

# Prifysgol Wreccsam Wrexham University

## PROGRAMME SPECIFICATION

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### Award titles Programme

#### Title(s)

FdSc Ymddygiad, Lles a Chadwraeth Anifeiliaid Cymhwysol (gyda blwyddyn sylfaen)

FdSc Applied Animal Behaviour, Welfare and Conservation with Foundation Year

BSc (Anrh) Ymddygiad, Lles a Chadwraeth Anifeiliad Gwyddor (gyda blwyddyn sylfaen)

BSc (Hons) Animal Behaviour, Welfare and Conservation Science with Foundation Year

FdSc Hyfforddiant a Pherfformiad Cŵn (gyda blwyddyn sylfaen)

FdSc Canine Behaviour, Training, and Performance with Foundation Year

FdSc Rheoli Bywyd Gwyllt Ymarferol (gyda blwyddyn sylfaen)

FdSc Practical Wildlife Management with Foundation Year

BSc (Anrh) Gwyddor a Rheoli Lles Ceffylau (gyda blwyddyn sylfaen)

BSc (Hons) Equine Science and Welfare Management with Foundation Year

BA (Anrh) Rheoli Cyfrif a Cyllid (gyda blwyddyn sylfaen)

BA (Hons) Accounting and Finance Management with Foundation Year

BA (Anrh) Busnes Rhyngwladol (gyda blwyddyn sylfaen)

BA (Hons) International Business with Foundation Year

BA (Anrh) Marchnata & Busnes (gyda blwyddyn sylfaen)

BA (Hons) Marketing and Business with Foundation Year

BA (Anrh) Rheoli Busnes & Adnoddau Dynol (gyda blwyddyn sylfaen)

BA (Hons) Business and Human Resource Management with Foundation Year

BA (Anrh) Busnes a Rheolaeth (gyda blwyddyn sylfaen)

BA (Hons) Business and Management with Foundation Year

BA (Anrh) Twristiaeth Ryngwladol a Rheoli Lletygarwch (gyda blwyddyn sylfaen)

BA (Hons) International Tourism and Hospitality Management with Foundation Year

BSc (Anrh) Adsefydlu Anafiadau Chwaraeon (gyda blwyddyn sylfaen)

BSc (Hons) Sports Injury Rehabilitation with Foundation Year

BA (Anrh) Astudiaethau Addysg (gyda blwyddyn sylfaen)

BA (Hons) Education Studies with Foundation Year

BA (Anrh) Astudiaethau Plentynod Cynnar (gyda blwyddyn sylfaen)

BA (Hons) Early Childhood Studies with Foundation Year

Dip HE Iechyd a Lles Cymdeithasol (gyda blwyddyn sylfaen)  
DipHE Health and Social Wellbeing with Foundation Year

BSc (Anrh) Iechyd Meddwl a Lles (gyda blwyddyn sylfaen)  
BSc (Hons) Mental Health and Wellbeing with Foundation Year

BSc (Anrh) Seicoleg (gyda blwyddyn sylfaen)  
BSc (Hons) Psychology with Foundation Year

BSc (Anrh) Gwyddorau Cymhwysol Chwaraeon ac Ymarfer Corff (gyda blwyddyn sylfaen)  
BSc (Hons) Applied Sport and Exercise Science with Foundation Year

BSc (Anrh) Hyfforddi Pêl-droed & Arbenigwr Perfformiad (gyda blwyddyn sylfaen)  
BSc (Hons) Football Coaching and the Performance Specialist with Foundation Year

BSc (Anrh) Gwyddor Fforensig (gyda blwyddyn sylfaen)  
BSc (Hons) Forensic Science

BSc (Anrh) Biocemeg (gyda blwyddyn sylfaen)  
BSc (Hons) Biochemistry

BSc (Anrh) Gwyddoniaeth Ffymeddygol (gyda blwyddyn sylfaen)  
BSc (Hons) Biomedical Science

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

Faculty of Social and Life Sciences Integrated Foundation Year

**Programme to be included in Graduation Ceremonies**

No

**Delivery period**

*September 2023 – September 2027*

**Intake points**

September

**Regulatory details**

Regulatory details
Awarding body
Wrexham University
Programme delivered by
Wrexham University
Location of delivery
Wrexham Plas Coch Colliers Park – Gresford (Sport)

Faculty/Department
Faculty of Social and Life Sciences Health and Wellbeing
Exit awards available
The Foundation Year is studied as the first year of an extended degree programme. Student will not receive any separate award for the completion of the Foundation Year.
Professional, Statutory or Regulatory Body (PSRB) accreditation
BSc (Hons) Football Coaching and the Performance Specialist with Foundation Year: The Football Association of Wales do not accredit the programme, however FAW Coaching Awards have been embedded within modules of the degree programme. At level 3 students on this programme will complete the FAW Level 1: Football Leaders Award.

Regulatory details		
Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. <i>completion of placement</i> .		
N/A		
HECoS codes		
<i>Please refer to the corresponding subject programme specification</i>		
UCAS code		
85D4	FdSc Applied Animal Behaviour, Welfare and Conservation	
ASFY	BSc (Hons) Animal Behaviour, Welfare and Conservation Science	
	FdSc Canine Behaviour, Training and Performance	
PWM3	FdSc Practical Wildlife Management	
758D	BSc (Hons) Equine Science and Welfare Management	
A268	BA (Hons) Accounting and Finance Management	
IBFY	BA (Hons) International Business	
239N	BA (Hons) Marketing and Business	
HRMF	BA (Hons) Business and Human Resource Management	
W3L7	BA (Hons) Business and Management	
2SKW	BA (Hons) International Tourism and Hospitality Management	
SIFY	BSc (Hons) Sports Injury Rehabilitation	
FYES	BA (Hons) Education Studies	
FYEC	BA (Hons) Early Childhood Studies	
207F	DipHE Health and Social Wellbeing	
2C4B	BSc (Hons) Mental Health and Wellbeing	
1C47	BSc (Hons) Psychology	
89C2	BSc (Hons) Applied Sport and Exercise Science	
6M0P	BSC (Hons) Football Coaching and the Performance Specialist.	
7F28	BSc (Hons) Forensic Science	
BCFY	BSc (Hons) Biochemistry	
BSFY	BSc (Hons) Biomedical Science	

<b>External Reference Points</b>	
Credit and Qualifications Framework CQFW Level Descriptors <a href="https://www.gov.wales/credit-and-qualifications-framework-cqfw-level-descriptors">https://www.gov.wales/credit-and-qualifications-framework-cqfw-level-descriptors</a>	
<b>Mode of study</b>	
Full time	
<b>Normal length of study for each mode of study</b>	
1 year Full time	
<b>Language of study</b>	
English	
<b>Transitional arrangements for re-validated provision if applicable</b>	
<p><i>Students who are required to repeat the year with 60 plus credits will be advised to transfer to the new FY programme. Programme aims are broad and can be matched to the current FY provision. Due to the changes, it would not be possible to also teach the old programme alongside the new FY provision, repeat year students with 80 credits or more outstanding, will meet with the FY programme leaders and their Personal Tutor, to discuss which module they will need to undertake from the new FY programme.</i></p> <p><i>Students with 20 credits outstanding will automatically be allowed to trail these credits into level 4 and can receive tutorial support from the module leader for their trailing module (teach out)</i></p> <p><i>Students with 40 credits, will need to repeat the year and can also be supported with individual Tutorial support to complete the outstanding modules (teach out)</i></p>	
<b>OFFICE USE ONLY</b>	
Date of validation event:	25 <sup>th</sup> July 2023
Date of approval by Academic Board:	10 <sup>th</sup> August 2023
Approved Validation Period:	5 Years from Sept 2023
Transitional arrangements approved (if revalidation)	<i>Please refer to details above. Students with 60 or more credits outstanding will transfer to the new programme. Students with 40 credits or less outstanding will be supported to teach out their remaining modules.</i>
Date and type of revision:	<i>Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)</i> December 2023 – admin correction to include FdSc Practical Wildlife Management September 2024 – addition of Applied Sciences from Sept 2024
<b>Regulatory details</b>	
<b>The following University Award Regulations apply to this programme (highlight the appropriate ones and delete the others)</b>	
General Regulations and Definitions  Award Regulations for Foundation Year  Language Admissions Policy	

## 1 Criteria for admission to the programme

### Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. [Admissions policies](#)

The University's general entry requirements are;

Qualification	Entry requirements
Foundation Year	48-72 Tariff points

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

International entry qualifications are outlined on the UK National Information Centre for global qualifications and skills (UK ENIC) 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 [academic-entry-requirements](#) for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University (*please see [English-language-requirements](#) for details*).

### Non Standard entry criteria

Entry to four-year degree programmes with integrated Foundation Year is aimed at a range of applicants who do not currently meet the criteria for entry to Wrexham University programmes in terms of traditional and/or formal qualification. Admission to these programmes at Foundation Year will therefore be determined on the basis of a policy of flexible entry, supported by initial interview, to all who can demonstrate that they can benefit from, and will successfully complete, the Foundation Year and progress to study on the named full honours degree programme.

There will be a programme of pre-entry activities such as open day talks and 'preparing for university' sessions for potential applicants which will focus on readiness to study, the realities of studying at university and time management for success at university. These will be designed to allow applicants to understand the rigors of a Higher Education course, the practicalities of managing time around full-time study and will promote an early sense of belonging to the university. These pre-entry activities are designed to complement the Faculty retention strategy.

Entry to the programme will be conditional on interview and review of applications to confirm that students has the potential to succeed. The principal criteria for entry will be based on the academic judgement of the admissions tutor and members of the programme team in the relevant subject area that the applicant will be able to satisfactorily complete the programme. All applicants must be able to demonstrate a minimum level of competence in English/Welsh Language and in Mathematics/Science, with a pass at Grade C or above in GCSE or an equivalent qualification, such as The Confident Learner. All applicants must

complete and pass The Confident Learner module offered by Wrexham University as a condition of offer.

## **2 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.

## **3 DBS Requirements**

The following programmes require DBS Check on entry:

BSc (Hons) Sports Injury Rehabilitation with Foundation Year: Enhanced Check, Child Barred List

BA (Hons) Education Studies with Foundation Year: Enhanced Check, Child Barred List

BSc (Hons) Football Coaching and the Performance Specialist with Foundation Year: Enhanced Check, Child Barred List.

All applicants successful in being offered a place on the above programmes will be subject to a satisfactory DBS clearance undertaken by the University. 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 Consideration of Criminal Convictions Policy & Procedure. In line with the Universities Disciplinary Procedure for Students, all students are required to disclose a criminal record acquired during the student's enrolment with the University.

## **4 Suitability for Practice Procedure**

N/A

## **5 Aims of the programme**

Degree programmes with integrated Foundation Year options aim to provide supportive access into undergraduate programmes in:

FdSc Applied Animal Behaviour, Welfare and Conservation

BSc (Hons) Animal Behaviour, Welfare and Conservation Science

FdSc Canine Behaviour, Training and Performance

FdSc Practical Wildlife Management

BSc (Hons) Equine Science and Welfare Management

BA (Hons) Accounting and Finance Management

BA (Hons) International Business

BA (Hons) Marketing and Business

BA (Hons) Business and Human Resource Management

BA (Hons) Business and Management

BA (Hons) International Tourism and Hospitality Management

BSc (Hons) Sports Injury Rehabilitation

BA (Hons) Education Studies

BA (Hons) Early Childhood Studies

DipHE Health and Social Wellbeing

BSc (Hons) Mental Health and Wellbeing

BSc (Hons) Psychology

BSc (Hons) Applied Sport and Exercise Science  
 BSc (Hons) Football Coaching and the Performance Specialist.  
 BSc (Hons) Forensic Science  
 BSc (Hons) Biomedical Science  
 BSc (Hons) Biochemistry

The Foundation Year is designed to support a wide range of students from different backgrounds and with non-standard academic qualifications to enter HE. The year provides a vehicle for students who have not achieved the level of entry qualifications / UCAS points required to study the traditional 3-year undergraduate degree model.

- to provide a common core of academic and employability skills sufficient to prepare students for subsequent study and academic success at undergraduate level
- to provide students with core underpinning knowledge, skills and understanding in key areas of contemporary issues.
- to provide underpinning subject-related skills and knowledge in key areas required for undergraduate study in specified subject disciplines, including Numeracy, Science and Communication as and where appropriate.
- to provide generic skills and academic knowledge to support student confidence and discipline as appropriate for HE study.
- to provide appropriate grounding, in terms of knowledge and skills, to support progression into degree level study in the specialist subject area of the intended degree award.

## 6 Distinctive features of the programme

The Integrated Foundation Year is designed with a generic structure to the modules with a mix of core and optional modules. There is a focus on the preparation for study at level 4, 5 and 6, a development of self-awareness and a focus on building resilience to help students manage their study against their other life commitments. Students are also introduced to developing their career plans from the start of the foundation year as well as exploring working in Wales and the Welsh context. Students will be supported by their programme teams through personal tutorials to help them to feel linked to their degree programme area.

## 7 Credit Accumulation and exit awards

There are no exit awards for the foundation year, students exiting at this point will be awarded higher education credits only

## 8 Programme Structure Diagram, including delivery schedule Full-time delivery

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2 )
Level 3	FY312 new	Study Skills for Success	20	core	1
Level 3	FY305 new	Resilience During HE and Beyond	20	core	1
Level 3	FY306 new	A Day in the Life	20	Core (not taken by Football students)	1
Level 3	FY307 new	Life and Work in the Welsh Context	40	core	2
Level 3	FY308 new	Numeracy	20	optional	2

Level 3	FY310 new	Welsh: For First Time Learners	20	optional	2
Level 3	FY311 new	Professional Communication in the Workplace	20	optional	2
Level 3	FAW303	Football: Starting to Coach*	20	Core to football	1
Level 3	SCI338	Maths and Experimental Design	20	Optional (Core to Applied Science)	2

\*This module may only be taken by students enrolled on the 'Football Coaching and the Performance Specialist' degree and will replace 'A Day In The Life' for these students. The qualifications embedded on this module are a prerequisite for progression through the programme and form part of an existing external agreement.

The optimal optional module choice will be made through discussion with the personal tutor, who will be from the pathway programme team. The meeting to discuss the most suitable pathway will take place early in semester 1 and will be decided based on the student's entry profile, requirements of the core programme of study and their proposed career pathway.

For students enrolled in the Applied Science Foundation Year programmes, all are required to take SCI338 Maths and Experimental Design as a core module.

## 9 Intended learning outcomes of the programme

### Knowledge and Understanding

	Level 3
A1	Explain the fundamental concepts, principles, techniques and issues which underpin future study at Level 4
A2	Examine the way in which their subject area relates to wider societal concerns

### Intellectual Skills

	Level 3
B1	Collect and organise and apply information
B2	Engage in Independent Learning
B3	Devise a plan to meet and reflect on personal and professional development needs

### Subject Skills

	Level 3
C1	Identify the contribution of professions within their subject area to the delivery of goods and services
C2	Explain aspects of Welsh culture and governance in the context of their subject area

### Practical, Professional and Employability Skills

	Level 3
D1	Communicate ideas using oral, written and visual means of communication
D2	Engage in team work to achieve a set task
D3	Apply digital skills/capabilities in the context of their study
D4	Demonstrate Time Management Skills

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## 10 Learning and teaching strategy

The learning and teaching strategy has been developed in line with WGU's Active Learning Framework (ALF), Strategy for Supporting Student Learning and Achievement (SSSLA), and with consideration of key employability skills and capabilities. It is flexible, engaging, dynamic, responsive and supportive, taking into account the diverse backgrounds of students and the demands of the wider professional landscape. Essentially, a 'blended' learning and teaching strategy will be employed whereby students will be required to attend face to face learning opportunities on campus, as well as to complete directed study activities provided virtually.

### Face to Face Learning

Face to face learning will take the form of a range of engaging and interactive sessions, including lectures, seminars and workshops in both indoor and outdoor spaces. The

sessions will deliver core module content and include individual and group work, drawing upon case studies and problem-based learning. Wherever possible, face to face learning will be recorded for students to revisit via the Virtual Learning Environment (VLE).

## **Virtual Learning**

Virtual learning will take place via a range of platforms including the VLE and Microsoft Teams. Asynchronous learning activities will include a range of 'bite sized' tasks including videos, recorded lectures, quizzes, discussion forums, workbooks, readings, galleries and virtual visits. Synchronous learning activities will involve discussions, case studies, reflections, problem-based learning and simulation, and will wherever appropriate be recorded for students to revisit via the VLE.

## **Tutorials**

Tutorials will take place both face to face and virtually, on a one to one and group basis. Tutorials will take an active and empowering approach, with preparatory tasks and with students encouraged to ask questions, think critically, and take control of their learning. Recognising the greater support requirements of level 3 students and the need for them to have a sense of connectedness to their core programme whilst undertaking a generic year, a higher intensity of support from their core programme team will be encouraged. This may take the form of additional group tutorials during the semester aligned to module content and/or opportunities to link with practitioners within their subject area.

## **11 The University Skills Framework**

At Wrexham University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students have the opportunity to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

The programme has been designed using an Employability Level Descriptor in collaboration with the Careers and Employability team. The Employability Level Descriptor document is reviewed as part of validation and following approval will be published in the student programme handbook.

The Careers and Employability team are available to provide additional careers education activities for all programmes as well as individualised information, advice and guidance. Learners gain access to self-directed learning resources by logging into our [careers portal](#). Here students can book professional careers guidance appointments and make employment and volunteering applications and learn to build and develop their CV and applications.

## **12 Work based/placement learning statement**

No work-based learning or placements are offered within the integrated foundation year but the modules Life and Work in the Welsh Context, A Day in the Life and Football: Starting to Coach all explore future career options and develop skills for employment. Students will experience WBL/Placements when they enter their degrees from level 4 and beyond.

## **13 Welsh medium provision**

It is proposed that one of the optional modules will be 'Welsh in the Workplace' - offering students the opportunity to begin or evolve their Welsh language skills and to give them confidence in a professional bi-lingual working environment. The module also offers a national context to the Welsh language by referring to Welsh language standards and legislation as well as an awareness of Welsh culture. This knowledge can be highly beneficial within a bilingual professional working context. In addition, this module also serves as a driver to support the Welsh Government's strategy to reach one million Welsh speakers by 2050. Part of that strategy focuses on enhancing and increasing the amount of people who utilise Welsh in the workplace. Additionally, the module [provisionally titled] Life and Work in the Welsh Context' will introduce some aspects of the political and cultural environment of contemporary Wales, such as legislative devolution, to learners.

Students who wish to study through the medium of Welsh can apply to become a member of Coleg Cymraeg Cenedlaethol, and explore the possibility of accessing additional funding opportunities for those who may wish to submit assessed work through the medium of Welsh. Additionally, work submitted either formatively or for summative assessment, can be submitted in Welsh, and a Welsh speaking tutor will be allocated when available.

This further reflects the WGU strategy that aims to ensure that all our students achieve great outcomes as a result of engaging with opportunities that are built upon the two pillars of high challenge and high support, within a learning environment that celebrates research informed and work-related teaching and learning. In addition, this aligns with priority actions 2 & 3 of the WGU Welsh Medium Strategy, CYFLE

As outlined previously, the community of learning focus will further afford Welsh speaking students the opportunity to discuss subject matter with peers through their preferred language.

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh. A Welsh language module is available as an option in semester 2 and basic Welsh phrases will be taught as part of the 'Life and Work in the Welsh Context' module.

## **14 Assessment strategy**

As Level 3 provision, assessment strategies are designed to be supportive and to build confidence, whilst also ensuring that students engage with core material, develop the core and subject skills required for progression into and successful completion of undergraduate studies, and also reward and incentivise students.

Assessment tasks might include portfolio, presentations, practical and oral assessment which promote authentic assessment and encourage the deeper learning that is a key feature of higher education. Opportunities for formative feedback will be provided both through VLE based asynchronous learning activities which support the weekly teaching and through the submission of draft sections of work as per University Formative Assessment and Feedback Guidelines.

Module code & title	Assessment type and weighting	Indicative submission date
Study Skills for Success	100% Portfolio	wk 11, Sem 1 wk 16, Sem 1 wk 23, Sem 1
Resilience During HE and Beyond	100% Portfolio	Weekly over 10 weeks Sem 1
A Day in the Life	80% presentation 20% written assignment (reflective practice)	Wk 19, Sem 1
Life and Work in the Welsh Context	60% Portfolio 40% Presentation	Wk 41, Sem 2
Numeracy	100% Coursework	Wk 40, Sem 2
Welsh: For First Time Learners	100% Oral Assessment	Wk 40, Sem 2
Professional Communication in the Workplace	100% Practical	Wk 40, Sem 2
Football: Starting to Coach	50% Written assignment 50% Practical	Wk 19, Sem 1
Maths and Experimental Design	50% Coursework 50% Presentation	Wk 33, Sem 2 Wk 39, Sem 2

## 15 Assessment and award regulations

### Derogations

None

### Non Credit Bearing assessment

None

### Borderline Classifications (Undergraduate programmes)

N/A to the Integrated Foundation Year but will apply to their respective degree when they move from level 4-6.

## 16 Accreditation

N/A

## 17 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 Questionnaire  
Student Voice Forum  
Individual student feedback  
Student representatives  
Continuous Programme Monitoring and Enhancement reports  
Periodic review and re-validation process  
External Examiner reports

## **18 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

Please access the University website at [www.glyndwr.ac.uk](http://www.glyndwr.ac.uk) to find out more about the Departments.

The Students Union Advice Centre Union offers support for students, please access their website at to find out more. <https://www.wrexhamglyndwrsu.org.uk/>

All students 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.

## **19 Equality and Diversity**

The 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, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information about [equality and diversity](#)