout various modules and serve as a valuable tool for student development. These include:

- Peer feedback sessions
- Multiple-choice questionnaires
- Kahoot quizzes

These assessments are typically reviewed and discussed during teaching sessions, giving students the chance to reflect on their performance and identify areas for improvement in preparation for summative assessments.

Summative Assessment

Assessment methods are designed to meet the needs of individual learners and groups, and they effectively measure the knowledge and learning outcomes associated with each module and the programme as a whole.

The Sport team currently provides multiple forms of feedback for summative work:

- **Turnitin QuickMarks** on submitted documents
- **Verbal feedback**, which highlights three strengths and three areas for improvement
- **Written feedback** aligned with learning outcomes

Assessment Communication and Support

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

- Module handbooks
- Assignment briefs

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

- Assessment type
- Weighting
- Deadlines
- Student expectations

Academic Support

To further support student success, the programme includes:

- Scheduled tutorial sessions with staff during WU tutorial times

- Built-in module tutorials leading up to assessment periods

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

Disclaimer

Throughout quality assurance processes we have ensured that this programme engages with and is aligned to:

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

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

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

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

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

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