

PROGRAMME SPECIFICATION

1 **Awarding body** Glyndŵr University

2 **Teaching institution** Glyndŵr University

3 **Award title**

**BSc (Hons) Sports Coaching for Participation and Performance
Development**

BSc (Hons) Football Coaching and the Performance Specialist

Note: Each programme is also available with a Foundation Year (Level Three)

4 **Final awards available**

BSc (Hons) Sports Coaching for Participation and Performance Development

BSc Sports Coaching for Participation and Performance Development

Diploma of Higher Education in Coaching for Participation and Performance
Development

Certificate of Higher Education in Coaching for Participation and Performance
Development

BSc (Hons) Football Coaching and the Performance Specialist

BSc Football Coaching and the Performance Specialist

Diploma of Higher Education in Football Coaching and the Performance
Specialist

Certificate of Higher Education in Football Coaching and the Performance
Specialist

5 **Professional, Statutory or Regulatory Body (PSRB) accreditation**

BSc (Hons) Football Coaching and the Performance Specialist

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 coaching 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 FAW Football Specialist Coach Educators within the department will assess and award the FAW football specific coaching qualifications (Level 1 Football Leaders Award, 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 Football Specialist Coach Educators

At Level 3 (Foundation Year) students will complete the academic modules (assessed by Wrexham Glyndŵr University). Additionally students will complete the FAW Level 1 Football Leaders Award assessed by the FAW coach educators in an online format. The online FAW modules are already in existence. Should the student provide certificated evidence of completing the qualification externally within the previous 2 years, they would then not need to complete it internally within the course. Any FAW Football Leaders Award content which falls in line with module hours will still need to be completed by the students but they will not complete FAW specific online modules nor will they be assessed for the FAW Football Leaders Award.

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 and vice versa. Students not successful in completing the FAW "C" Certificate will have the opportunity to resit the coaching award. An action plan will be linked to their PDP process. Should the student provide certificated evidence of completing the FAW C Certificate externally in the previous 2 years, they would not need to complete the FAW C Certificate internally as part of their degree. Again, any FAW C Certificate content which falls in line with modular teaching hours will still be completed. Any additional coach education work i.e. FAW online modules, would not be completed.

Students engaged in the Elite Academy version of the BSc (Hons) Football Coaching and the Performance Specialist will be subject to the above paragraph.

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 be assessed by FAW qualified coach educators within a practical setting. This will link to their Level 6 module of *Expertise Development*. 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 their FAW allocated coach mentor through a personal action plan to resit the award at a future date.

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 Football Leaders Award, Level 2 "C" Certificate and FAW/UEFA "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 Football Leaders Award, Level 2 C Certificate or FAW/UEFA B Licence).

Accreditation available

The awarding of FAW awards as noted above.

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

Students on the BSc (Hons) Football Coaching and the Performance Specialist will have to engage with all core modules to obtain the embedded FAW qualifications.

| | | |
|---|-------------------|--|
| 6 | JACS3 code | C600 |
| 7 | UCAS code | C610 BSc (Hons) Sports Coaching for Participation and Performance Development 6C53 BSc (Hons) Sports Coaching for Participation and Performance Development (including Foundation Year) 6M0Q BSc (Hons) Football Coaching and the Performance Specialist 6M0P BSc (Hons) Football Coaching and the Performance Specialist (including Foundation Year) |

8 Relevant QAA subject benchmark statement/s

QAA Subject Benchmark Statement: Hospitality, Leisure, Sport and Tourism
<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements/honours-degree-subjects>

9 Other external and internal reference points used to inform the programme outcomes

10 Mode of study

Full and Part time
Blended learning for FAW elements
Additional blended learning for the Elite Academy
Parallel Programme

Office use only
Approved August 2016
Updated April 2019 – changes to assessment
on module FAW407 (now FAW415)
Introduction to Anatomy and Physiology
Updated August 2019 – new delivery route for
BSc (Hons) Football Coaching and the
Performance Specialist programme to include
blended learning (Elite Academy)

12 Criteria for admission to the programme

Standard entry criteria

UK entry qualifications

Applicants for undergraduate bachelor degrees require 240+ UCAS tariff points

International entry qualifications

Qualifications outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the above UK entry qualification.

Programme specific requirements

BSc (Hons) Sports Coaching for Participation and Performance Development (See Appendix 1)

The academic requirements for the BSc (Hons) Sports Coaching for Participation and Performance Development require individuals to obtain at least 112 + UCAS points or equivalent. Normally applicants are involved in sport as a performer, coach or volunteer and demonstrate a passion to pursue a career in coaching or sport.

All applicants will require an enhanced Disclosure and Barring Service (DBS) clearance administered by Glyndŵr University, to confirm their suitability to work with children, young people and vulnerable adults. Students will be responsible for paying the appropriate fee.

BSc (Hons) Football Coaching and the Performance Specialist (Appendix 2)

The academic requirements for the Football Coaching and the Performance Specialist degree require individuals to obtain at least 112+ UCAS points or equivalent. Normally applicants will demonstrate an interest in football as either a coaching practitioner or applied practitioner (sport scientist, development lead etc.) or a performer/volunteer. Students wishing to access a direct entry onto Level 4 will be actively coaching and meet the FAW criteria to enter on the FAW 'C' Certificate award.

All applicants will require an enhanced Disclosure and Barring Service (DBS) clearance administered by Wrexham Glyndŵr University, to confirm their suitability to work with children, young people and vulnerable adults. Students will be responsible for paying the appropriate fee.

BSc (Hons) Football Coaching and the Performance Specialist – Elite Academy Programme (Appendix 3)

The programme specific requirements are as above. An additional requirement will be that students on the Elite Academy parallel programme will need to play or coach within a club in the top three tiers of the Welsh football pyramid.

Foundation Year (Level Three) entry

Both programmes may also be offered as a four year programme that incorporates a Level Three Foundation Year (see Appendices 3 and 4). Please note that the BSc (Hons) Football Coaching and the Performance Specialist Elite Academy parallel programme is not offered with a Foundation Year.

The four year programme will generally be offered where an applicant does not meet the entry requirements for the honours degree noted above or where the admissions

tutor / applicant feel they would benefit from an additional year to gain some additional experience before progression to the full three year degree. Upon successful completion the student will automatically progress to their chosen degree course.

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 however must be able to demonstrate a minimum level of competence in English /Welsh Language and in Mathematics, with a pass at Grade C or above in GCSE or an equivalent qualification. Therefore, this route is aimed at:

- Those who do not meet the entry requirements for a full degree
- Those who have been out of education for a while and feel they would benefit from the extra year of preparation
- Those looking to undertake a degree in an entirely new subject area and do not have the subject specific experience necessary to go straight to a degree.

Additionally, the BSc (Hons) Football Coaching and the Performance Specialist degree is aimed at applicants looking to achieve the FAW Level One and/or Level Two coaching qualifications. The academic requirements to join the Foundation Year of the BSc (Hons) Football Coaching and the Performance Specialist degree require individuals to obtain 80 - 120+ UCAS points or equivalent. Normally applicants will demonstrate an interest in football as either a coaching practitioner or applied practitioner (sport scientist, development lead etc.) or performer/volunteer.

Regardless of level of entry, all applicants for both programmes will require an enhanced Disclosure and Barring Service (DBS) clearance administered by Glyndŵr University, to confirm their suitability to work with children, young people and vulnerable adults. Students will be responsible for paying the appropriate fee.

Non-standard entry criteria (e.g. industry experience)

Students wishing to enter the above programmes of study 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.

English language requirements

- In addition to the academic entry requirements, all applicants whose first language is not English/Welsh require a UKVI Approved Secure English Language Test (SELT) achieving an overall score of 6.0 with no component below 5.5
- If arranging a test, applicants must ensure they book an 'IELTS for UKVI' test. For further information see: <http://takeielts.britishcouncil.org/ielts-ukvi/book-ielts-ukvi>. Applicants are asked to note that only an IELTS for UKVI test result will be accepted.

13 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.

14 Aims of the programme

Evidence of Demand

Sport will always be high on the government's agenda owing to the power it possesses with driving business and the leisure industry, physiological and psychological benefits related to health; and the increasing recognition of the role it plays within integration of specialised groups within society (elder, disadvantaged etc.). Sport England has identified it in its *Sports Plan: Creating a lifelong sporting habit* (2015) "... High quality coaching can be the thing that makes the difference between building a sporting habit for life and putting someone off..." The coaching team has considered the audience for the coaching workforce and has addressed the barriers and motivation of people who engage in coaching within the design and development of the degree.

Currently there is an estimated 1.3 million coaches providing coaching to approximately 7 million participants within the UK (Sports Coach UK). This value does not explicitly consider the informal coaching which is delivered, indicating the statistics provided by Sports Coach UK may perhaps under estimate the actual number of people involved in coaching. Evidence from Sports Coach UK (2015) also suggests that 31% of new people playing sport are initiated from a quality coaching delivery, with 81% of individuals indicating that coaching improves the enjoyment factor within sport. The publication of the government's new sports strategy (released 17th December 2015) clearly outlines the role of sports coaching. The newly developed government strategy for developing a "Sporting Future: A new strategy for an active nation" clearly stipulates a strategy which engages all aspects of society and is strongly linked to the Sport England Coaching Plan (2016). Tony Byrne (Sports Coach UK CEO, 2015) stated that "In short, great coaching supports every one of the five key outcomes of the new government strategy".

In addition to sports coaching receiving significant investment from government, individual organisations and associations are recognising the importance and value of sports coaching within society. For example one NGB alone, The Football Association, is investing £260 million in the development of the grass roots game. The evidence suggests that sports coaching provides a key role in all aspects of society from primary school age to our increasing senior population who want to remain physically active. The coaching degrees proposed therefore address the engagement of individuals across the life span.

At a home countries level the coaching team from Glyndŵr is visible in the National Coaching strategy 2010 – 2016. The Sport Wales strategy outlines a £5 million yearly investment in

Sports coaching with £2.2 million ring-fenced for coaching at an elite level and £2.8 million annual investment for grass roots focusing on the 'Every child hooked on sport for life' campaign. The investment outlines Sport Wales's plan to recruitment, deployment and retain the sports coaching working force, which are responsible for the delivery of coaching programmes at the elite end and grass route level. Sport Wales's strategic coaching vision states "Increasing the numbers of coaches across Wales is arguably the most important aspect in Sport Wales achieving the ambition to have every child hooked on sport for life and for Wales to be a nation of champions".

BSc (Hons) Sports Coaching for Participation and Performance Development

The area of coaching has developed significantly over the last 10 years and specialist coaching environments have emerged. For example the professionalisation of coaching has extended the coaching role performed by the traditional sports club coach – a coach might specialise at different age ranges, different sports and different performance levels. More recently coaching has evolved to meet the changing context of society where the coaching delivery is executed for psychosocial and health reasons. In addition to this, other specialist coaching related professions are emerging such as director of a club/ academy or a specialist performance role (physiologist, psychologist or analyst etc. who has a specific knowledge of a sporting context). This degree therefore develops a range of coaching practitioner skills, through an innovative framework, which meets the changing sporting landscape within the sports coaching industry. This is reflected in Sport England's Coaching Plan document for 2015. The plan outlines the changing landscape and Figure 1 presented below illustrates the range of coaching roles, functions, sporting populations which coaching now addresses.

Current Sporting Landscape:

Sport England current strategy :

- High quality coaching makes the difference between building sporting habits for life and putting some off sport for life (Sport England Creating Sporting Habits, 2015).

| Formal Sport Structure | Membership to access facilitates / services e.g. Gyms | Organised programmes / activities / events (Pay & play) | Self / peer organised | Individual independent activity |
|------------------------|---|---|-----------------------|---------------------------------|
| 10% | 18% | 34% | 22% | 16% |

Note: 75% of population play sport

Figure 1 Changing Landscape of Coaching, Sport England 2015

The new degree addresses all of the coaching landscape from the formal coaching context, to the sport specific National Governing Body (NGB) environment, to the increasing demand for informal coaching and specialised coaching roles.

Specifically the BSc (Hons) Sports Coaching for Participation and Performance Development aims to equip students with:

- A strong understanding of the coaching process for both 'formal' and 'informal' coaching.

- The development of pedagogical and applied vocational skills.
- The development of specialist knowledge relating to all aspects of applied performance – physiology, psychology, performance analysis etc.
- The ability to understand the performance and coaching environment from an interdisciplinary and multi-disciplinary perspective.
- The ability to evaluate, interpret and analyse both academic information and applied practice information.
- The generic and transferable skills demanded by employers such as communication, numeracy, information technology, research, assertiveness and ability to work independently and team work.

BSc (Hons) Football Coaching and the Performance Specialist

The new proposed degree linked to the FAW is not just a sport specific degree. The football coaching degree programme aims to prepare students who want to work in Football as a coach or performance specialist. Performance specialist includes the roles of physiologist, psychologist, performance analysis, development officers, 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, national and international level. In addition to the degree being relevant for the 18 – 25 year age ranges the degree will also integrate upskilling 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.

15 Distinctive features of the programme

BSc (Hons) Sports Coaching for Participation and Performance Development

The BSc (Hons) Sports Coaching for Participation and Performance Development degree addresses the requirements identified by Sport Wales, Sport England and UK Sport. The programme has been innovatively designed and has many distinctive features. These are:

The changing landscape of coaching: Formal and informal coaching

The programme will prepare students who want to work in either 'formal' or 'informal' sporting contexts across the age range. The BSc (Hons) Sports Coaching for Participation and Performance Development degree equips students with the skills essential to work in the sporting world as a coach or performance specialist.

Theory to Practice

The programme provides the students with the opportunity to link theory to practice in a range of sporting settings. Students develop a holistic approach to the coaching process and have the opportunity to specialise their coaching to a specific population (children, teenagers, adults and elderly) in a range of sports across the performance spectrum of grass roots to elite performance levels.

Links to industry

The coaching degree incorporates the minimum operating standards for coach licencing within the degree framework and has extensive links with partners, enabling vocational experiences to be obtained. The degree also provides the student with the opportunity to develop additional skills within the area of performance science, sport development and pedagogical skills.

Personalised learning

An integrated Personal Development Portfolio enables the students to maximise their learning by personalising their own learning to match future career ambitions. The degree is also designed with an inclusive vision that everyone can play a role in coaching from informal participation to high performance contexts. The PDP process develops from level 4 into Continual Professional Development (CPD) in Level 5 and 6. For example in the Level 5 coaching unit students engage in a six week reflective journey working in an external environment of their own selection. Students develop a strong link of theory to practice and have both an environment mentor and academic mentor to shape and steer both academic and professional learning. Students receive mentoring visits which not only link to professional development but also provides the student with formative assessment.

BSc (Hons) Football Coaching and the Performance Specialist

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

Similar to the BSc (Hons) Sports Coaching for Participation and Performance Development degree the BSc (Hons) Football Coaching and Performance Specialist degree has an integrated PDP learning framework. The degree has integrated Personal Development Portfolio (PDP) which enables students to maximise their learning by personalising their own learning to match future football careers. The PDP process develops from level 4 into Continual professional Development (CPD) in Level 5 and 6. As with the Sports Coaching degree football students will engage in a six week reflective journey 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 assessment which will help prepare them for their FAW/UEFA "B" Licence. 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.

Distinctive features related to both programmes:

Coaching and Performance Analysis Centre:

The Centre for Coaching and Performance Analysis continues to grow and has entered its fourth 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. Students are also engaging with applied research projects. Several students have progressed onto securing employment opportunities with the partners who are linked to the centre. The centre contributes to the NSS value of 100% employability and 65% into graduate jobs. Students gaining experience from the centre combined with their degree are now working nationally (London) and internationally (New Zealand and America) indicating that our students can compete on the world stage for employment.

Scholarships with Partners:

Students within the department have the opportunity to develop a coaching profile linked to specific sports / sporting bodies. The team has developed links both with the national governing bodies (NGB), local clubs and authorities to provide scholarship packs to students. An example partnership is the WRU where the WRU qualifies all level 4 students for coaching and the sister programme of sport science each year (n=55). Since the initiation of the partnership it estimated that over 200 rugby leaders have been qualified. Students who accessed this opportunity three years ago are now being employed by the WRU – development officer / strength and conditioning.

Applied external projects:

Several students are working in collaboration with external partners on applied research projects. Seven students are working with the Football Association of Wales with their young international players. Four students have engaged with an elite player tracking project with three premier sides in England. Additionally students have gained valuable experience working with premier club and local clubs with the specific focus of developing decision making skills in elite players.

16 Programme structure narrative

The BSc (Hons) Sport Coaching for Participation and Performance Development and BSc (Hons) Football Coaching and the Performance Specialist will be delivered on a full time and part time basis. Students will start the programmes in September and normal delivery will involve modules being delivered over trimester 1 and trimester 2.

The duration of the BSc (Hons) Football Coaching and the Performance Specialist (year) degree will be three years and could also be delivered on a part time basis.

All modules on the degree programmes with exception of the Level 6 Independent study (40 credits) all other module carry 20 credits with the expectation that students study 120 credits at each level.

Elite Academy Programme (delivery from 2019)

The parallel version of the football programme will see four of the academic modules being delivered via blended learning. Blended learning is an alternative method of teaching whereby electronic or online resource 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 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 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 provides a continuous opportunity for students to apply and enhance their skills within the football environment. It also provides an opportunity for the students to develop their coaching practice alongside the integrated coach education within the programme. In attending face-to-face lectures at Wrexham Campus, students will have the opportunity to network and socialise with the other sport cohorts.

BSc (Hons) Sport Coaching for Participation and Performance Development (Appendix 1)

The programme will operate with a single point of entry each September of each academic year.

Students are expected to attend all elements of the programme including lectures, tutorials, laboratory sessions, practical session, field trips and reflective learning environments. Absence for good reasons will be supported through the PDP process.

Possible exit awards for each programme are outlined below:

Certificate of Higher Education in Sports Coaching for Participation and Performance Development

This qualification is available to a student who achieves 120 credits or more at Level 4 or above and who is unable or chooses not to continue with their studies.

Diploma of Higher Education in Sports Coaching for Participation and Performance Development

This qualification is available to students who achieve 240 credits or more with a minimum of 120 credits at Level 5 or above and who is unable or chooses not to continue with their studies.

BSc Sports Coaching for Participation and Performance Development (Ordinary Degree)

Students will be awarded an ordinary degree when 300 credits have been obtained (with a minimum of 60 credits at level 6) but have failed to complete the Independent Study module (Level 6).

BSc (Hons) Sports Coaching for Participation and Performance Development

This qualification is available to student who achieve 360 credits.

BSc (Hons) Football Coaching and the Performance Specialist (Appendix 2)

The programme will operate with a single point of entry each September.

Students are expected to attend all elements of the programme including lectures, seminars, tutorials, laboratory sessions, practical session, field trips and reflective learning environments. Owing to the integrated FAW/UEFA 'B' Licence and FAW 'C' Certificate Coaching Awards students on the Football Coaching and the Performance Specialist degree are expected to obtain 100% attendance. In situations of short term absence, students will need to demonstrate they have engaged with elements of the modules which they have missed. Where the level of engagement is a cause for concern the student may not be able to obtain the FAW coaching awards. As a result the student will exit with only their degree.

Possible exit awards for each programme are outlined below:

Certificate of Higher Education in Football Coaching and the Performance Specialist

This qualification is available to a student who achieves 120 credits or more at Level 4 or above and who is unable or chooses not to continue with their studies.

Students successfully completing the "C" coaching criteria will be awarded the FAW "C" coaching award. The awarding of the "C" coaching awarded is performed at the discretion of the FAW coach educators and is a separate awarding process.

Diploma of Higher Education in Football Coaching and the Performance Specialist

This qualification is available to students who achieve 240 credits or more with a minimum of 120 credits at Level 5 or above and who is unable or chooses not to continue with their studies.

BSc in Football Coaching and the Performance Specialist (Ordinary Degree)

Students will be awarded an ordinary degree when 300 credits have been obtained (with a minimum of 60 credits at level 6) but have failed to complete the Independent Study module (Level 6).

Students successfully completing the FAW/UEFA “B” Licence criteria will be awarded the FAW/UEFA “B” licence. The awarding of the FAW/UEFA “B” Licence is performed at the discretion of the FAW and is a separate awarding process. Students who successfully complete the FAW/UEFA “B” Licence will hold a valid licence for three years before it will need to be renewed through the FAW.

BSc (Hons) Football Coaching and the Performance Specialist

This qualification is available to students who achieve 360 credits with a minimum of 120 credits at Level 6. Students who are awarded the BSc (Hons) Football Coaching and the Performance Specialist **would** have completed the Independent Study modules at level 6. Students successfully completing the FAW/UEFA “B” Licence criteria will be awarded the FAW/UEFA “B” licence. The awarding of the FAW/UEFA “B” Licence is performed at the discretion of the FAW coach educators and is a separate awarding process.

BSc (Hons) Football Coaching and the Performance Specialist Foundation Year (Level Three) (Appendix 4)

Students who achieve 120 Level 3 credits will progress onto Level Four of the BSc (Hons) Football Coaching and the Performance Specialist degree.

Students successfully completing Level 3 will also obtain their FAW Football Leaders Award qualification. The awarding of the Level 1 and 2 Coaching awards is performed at the discretion of the FAW and is a separate awarding process.

Certificate of Higher Education in Football Coaching and the Performance Specialist

This qualification is available to students who achieve 120 credits or more at Level 4 or above. Students successfully completing their FAW Coaching Awards will also obtain their FAW ‘C’ Certificate qualification. The awarding of the FAW “C” Certificate is performed at the discretion of the FAW and is a separate awarding process.

Diploma in Football Coaching and the Performance Specialist

This qualification is available to students who achieve 240 credits or more with a minimum of 120 credits at Level 5 or above.

BSc Football Coaching and the Performance Specialist (Ordinary Degree)

Students will be awarded an ordinary degree when 300 credits have been obtained (with a minimum of 60 credits at level 6) but have failed to complete the Independent Study module (Level 6).

Students successfully completing the FAW/UEFA “B” Licence criteria will be awarded the FAW/UEFA “B” licence. The awarding of the FAW/UEFA “B” Licence is performed at the discretion of the FAW coach educators and is a separate awarding process.

BSc (Hons) Football Coaching and the Performance Specialist

This qualification is available to students who achieve 360 credits with a minimum of 120 credits at Level 6. Students who are awarded the BSc (Hons) Football Coaching and the Performance Specialist would have completed the Independent Study modules at level 6. Students successfully completing the FAW/UEFA "B" Licence criteria will be awarded the FAW/UEFA "B" licence. The awarding of the FAW/UEFA "B" Licence is performed at the discretion of the FAW and is a separate awarding process. Students who successfully complete the FAW/UEFA "B" Licence will hold a valid licence for three years before it will need to be renewed through the FAW.

Information about core and electives:

Students will follow the core modules for the academic year 2016-17. For the 2017-18 academic year students will have the option of following the System Builders strand instead of completing the Performance Analysis and Physiology strand. The diagram on the next page indicates the modules which will remain core for all students on the coaching degree. However from 2017 options will be made available whereby students will either follow the Performance Analysis and Physiology strand or the System Builders.

17 Programme structure diagram

Matrix A: Three-year structure (Level 4 – 6) BSc (Hons) Sports Coaching for Participation and Performance Development. Full Time Delivery

| | SEMESTER 1 | SEMESTER 2 |
|---------|---|------------|
| LEVEL 4 | FAW401 Developing Personal, Professional and Academic Skills (C) | |
| | FAW402 Developing Coaching Practice(C) | |
| | SPT410 Fundamental Movement Skills (C) | |
| | FAW415 Introduction to Anatomy and Physiology (O) | |
| | FAW404 Psychology: Developing the individual (C) | |
| | SPT409 Introduction to Performance Analysis (O) | |
| | SPT412 Understanding Self in Sport (<i>released 2017</i>) (O) | |
| | SPT411 Starting Your Own Enterprise (<i>released 2017</i>) (O) | |
| LEVEL 5 | FAW501 Enhancing Personal Professional and Academic Development (C) | |
| | FAW502 Coaching Pedagogy: Developing Personal Practice (C) | |
| | FAW510 Applied Exercise Physiology (O) | |
| | FAW508 Psychology: Enhancing Performance (C) | |
| | FAW505 Applied Performance Analysis (O) | |
| | SPT510 Theoretical and Practical Insights into Physical Education (O) | |
| | SPT511 Training for Sport and Exercise (O) | |
| | SPT513 Leading and Managing Others (<i>released 2017</i>) (O) | |
| | SPT512 Developing Your Own Enterprise (<i>released 2017</i>) (O) | |
| LEVEL 6 | FAW601 Independent Study (C) | |
| | SPT617 Advancing Professional Practice (C) | |
| | FAW605 Managing and Developing the Team's Potential (O) | |
| | FAW606 Managing and Developing the Individual's Potential (O) | |
| | FAW602 Planning for Performance (O) | |
| | FAW603 Expertise Development (O) | |
| | FAW604 Technology to Enhance Performance (O) | |
| | SPT618 <i>Evaluating Your Own Enterprise (released 2018)</i> (O) | |

Matrix B: Six-year structure (Level 4 – 6) BSc (Hons) Sports Coaching for Participation and Performance Development. Part-time Module Delivery

| | YEAR 1 | | YEAR 2 | |
|---------|--|------------|--|------------|
| | SEMESTER 1 | SEMESTER 2 | SEMESTER 1 | SEMESTER 2 |
| LEVEL 4 | FAW401 Developing Personal, Professional and Academic Skills | | SPT410 Fundamental Movement Skills | |
| | FAW402 Developing Coaching Practice | | FAW404 Psychology: Developing the individual | |
| | FAW415 Introduction to Anatomy and Physiology OR SPT412 Understanding Self in Sport <i>(released 2017)</i> | | SPT409 Introduction to Performance Analysis OR SPT411 Starting Your Own Enterprise <i>(released 2017)</i> | |
| | Year 3 | | Year 4 | |
| LEVEL 5 | FAW501 Enhancing Personal Professional and Academic Development | | FAW508 Psychology: Enhancing Performance | |
| | FAW502 Coaching Pedagogy: Developing Personal Practice | | FAW505 Applied Performance Analysis Or SPT512 Developing Your Own Enterprise <i>(released 2017)</i> | |
| | FAW510 Applied Exercise Physiology or SPT513 Leading and Managing Others <i>(released 2017)</i> | | SPT511 Training for Sport and Exercise Or SPT510 Theoretical and Practical Insights into Physical Education | |
| | Year 5 | | Year 6 | |
| LEVEL 6 | SPT617 Advancing Professional Practice | | FAW601 Independent Study | |
| | Plus two modules from: FAW605 Managing and Developing the Team's Potential Or FAW606 Managing and Developing the Individual's Potential FAW603 Expertise Development or FAW602 Planning for Performance Or FAW604 Technology to Enhance Performance Or SPT618 Evaluating Your Own Enterprise (released 2018) | | Plus one module from (Not selected in year 5): FAW605 Managing and Developing the Team's Potential Or FAW606 Managing and Developing the Individual's Potential FAW603 Expertise Development or FAW602 Planning for Performance Or FAW604 Technology to Enhance Performance Or SPT618 Evaluating Your Own Enterprise (released 2018) | |

Matrix C: BSc (Hons) Sports Coaching for Participation and Performance Development (with Foundation Year)

[Diagram illustrates Level 3 only as students will progress onto BSc (Hons) Sports Coaching for Participation and Performance Development undertaking delivery for Level 4 – 6 as noted above.]

Level 3 Full-time Module Delivery

| | SEMESTER 1 | SEMESTER 2 |
|----------------|---|-------------------|
| LEVEL 3 | PSY328 Personal Professional and Academic Skills | |
| | SPT314 Introduction to Sport, Exercise Science and Human Performance | |
| | SPT315 Introduction to Sports Coaching | |
| | SPT316 The Performance Environment | |
| | LND304 Contemporary Issues | |
| | PSY329 Negotiated Learning Group Research Project | |

Level 3 - Part-time Module Delivery

| | YEAR 1 | | YEAR 2 | |
|---------------|---|-------------------|---|-------------------|
| | SEMESTER 1 | SEMESTER 2 | SEMESTER 1 | SEMESTER 2 |
| LEVEL3 | PSY328 Personal Professional and Academic Skills | | SPT314 Introduction to Sport, Exercise Science and Human Performance | |
| | SPT315 Introduction to Sports Coaching | | SPT316 The Performance Environment | |
| | LND304 Contemporary Issues | | PSY329 Negotiated Learning Group Research Project | |

Matrix D: Three-year structure (Level 4 – 6) BSc (Hons) Football Coaching and the Performance Specialist. Full Time Delivery

| | SEMESTER 1 | SEMESTER 2 |
|----------------|---|--|
| LEVEL 4 | FAW401 Developing Personal, Professional and Academic Skills | |
| | FAW402 Developing Coaching Practice | |
| | FAW415 Introduction to Anatomy and Physiology | |
| | | FAW404 Psychology: Developing the individual |
| | | FAW406 Tactical Applications of Performance Analysis in Football |
| | FAW405 Technique Analysis in Football | |
| LEVEL 5 | | FAW501 Enhancing Personal Professional and Academic Development |
| | FAW502 Coaching Pedagogy: Developing Personal Practice | |
| | FAW510 Applied Exercise Physiology | |
| | FAW508 Psychology: Enhancing Performance | |
| | FAW505 Applied Performance Analysis | |
| | FAW506 Developing Practitioner Skills in the Football Environment | |
| | FAW601 Independent Study | |
| LEVEL 6 | FAW604 Technology to Enhance Performance | |
| | FAW602 Planning for Performance | |
| | | FAW603 Expertise Development |
| | FAW605 Managing and Developing the Team's Potential (O) | FAW606 Managing and Developing the Individual's Potential (O) |
| | | |

Matrix E: Three-year structure (Level 4 – 6) BSc (Hons) Football Coaching and the Performance Specialist – Elite Academy Programme. Full Time Delivery

| | SEMESTER 1 | SEMESTER 2 |
|----------------|---|--|
| LEVEL 4 | FAW401 Developing Personal, Professional and Academic Skills | |
| | FAW402 Developing Coaching Practice | |
| | FAW415 Introduction to Anatomy and Physiology | |
| | | **FAW404 Psychology: Developing the individual** |
| | | FAW406 Tactical Applications of Performance Analysis in Football |
| | FAW405 Technique Analysis in Football | |
| LEVEL 5 | | FAW501 Enhancing Personal Professional and Academic Development |
| | FAW502 Coaching Pedagogy: Developing Personal Practice | |
| | FAW510 Applied Exercise Physiology | |
| | **FAW508 Psychology: Enhancing Performance** | |
| | FAW505 Applied Performance Analysis | |
| | FAW506 Developing Practitioner Skills in the Football Environment | |
| LEVEL 6 | FAW601 Independent Study | |
| | FAW604 Technology to Enhance Performance | |
| | **FAW602 Planning for Performance** | |
| | | FAW603 Expertise Development |
| | **FAW605 Managing and Developing the Team's Potential (O)** | FAW606 Managing and Developing the Individual's Potential (O) |

** indicates which modules will be delivered via blended learning. Please note the breakdown of each lecture will be detailed within the Module Handbook of each specific module.

Matrix F: Six year structure (Level 4 – 6) BSc (Hons) Football Coaching and the Performance Specialist. Part-time Module Delivery

| | YEAR 1 | | YEAR 2 | |
|----------------|--|---|---|--|
| | SEMESTER 1 | SEMESTER 2 | SEMESTER 1 | SEMESTER 2 |
| LEVEL 4 | FAW401 Developing Personal, Professional and Academic Skills | | FAW404 Psychology: Developing the individual | |
| | FAW402 Developing Coaching Practice | | | FAW406 Tactical Applications of Performance Analysis in Football |
| | FAW415 Introduction to Anatomy and Physiology | | FAW405 Technique Analysis in Football | |
| | Year 3 | | Year 4 | |
| LEVEL 5 | | FAW501 Enhancing Personal Professional and Academic Development | FAW508 Psychology: Enhancing Performance | |
| | FAW502 Coaching Pedagogy: Developing Personal Practice | | FAW505 Applied Performance Analysis | |
| | FAW510 Applied Exercise Physiology | | FAW506 Developing Practitioner Skills in the Football Environment | |
| | Year 5 | | Year 6 | |
| LEVEL 6 | FAW604 Technology to Enhance Performance | | FAW601 Independent Study | |
| | FAW602 Planning for Performance | | | FAW603 Expertise Development |
| | FAW605 Managing and Developing the Team's Potential (O) | | | |
| | | FAW606 Managing and Developing the Individual's Potential (O) | | |

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

[Diagram illustrates Level 3 only as students will progress onto BSc (Hons) Football Coaching and the Performance Specialist undertaking delivery for Level 4 – 6 as noted above.]

Level 3 Full-time Module Delivery

| | SEMESTER 1 | SEMESTER 2 |
|----------------|---|-------------------------------------|
| LEVEL 3 | <i>NEW</i> FY301 Skills You Need | |
| | | <i>NEW</i> FY302 Contextual Studies |
| | SPT314 Introduction to Sport, Exercise Science and Human Performance | |
| | SPT315 Introduction to Sports Coaching | |
| | FAW304 Parents and the Performer | |
| | FAW303 Football: Starting to Coach | |

Level 3 - Part-time Module Delivery

| | YEAR 1 | | YEAR 2 | |
|----------------|------------------------------------|--------------------------|---|-------------------|
| | SEMESTER 1 | SEMESTER 2 | SEMESTER 1 | SEMESTER 2 |
| LEVEL 3 | FY301 Skills You Need | | SPT314 Introduction to Sport, Exercise Science and Human Performance | |
| | | FY302 Contextual Studies | SPT315 Introduction to Sports Coaching | |
| | FAW303 Football: Starting to Coach | | FAW304 Parents and the Performer | |

18 Intended learning outcomes for BSc (Hons) Sport Coaching and Performance Development

| | Level 4 | Level 5 | Level 6 | Level 6 Honours Degree |
|----|--|---|---|---|
| A1 | On completion of level 4 students will be able to describe and demonstrate an 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 demonstrate an 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 a critical 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 a critical understanding of the need for both a multi-disciplinary and inter-disciplinary approach to study, drawing, as appropriate, from research and professional contexts |
| A2 | On completion of level 4 students will be able to describe and demonstrate their understanding of the subject through both academic and professional reflective practice. | On completion of level 5 students will be able to demonstrate their understanding and evaluate the subject through both academic and professional reflective practice. | On completion of level 6 students will be able to critically demonstrate their understanding of the subject through both academic and professional reflective practice. | On completion of level 6 students will be able to critically demonstrate their understanding of the subject through both academic and professional reflective practice. |
| A3 | | On completion of level 5 students will be able to evaluate and demonstrate the ability to monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport. | On completion of level 6 students will be able to critically demonstrate the ability to monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport. | On completion of level 6 students will be able to critically demonstrate the ability to monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the component elements of sport. |
| A4 | | | On completion of level 6 students will be able to display a critical appreciation of the integration of variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance. | On completion of level 6 students will be able to display a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance. |

| | Level 4 | Level 5 | Level 6 | Level 6 Honours Degree |
|----|----------------|----------------|--|--|
| A5 | | | On completion of level 6 students will be able to critically understand the development of key principles relevant to the design and implementation of coaching programmes; through the critical analysis of research and professional practice. | On completion of level 6 students will be able to critically understand the development of key principles relevant to the design and implementation of coaching programmes; through the critical analysis of research and professional practice. |
| A6 | | | On completion of level 6 students will be able to demonstrate their research and problem-solving abilities by critically understanding methods of acquiring, interpreting and analysing information appropriate to sports coaching in a variety of settings. | On completion of level 6 students will be able to demonstrate their research and problem-solving abilities by critically understanding methods of acquiring, interpreting and analysing information appropriate to sports coaching in a variety of settings. |

| | 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. | On completion of level 6 students will be able to critically evaluate research and assess subject specific facts, theories, paradigms, principles and concepts. | On completion of level 6 students will be able to critically evaluate research and assess subject specific facts, theories, paradigms, principles and concepts... |
| 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 and develop a reasoned argument and challenge assumptions. | On completion of level 6 students will be able to critically evaluate and develop a reasoned argument and challenge assumptions. |
| B4 | | On completion of level 5 students will be able to synthesise ideas and information in order to design solutions to vocationally relevant problems in coaching and to evaluate them. | On completion of level 6 students will be able to critically evaluate, synthesise ideas and information in order to design solutions to vocationally relevant problems in coaching and to evaluate them. | On completion of level 6 students will be able to critically evaluate, synthesis of ideas and information in order to design solutions to vocationally relevant problems in coaching and to 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. |

| | 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. | On completion of level 5 students will be able to plan, design and execute practical activities using appropriate techniques and procedures. | On completion of level 6 students will be able to plan, design and execute practical activities using appropriate techniques and procedures. | On completion of level 6 students will be able to plan, design and execute practical activities using appropriate techniques and procedures. |
| C2 | On completion of level 4 students will be able to recognise and respond to appropriate moral, ethical and safety issues relevant to your degree. | On completion of level 5 students will be able to recognise and respond to appropriate moral, ethical and safety issues relevant to your degree. | On completion of level 6 students will be able to critically recognise and respond to appropriate moral, ethical and safety issues relevant to your degree. | On completion of level 6 students will be able to critically recognise and respond to appropriate moral, ethical and safety issues relevant to your degree. |
| C3 | | On completion of level 5 students will be able to undertake tasks in a vocational setting with due regard for safety and risk assessment. | On completion of level 6 students will be able to undertake tasks in a vocational setting with due regard for safety and risk assessment. | On completion of level 6 students will be able to undertake tasks in a vocational setting with due regard for safety and risk assessment. |
| C4 | | | | On completion of level 6 students will be able to critically plan, design, execute and communicate a sustained piece of independent intellectual work. |

| | 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 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 plan and effectively manage the learning environment. | On completion of level 5 students will be able to demonstrate an ability to evaluate, plan and effectively manage the learning environment. | On completion of level 6 students will be able to demonstrate an ability to critically evaluate, plan and effectively manage the learning environment. | On completion of level 6 students will be able to demonstrate an ability to critically evaluate, plan and effectively manage the learning environment. |
| D4 | | On completion of level 5 students will be able to demonstrate the ability to work to risk assessments to create a safe and risk free coaching environment. | On completion of level 6 students will be able to demonstrate the ability to work to risk assessments to create a safe and risk free coaching environment. | On completion of level 6 students will be able to demonstrate the ability to work to risk assessments to create a safe and risk free coaching environment. |
| D5 | | | On completion of level 6 students will be able to critically reflect upon their own practice and that of others. | On completion of level 6 students will be able to critically reflect upon their own practice and that of others. |
| D6 | | | On completion of level 6 students will be able to critically apply knowledge to solve familiar and unfamiliar performance problems, either independently or by working in collaboration with others, in order to achieve a social or sporting outcome. | On completion of level 6 students will be able to apply critically knowledge to solve familiar and unfamiliar performance problems, either independently or by working in collaboration with others, in order to achieve a social or sporting outcome. |

19 Curriculum matrix - Intended learning outcomes for BSc (Hons) Sport Coaching and Performance Development

| LEVEL 4 | Module Title | Core / Option | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 | D5 | D6 |
|------------|--|---------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | Developing Personal Professional and Academic Skills | C | * | * | | | | | * | | | | | | * | | | | * | * | * | | | |
| | Developing Coaching Practice | C | | * | | | | | * | | | | | | * | * | | | * | * | * | | | |
| | Fundamental Movement Skills | C | * | * | | | | | * | | | | | | | * | | | * | * | | | | |
| | Introduction to Anatomy and Physiology | C | | * | | | | | * | | | | | | * | | | | * | * | | | | |
| | Psychology: Developing the Individual | C | | * | | | | | * | | | | | | | * | | | * | * | * | | | |
| | Introduction to Performance Analysis | C | | * | | | | | | | | | | | * | * | | | * | * | | | | |
| | Understanding Self in Sport | O* | * | * | | | | | | | | | | | | * | | | * | * | | | | |
| | Starting Your Own Enterprise | O* | * | * | | | | | | * | | | | | | * | | | * | * | | | | |

*offered in 2017

| Level 5 | Module Title | Core / Option | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 | D5 | D6 | |
|---------|--|---------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|
| | Enhancing Personal Professional and Academic Development | C | * | * | | | | | * | * | * | | | | | | | | | * | * | | | | |
| | Coaching Pedagogy: Developing Personal Practice | C | * | * | | | | | * | * | | * | | | * | * | * | | | * | * | * | * | | |
| | Training for Sport and Exercise | O | * | * | * | | | | * | * | * | * | | | * | * | * | | | * | * | * | * | | |
| | Theoretical and Practical Insights into Physical Education | O | | * | | | | | | * | * | * | | | | * | * | | | | | * | | | |
| | Applied Exercise Physiology | C | | * | * | | | | * | * | | * | | | * | * | * | | | * | * | | * | | |
| | Psychology: Enhancing Performance | C | | * | * | | | | * | * | * | * | | | * | * | * | | | * | * | * | * | | |
| | Applied Performance Analysis | C | * | * | * | | | | * | * | * | | | | * | | | | | * | * | | * | | |
| | Leading and Managing Others | O* | | * | | | | | | * | * | * | * | | | | | | | * | * | | | | |
| | Developing Your Enterprise | O* | * | * | | | | | | * | * | * | * | | | | | | | | | * | * | | |

*offered in 2018

| Level 6 Ordinary degree *offered in 2019 | Module Title | Core / Option | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 | D5 | D6 | |
|--|--|------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| | Managing and Developing the Individual's Potential | C | * | * | * | * | * | * | * | * | * | * | * | | * | | | * | | * | * | * | * | * | * |
| | Advancing Professional Practice | C | * | * | * | * | * | * | | * | * | * | * | * | * | * | * | | | | | * | * | * | |
| | Planning for Performance | O | * | * | * | * | * | | * | * | * | * | * | * | * | | | | | * | * | * | | | |
| | Expertise Development | O | * | * | * | * | | * | * | * | * | | * | * | | * | | | | | * | * | | * | * |
| | Technology to Enhance Performance | O | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | | | * | * | | * | * | |
| | Managing and Developing the Team's Potential | O | * | * | * | * | * | * | * | * | * | * | | * | * | | * | | | * | * | * | * | * | |
| | Evaluating Your Own Enterprise | O* | | * | | * | * | * | | * | * | * | * | * | * | * | * | | | * | * | * | | * | * |

| | Module Title | Core / Option | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 | D5 | D6 |
|---|--|---------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Level 6 Hons degree offered in 2019 | Independent Study | C | * | * | * | * | * | * | * | * | * | * | * | * | | * | | * | * | * | | * | | * |
| | Managing and Developing the Individual's Potential | C | * | * | * | * | * | * | * | * | * | * | | * | | | * | * | * | * | * | * | * | * |
| | Advancing Professional Practice | C | * | * | * | * | * | * | | * | * | * | * | * | * | * | * | * | | | | * | * | * |
| | Planning for Performance | O | * | * | * | * | * | | * | * | * | * | * | * | * | | | | * | * | * | | | |
| | Expertise Development | O | * | * | * | * | | * | * | * | * | | * | * | | * | | * | | * | * | | * | * |
| | Technology to Enhance Performance | O | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * | | * | * | | * | * | |
| | Managing and Developing the Team's Potential | O | * | * | * | * | * | * | * | * | * | * | | * | * | | | * | * | * | * | * | * | * |
| | Evaluating Your Own Enterprise | O* | | * | | * | * | * | | * | * | * | * | * | * | * | * | | * | * | * | * | | * |

18 Intended learning outcomes for BSc (Hons) Football Coaching and the Performance Specialist

| | Level 4 | Level 5 | Level 6 | Level 6 Honours Degree |
|----|---|--|---|---|
| A1 | On completion of level 4 students will be able to describe and demonstrate an 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 evaluate and demonstrate an 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 critically demonstrate an 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 critically demonstrate an understanding of the need for both a multi-disciplinary and inter-disciplinary approach to study, drawing, as appropriate, from research and professional contexts. |
| A2 | On completion of level 4 students will be able to describe and demonstrate their understanding of the subject through both academic and professional reflective practice. | On completion of level 5 students will be able to evaluate and demonstrate their understanding of the subject through both academic and professional reflective practice. | On completion of level 6 students will be able to critically demonstrate their understanding of the subject through both academic and professional reflective practice. | On completion of level 6 students will be able to critically demonstrate their understanding of the subject through both academic and professional reflective practice. |
| A3 | | On completion of level 5 students will be able to evaluate, monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the individual or team within the football setting. | On completion of level 6 students will be able to critically evaluate, monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the individual or team within the football setting. | On completion of level 6 students will be able to critically evaluate, monitor, analyse, diagnose and prescribe action to enhance the learning and performance of the individual or team within the football setting. |
| A4 | | | On completion of level 6 students will be able to display a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance. | On completion of level 6 students will be able to display a critical appreciation of the integration of the variables involved in the delivery (teaching, instructing and coaching) of enhanced sport performance. |

| | Level 4 | Level 5 | Level 6 | Level 6 Honours Degree |
|----|----------------|----------------|--|--|
| A5 | | | On completion of level 6 students will be able to critical understand the development of key principles relevant to the design and implementation of coaching programmes; through the critical analysis of research and professional practice. | On completion of level 6 students will be able to critical understand the development of key principles relevant to the design and implementation of coaching programmes; through the critical analysis of research and professional practice. |
| A6 | | | On completion of level 6 students will be able to demonstrate their research and problem-solving abilities by critically understanding methods of acquiring, interpreting and analysing information appropriate to sports coaching in a variety of settings. | On completion of level 6 students will be able to demonstrate their research and problem-solving abilities by critically understanding methods of acquiring, interpreting and analysing information appropriate to sports coaching in a variety of settings. |

| | 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 vocationally relevant problems in coaching and to evaluate them. | On completion of level 6 students will be able to synthesis of ideas and information in order to design solutions to vocationally relevant problems in coaching and to critically evaluate them. | On completion of level 6 students will be able to synthesis of ideas and information in order to design solutions to vocationally relevant 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. |

| | 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 social and sporting outcomes which are inclusive of all members. | On completion of level 6 students will be able to plan, design and deliver effective coaching programmes aimed at achieving social and sporting outcomes which are inclusive of all members. | On completion of level 6 students will be able to plan, design and deliver effective coaching programmes aimed at achieving 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. |

| | 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 demonstrate the ability to critically self-appraise and reflect on personal/ professional working practice to | On completion of level 6 students will be able to demonstrate the ability to critically self-appraise and reflect on personal/ professional |

| | | | | |
|----|--|--|--|--|
| | | | inform future professional delivery. | working practice to inform future professional delivery. |
| D6 | | | On completion of level 6 students will be able to develop an ability to critically appraise and evaluate the effects of coaching and/ or sport science interventions on the performance setting. | On completion of level 6 students will be able to develop an ability to critically appraise and evaluate the effects of coaching and/ or sport science interventions on the performance setting. |

19 Curriculum matrix for BSc (Hons) Football Coaching and the Performance Specialist

| | Module Title | Core / Option | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 | D5 | D6 |
|------------|---|---------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 4 | Developing Personal Professional and Academic Skills | C | * | * | | | | | * | | | | | | * | | | | * | * | | | | |
| | Developing Coaching Practice | C | | * | | | | | * | | | | | | * | * | | | * | * | * | | | |
| | Introduction to Anatomy and Physiology | C | | * | | | | | * | | | | | | * | | | | * | * | | | | |
| | Psychology: Developing the Individual | C | | * | | | | | * | | | | | | | | | | * | * | | | | |
| | Tactical Applications of Performance Analysis in Football | C | | | | | | | | | | | | | | | | | | | | | | |
| | Technique Analysis in Football | C | * | * | | | | | * | | | | | | * | | | | | * | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | |

| | Module Title | Core / Option | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 | D5 | D6 |
|----------------|--|----------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Level 5 | Enhancing Personal Professional and Academic Development | C | * | * | | | | | * | * | * | | | | | | | | * | * | | | | |
| | Coaching Pedagogy: Developing Personal Practice | C | * | * | | | | | * | * | | * | | | * | * | * | | * | * | * | * | | |
| | Applied Exercise Physiology | C | | * | * | | | | * | * | | * | | | * | | | | * | * | | * | | |
| | Psychology: Enhancing Performance | C | | * | * | | | | * | * | * | * | | | * | | | | * | * | | * | | |
| | Applied Performance Analysis | C | * | * | * | | | | * | * | * | | | | * | | | | * | * | | * | | |
| | Developing Practitioner Skills in the Football Environment | C | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | |

| | Module Title | Core / Option | A 1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | D1 | D2 | D3 | D4 | D5 | D6 | |
|---------------------|--|---------------|-----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| Level 6 Ordinary | Managing and Developing the Individual's Potential | O | * | * | * | * | * | * | * | * | * | * | | * | | | * | * | * | | * | * | * | |
| | Planning for Performance | C | * | * | * | * | * | | * | * | * | * | * | * | * | | | * | * | * | | | | |
| | Expertise Development | C | * | * | * | * | | * | * | * | * | | * | * | | * | | | * | | | * | * | |
| | Technology to Enhance Performance | C | * | * | * | * | * | * | * | * | * | * | * | * | | * | | | * | * | | * | * | |
| | Managing and Developing the Team's Potential | O | * | * | * | * | * | * | * | * | * | * | | * | | | | * | * | * | | * | * | * |

| | Module Title | Core / Option | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 | D5 | D6 | |
|--------------------|--|----------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---|
| LEVEL 6 Hons | Independent Study | C | * | * | * | * | * | * | * | * | * | * | * | * | | * | | * | * | * | | * | | * | |
| | Managing and Developing the Individual's Potential | O | * | * | * | * | * | * | * | * | * | * | * | * | | | * | * | * | * | | * | * | * | |
| | Planning for Performance | C | * | * | * | * | * | | * | * | * | * | * | * | * | | | | | * | * | * | | | |
| | Expertise Development | C | * | * | * | * | | * | * | * | * | | * | * | | * | | | | | * | | | * | * |
| | Technology to Enhance Performance | C | * | * | * | * | * | * | * | * | * | * | * | * | | * | | | | * | * | | * | * | |
| | Managing and Developing the Team's Potential | O | * | * | * | * | * | * | * | * | * | * | * | * | | | | * | * | * | * | | * | * | * |
| | | | | | | | | | | | | | | | | | | | | | | | | | |

20 Learning and teaching strategy

The adopted learning and teaching philosophy will be in line with the Glyndŵr University framework - the focus will be on learning rather than teaching, with deployment of teaching methods that promote effective student learning, self-development and reflection, with assessment and study activities taking place inside and outside class. The learning and teaching methods will encourage the use of applied frameworks relating to the theoretical aspects of sport coaching and sport science. The framework will develop transferable intellectual skills, the ability to communicate using a variety of media, the ability to argue rationally, analytically and critically and the ability to work as a team member and/or leader.

There will be a change in emphasis over the three years to promoting independent learners. In level 4, students will receive a high level of direction in the identification and solving of problems given during tutorial and practical time. However, 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. Finally, in level 6 the students will receive less direction (reflected in the reduced contact time – see module specifications) in identifying the key aspects of presented problems and will be encouraged to develop their own solutions to these problems. The balance of lecture to tutorial/practical time is a deliberate effort to allow theoretical and generic knowledge taught in lectures to be given context and meaning in context of real world scenarios. This will be achieved through the use of case studies, research data, the students' own experience and discovery learning approaches. The balance between class contact time/ formal teaching and directed study is detailed within the module specifications.

A wide variety of learning and teaching methods will be used, including:

- Lectures
- Seminars
- Practical sessions
- Experiential based learning
- Laboratory sessions
- Presentations
- Reflective learning
- Specialist guest speakers, formative tests, case studies
- Use of ICT

The Faculty of Social and Life Sciences uses an organisational framework for the delivery of materials via a Virtual Learning Environment (VLE). Glyndŵr University uses 'Moodle' as its main VLE interface. Moodle offers many online tools and resources that allow students and lecturers to share learning materials, communicate, collaborate, provide assessments and monitor progress.

In addition, the Faculty's policy of working with the Library to provide the best possible on-line information services to students will be maintained. A full list of useful sources of information, including electronic journals, will be available to students via module and programme Handbooks.

Students are expected to pursue their studies through independent study and research in addition to staff contact time. They are expected to undertake preparation for sessions and are required to give presentations or lead discussions. Skills are learned and practised in practical sessions and students evaluate their own development

through personal journals and sketch books and through personal progress files. Students are expected to include action planning and evaluation of their progress through monitoring their PDP and progress file at regular intervals through the personal tutoring system. Level 4 PDP is embedded into the *Developing Personal, Professional and Academic Skills* module which encourages students to take responsibility for their own learning and progress. A key component of the student's learning is the integration of the student's personal and professional development journey. The Personal Development Portfolio (PDP, Level 4) and the Continual Professional Development process (Level 5 and 6) are embedded within the student's learning which facilitates the development of the cyclic link from theory to practice enhancing the development of academic and vocational skills.

Learning outcomes in modules provide a focus for students to monitor their own learning. Supportive feedback to students is an important element of the learning process. As part of the University's policy on retention, students are required to attend all timetabled sessions and, in those instances where they are unable to do so, they are expected to inform the Student Programme Centre and the Module Leader. Students are expected to attend the Subject's Annual Research Conference held annually in spring.

In addition to the academic delivery students are able to access the Coaching and Performance Analysis Centre. The centre provides the environment where students (past and present) together with external partners create an environment where knowledge, vocational skills and research are discussed and shared. The Centre currently has over 11 partners working in collaboration with the sports department and the students within it. The Centre for Coaching and Performance Analysis continues to grow and has entered its fourth year of partnerships. Students develop both personal and professional skills working in external environments. These include working with elite performance teams as well as supporting community development. Students are also engaging with applied research projects. Several students have progressed onto securing employment opportunities with the partners who are linked to the centre. The centre contributes to the NSS value of 100% employability (65% into graduate jobs). Students gaining experience from the centre combined with their degree are now working nationally (London) and internationally (New Zealand and America) indicating that our students can compete on the world stage for employment

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.

Induction week:

All students entering these programmes take part in a phased induction that not only includes a 'Fresher's week' but is phased over the first few weeks of their first year of study. Induction sessions are also held at the start of level 5 and level 6 study.

21 Work based/placement learning statement

There is no work based learning/placement. Students continually apply theory to practice and vice versa to develop professional, personal, academic and vocationally relevant skills.

22 Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh. At present, the School does not have any specialist bilingual tutors who are able to assess through the medium of Welsh. Where a need for Welsh medium assessment has been identified and no appropriate Welsh speaking tutor / assessor is available, the written assessment will be translated into English. This translation will be conducted by University qualified translators.

23 Assessment strategy

The pattern of assessment has been carefully considered in the design of each module, and will reflect the learning outcomes. The assessment of students will include a wide range of strategies as illustrated in Table 1 below. The sports team therefore looks to use a wide array of assessment methods to test students' knowledge and understanding. This will include essays, portfolios, laboratory practicals, 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. The strategy therefore incorporates the QAA Hospitality, Leisure, Sport and Tourism Bench mark statements (2008). 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 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. Students will also be provided with an assessment matrix at the start of the year to facilitate the development of planning skills.

Assessments will be graded using the criteria detailed in the Glyndŵr University Assessment Guidance Handbook. All work will be assessed by the staff at the University and feedback will be provided to students in a variety of formats (written, verbally, visually). Where appropriate 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 Glyndŵr University Academic Regulations. Finally, students are expected to submit assessments as outlined in each individual module guide 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.

Tables illustrating Assessment:

Level 3

| Module Code | Module Title | CW | Assessment Type | Assessment Weight | Load | Indicative Assessment Dates |
|--------------------|---|-----------|------------------------|--------------------------|-------------|------------------------------------|
| FY301 | Skills You Need | 1 | Portfolio | 100% | 3000 words | T1 WK13 |
| FY302 | Contextual Studies | 1 | Portfolio | 100% | 2500 words | T2 WK12 |
| SPT314 | Introduction to Sport, Exercise Science and Human Performance | 1 | Essay | 50% | 2000 words | T1 WK10 |
| | | 2 | Presentation | 50% | 15 mins | T2 WK12 |
| SPT315 | Introduction to Sports Coaching | 1 | Essay | 50% | 2000 words | T1 WK8 |
| | | 2 | Practical | 50% | 15 mins | T2 WK10 |
| SPT316 | The Performance Environment | 1 | Presentation | 40% | 10 mins | T1 WK13 |
| | | 2 | Portfolio | 60% | 2000 words | T2 WK12 |
| FAW304 | Parents and the Performer | 1 | Essay | 40% | 1500 words | T1 WK11 |
| | | 2 | Presentation | 60% | 20 mins | T2 WK11 |
| FAW303 | Football: Starting to Coach | 1 | Essay | 50% | 2000 words | T1 WK9 |
| | | 2 | Practical | 50% | 15 mins | T2 WK9 |

Level 4

| Module Code | Module Title | CW | Assessment Type | Assessment Weight | Load | Indicative Assessment Dates |
|--------------------|---|-----------|------------------------|--------------------------|-----------------------------|------------------------------------|
| FAW401 | Developing Personal Professional and Academic Skills | 1 | Case Study | 60% | 2400 word or 15/20 min oral | T2 WK6 |
| | | 2 | Learning Logs/Journals | 40% | 1600 words | T2 WK12 |
| FAW402 | Developing Coaching Practice | 1 | Coursework | 60% | 2500 words | T1 WK10 |
| | | 2 | Reflective Practice | 40% | 1500 words | T2 WK11 |
| SPT410 | Fundamental Movement Skills | 1 | Presentations | 100% | 30 mins | T2 WK12 |
| FAW415 | Introduction to Anatomy and Physiology | 1 | MCQ exam | 40% | 2 hours | T1 WK11 |
| | | 2 | Report | 60% | 2400 words | T2 WK12 |
| FAW404 | Psychology: Developing the Individual | 1 | Portfolio | 40% | 1600 words | T1 WK12 |
| | | 2 | Portfolio | 60% | 2400 words | T2 WK13 |
| SPT409 | Introduction to Performance Analysis | 1 | Portfolio | 50% | 2000 word equivalent | T1 WK9 |
| | | 2 | Report | 50% | 2000 word equivalent | T2 WK10 |
| FAW406 | Tactical Applications of Performance Analysis in Football | 1 | Coursework | 100% | 4000 words | T2 WK8 |
| FAW405 | Technique Analysis in Football | 1 | Coursework | 50% | 2000 words | T1 WK9 |
| | | 2 | Report | 50% | 2000 word equivalent | T2 WK10 |
| SPT412 | Understanding Self in Sport | 1 | Practical | 50% | 20 mins | T2 WK7 |
| | | 2 | Report | 50% | 2000 words | T2 WK11 |
| SPT411 | Starting Your Own Enterprise | 1 | Coursework | 50% | 2000 words | T1 WK7 |
| | | 2 | Learning Log / journal | 50% | 2000 word equivalent | T1 WK11 |

Level 5

| Module Code | Module Title | CW | Assessment Type | Assessment Weight | Load | Indicative Assessment Dates |
|--------------------|--|-----------|------------------------|--------------------------|----------------------|------------------------------------|
| FAW501 | Enhancing Personal, Professional and Academic Development | 1 | Oral Assessment | 80% | 30 mins | T2 WK7 |
| | | 2 | Presentation | 20% | 800 words equivalent | T2 WK11 |
| FAW502 | Coaching Pedagogy: Developing Personal Practice | 1 | Practical | 60% | 45 mins | T1 WK 10 |
| | | 2 | Reflective Practice | 40% | 2000 words | T2 WK 11 |
| SPT511 | Training for Sport and Exercise | 1 | Coursework | 75% | 3000 words | T2 WK13 |
| | | 2 | Practical | 25% | 10 mins | T2 WK3-8 |
| SPT510 | Theoretical and Practical Insights into Physical Education | 1 | Presentation | 60% | 20 mins | T2 WK1 |
| | | 2 | Portfolio | 40% | 2000 words | T2 WK2 |
| FAW510 | Applied Exercise Physiology | 1 | Practical | 40% | 20 mins | T1 WK8 |
| | | 2 | Report | 60% | 2500 words | T2 WK10 |
| FAW508 | Psychology: Enhancing Performance | 1 | Group Project | 80% | 30 mins | T2 WK12 |
| | | 2 | Essay | 20% | 1000 words | T2 WK13 |
| FAW505 | Applied Performance Analysis | 1 | Coursework | 50% | 2000 word equivalent | T1 WK10 |
| | | 2 | Report | 50% | 2000 word equivalent | T2 WK10 |
| FAW506 | Developing Practitioner Skills in the Football Environment | 1 | Practical | 60% | 45 mins | T1 WK 13 |
| | | 2 | Portfolio | 40% | 2000 words | T2 WK 11 |
| SPT513 | Leading and Managing Others | 1 | Group Project | 70% | 3000 words | T2 WK9 |
| | | 2 | Reflective Practice | 30% | 1000 words | T2 WK11 |
| SPT512 | Developing Your Own Enterprise | 1 | Case Study | 60% | 3000 words | T2 WK6 |
| | | 2 | Presentation | 40% | 1000 words | T2 WK9 |

Level 6

| Module Code | Module Title | C W | Assessment Type | Assessment Weight | Load | Indicative Assessment Dates |
|-------------|--|-----|-----------------|-------------------|----------------------|-----------------------------|
| FAW601 | Independent Study | 1 | Coursework | 100% | 8000 words | T2 WK7 |
| FAW606 | Managing and Developing the Individual's Potential | 1 | Case Study | 100% | 4000 words | T2 WK 12 |
| SPT617 | Advancing Professional Practice | 1 | Portfolio | 100% | 4000 words | T2 WK 9 |
| FAW602 | Planning for Performance | 1 | Portfolio | 50% | 2000 word equivalent | T1 WK 9 |
| | | 2 | Coursework | 50% | 2000 word equivalent | T2 WK 10 |
| FAW603 | Expertise Development | 1 | Case Study | 100% | 4000 word equivalent | T2 WK4 |
| FAW604 | Technology to Enhance Performance | 1 | Presentation | 100% | 30 mins | T1 WK 9 |
| FAW605 | Managing and Developing the Team's Potential | 1 | Presentation | 100% | 30 mins | T1 WK 11 |

24 Assessment regulations

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

Derogations

NA

Non-credit bearing assessment

NA

Borderline classifications

In consideration of borderline cases the Assessment Board shall raise the classification to the next level if all 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 40 credit Independent study module is within the higher classification

Restrictions for trailing modules (for taught masters programmes only)

NA

25 Programme Management

Programme leader

Sara Hilton – BSc (Hons) Football Coaching and the Performance Specialist
Jonathan Hughes – BSc (Hons) Sports Coaching for Participation and Performance Development

Programme team

Jonathon Hughes
Julian Ferrari
Karen Rhys-Jones
Chris Hughes
Chelsea Moore
Tom King
Richard Lewis
Vicky Davies

Quality management

Control of quality on the programmes conforms to the procedures set out by Wrexham Glyndŵr University's requirements for academic quality assurance, monitoring and review. The programme team has been successful in implementing rigorous systems to assure the quality of their programmes. This is evidenced by comments made by the Chief Examiner and the student's feedback.

The monitoring and evaluation of academic standards year-on-year will also be achieved through the External Examiner system in addition to formal programme monitoring and evaluation. The Programme Leader will monitor the day-to-day operations, with input as necessary from student representatives. This will be formalised in a staff-student consultative committee, meeting at least once per semester (in line with current practice). Student representatives will be invited to provide feedback on: programme stewardship, organisation and administration; learning, teaching and assessment methods; university resources and services; and the overall student experience. Minutes of all meetings and actions will be published on the year noticeboard and made available online via Moodle. The actions are then discussed further at the All Years SSCC meeting.

Module leaders have the responsibility for delivery of the learning, teaching and assessment of each module they are assigned. In addition, all students will complete monitoring and evaluation at both the programme and modular level. The staff in the sports team collate module feedback from students and encourage final year students to complete the National Student Survey. Student feedback is also gathered through the personal tutor system, along with informal half yearly reviews in each module. The relationship between staff and students is such that feedback is regularly invited and offered. The key outcomes will be reported within the programme's annual monitoring report (AMR). Finally the welfare of the students is monitored through the personal tutor system.

Summary of mechanisms are used to continually monitor and evaluate the programme through student feedback:

- Personal tutorial system
- SVF Meetings
- Individual student representatives
- Completion of module evaluations
- Completion of modified and internal pre – NSS
- National Student Survey
- External Feedback
- Open door policy to support students as issues are identified.

Student satisfaction has improved again this year for the third year (increase of 5%) with NSS indicating a 92% satisfaction rate.

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

The Programme Leader will also meet monthly with the other Programme Leaders. The Programme Team will be responsible for devising a phased induction programme for the students, starting with an comprehensive 'Induction Week,' where they will get the opportunity to meet other students and be provided with an induction to the library and campus facilities, as well as receive an intensive series of study skills sessions.

Research and scholarship activity

An outline of the research and applied externality of the staff can be seen in the appendix section within the context of individuals CVs. Below is a summary of key areas to evidence base the programme which incorporates links to the applied industrial context and is informed by research.

Research:

The team is committed to ensuring that their knowledge remains current and relevant to the changing landscape of the industry. Four of the team members have PhDs in related areas to sport and all staff are currently actively engaged in research – please see individuals CV. Team members also contributed to the REF 2014. The team have extensive external collaborative links. Details for specific research can be seen within the individual's CV but an example of collaboration is presented below. External links (a representative sample):

- Federation of International Hockey
- England Netball
- Welsh Rugby Union / Scottish Rugby
- FAW Performance Analysis
- FAW Assistant Referees – Research data collection on Offside decision making
- SOUK – Sports Officials UK – Keynote presenter
- The New Saints FC

- Wrexham FC
- English FA
- Amateur Rowing Association coach educator.
- GB Wheelchair Basketball
- UK Athletics
- England Cricket Board
- Lesotho Olympic committee

Professional Body Requirements:

Members of the team are professionally linked to external bodies. They include:

- BASES
- BPS
- Sports Coach UK
- International Society of Sport Psychology
- World Academy of Sport Coach Educators
- FIH
- Science Based Evidence Policing

Research and Consultancy:

Collectively the team are active in undertaking a range of activity which has underpinned their teaching. This includes:

- International coaching
- International Coach Educator
- Sport Scientist – National lead, National Governing Body and clubs
- Elite Coach Education mentor – England Netball / Scottish Rugby
- Play Wales
- Officiating expert – FAW / English FA
- Wrexham FC Sport Psychologist
- National Trainer for Sports Wales' Physical Education and School Sports (PESS)

Other External Activities:

In addition to the above team members also engage in other applied context. These include:

- International Association Decision Making Tactics Group
- Isle of Man Police.
- Presentations at conference
- Mentoring high performance coaches – World High Performance Coaches.
- North Wales Fire and rescue
- Wrexham Play development Team

Teaching Related engagements:

- External Examiners on external programmes.
- HE Academy members
- Supervisory role for Masters and PhD.
- Peer Observations
- Majority of staff members review for academic journals.

26 Learning support

Institutional level support for students

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

- Library & IT Resources
- Inclusion services
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

Faculty support for students:

Personal Tutor

All students are assigned a Personal Tutor at the beginning of the programme. The personal tutor will support the academic and personal development of the students during their studies. Typically the Personal Tutor is the first point of contact if the student has encountered academic or personal difficulties.

Study Support

In addition to the personal tutorial system students can access the university's study skills tutors. The university study support based in the library is an additional support to students seeking help and guidance.

Programme specific support for students

The staff team support the learning and development of the students in the following ways:

Monitoring of Engagement

The engagement of the students on the Elite Academy Programme will be monitored by the programme leader via the online platform, Panopto. Monthly meetings with the VLE department will be arranged to provide monthly reports of the students engagement on the blended learning modules.

Induction

All students take part in a phased induction that not only includes a 'Fresher's week' but is phased over the first few weeks of their first year of study. Induction sessions are also held at the start of level 5 and level 6 study.

Personal Development Portfolio (PDP and CPD)

On entry to the University, each student is provided with a PDP. The PDP allows the student to identify their own strengths and weaknesses in their learning and develop an action plan to address the weaknesses and build on the strengths. The student is encouraged to reflect on their personal, professional and academic development in context of future career aspirations. Development plans are personalised to meet the demands of the students.

Coaching and Performance Analysis Centre

The Coaching and Performance Analysis Centre provides the students with the opportunity to develop and extend their vocational skills. The centre provides the students with the opportunity to gain experience, obtain qualifications and network in external environments which are related to their career aspirations. The centre meets to share both research and vocational practice and introduces students to the sports industry.

All students enrolled on the programme are eligible to participate in the Coaching and Performance Analysis Centre which provides an opportunity to gain experience in a range of sports and performance settings. Additionally student will have the opportunity to network in external environments which are related to their career aspirations. During centre meetings the students are introduced to aspects of the sports industry, vocational practices and relevant research. Participants will receive feedback on their CV at the start of the process and are mentored during their experience in the Centre.

27 Equality and Diversity

Wrexham 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 policy on Equality and Diversity, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

APPENDICES

APPENDIX 1 - Matrix 1: BSc (Hons) Sports Coaching for Participation and Performance Development

System Builders

Level 6

| Academic Core | | Options Select 3 from 5 | | | | |
|-----------------------------|---|---|--|---------------------------------------|------------------------------------|---|
| FAW601 Independent Study | SPT617 Advancing Professional Practice | FAW605 Managing and Developing the Teams Potential | FAW606 Managing and Developing the Individuals Potential | FAW602 Planning for Performance | FAW603 Expertise Development | FAW604 Technology to Enhance Performance |

Released
2018

SPT618
Evaluating
Your Own
Enterprise

Level 5

| Academic Core | | | | | Options Select 1 from 2 | |
|--|---|---|---|--|---|--|
| FAW501 Enhancing Personal Professional & Academic Development | FAW502 Coaching Pedagogy: Developing Personal Practice | FAW510 Applied Exercise Physiology | FAW508 Psychology: Enhancing Performance | FAW506 Applied Performance Analysis | SPT510 Theoretical and Practical Insights into Physical Education | SPT511 Training for Sport and Exercise |

Released 2017

SPT513
Leading and
Managing
Others

SPT512
Developing
Your
Enterprise

Level 4

| Academic Core | | | | | |
|---|--|---|---|--|---|
| FAW401 Developing Personal, Professional & Academic Skills | FAW402 Developing Coaching Practice | SPT410 Fundamental Movement Skills | FAW415 Introduction to Anatomy and Physiology | FAW404 Psychology - Developing the Individual | SPT409 Introduction to Performance Analysis |

Released

(2017)
SPT412
Understanding
Self in Sport

(2016)
SPT411
Starting
Your Own
Enterprise

Note: Students wishing to follow the system builders pathway (2017) will not engage with Physiology and Performance analysis at Level 4 and 5.

APPENDIX 2 - Matrix 2: BSc (Hons) Football Coaching and the Performance Specialist

Level 6

| Academic Core | | | | Options Select 1 from 2 | |
|-----------------------------|---|---------------------------------------|------------------------------------|---|--|
| FAW601 Independent Study | FAW604 Technology to Enhance Performance | FAW602 Planning for Performance | FAW603 Expertise Development | FAW605 Managing and Developing the Teams Potential | FAW606 Managing and Developing the Individuals Potential |

Level 5

| Academic Core | | | | | |
|--|---|---|---|--|--|
| FAW501 Enhancing Personal Professional & Academic Development | FAW502 Coaching Pedagogy: Developing Personal Practice | FAW510 Applied Exercise Physiology | FAW508 Psychology: Enhancing Performance | FAW505 Applied Performance Analysis | FAW506 Developing Practitioner Skills in the Football Environment |

Level 4

| Academic Core | | | | | |
|---|--|---|---|--|--|
| FAW401 Developing Personal, Professional & Academic Skills | FAW402 Developing Coaching Practice | FAW415 Introduction to Anatomy and Physiology | FAW404 Psychology- Developing the Individual | FAW406 Tactical Applications of Performance Analysis in Football | FAW405 Technique Analysis in Football |

APPENDIX 3 - Matrix 2: BSc (Hons) Football Coaching and the Performance Specialist – Elite Academy Programme

Level 6

| Academic Core | | | | Options Select 1 from 2 | |
|-----------------------------|---|---|------------------------------------|---|--|
| FAW601 Independent Study | FAW604 Technology to Enhance Performance | **FAW602 Planning for Performance* * | FAW603 Expertise Development | **FAW605 Managing and Developing the Teams Potential** | FAW606 Managing and Developing the Individuals Potential |

Level 5

| Academic Core | | | | | |
|--|---|---|---|--|--|
| FAW501 Enhancing Personal Professional & Academic Development | FAW502 Coaching Pedagogy: Developing Personal Practice | FAW510 Applied Exercise Physiology | **FAW508 Psychology: Enhancing Performance** | FAW505 Applied Performance Analysis | FAW506 Developing Practitioner Skills in the Football Environment |

Level 4

| Academic Core | | | | | |
|---|--|---|--|--|--|
| FAW401 Developing Personal, Professional & Academic Skills | FAW402 Developing Coaching Practice | FAW415 Introduction to Anatomy and Physiology | **FAW404 Psychology- Developing the Individual** | FAW406 Tactical Applications of Performance Analysis in Football | FAW405 Technique Analysis in Football |

**Indicates which modules will be delivered via blended learning.

APPENDIX 4 - Matrix 3: BSc (Hons) Sports Coaching for Participation and Performance Development Foundation Year (Level Three)

Progression from Level 3 onto
BSc (Hons) Sports Coaching for Participation and Performance Development
See Appendix 1

Level 3

| Academic Core | | | | | |
|--|---|---|---|----------------------------------|--|
| PSY328 Personal Professional and Academic Skills | SPT314 Introduction to Sport and Exercise Science and Human Performance | SPT315 Introduction to Sports Coaching | SPT316 The Performance Environment | LND304 Contemporary Issues | PSY329 Negotiated Learning Group Research Project |

APPENDIX 5 - Matrix 4: BSc (Hons) Football Coaching and the Performance Specialist Foundation Year (Level Three)

Progression from Level 3 onto
BSc (Hons) Football Coaching and the Performance Specialist
See Appendix 2

Level 3

| Academic Core | | | | | |
|-----------------------------|---|---|----------------------------------|--|---|
| FY301 Skills You Need | SPT314 Introduction to Sport and Exercise Science and Human Performance | SPT315 Introduction to Sports Coaching | FY302 Contextual StudiesFY | FAW304 Parents and the Performer | FAW303 Football: Starting to Coach |

Appendix 5 Matrix - Assessment Types

| Level 3 | Case Study | Essay | Group Project | Learning Log/ Journal | Lit Review | MCQ's | Oral Assess | Portfolio | Poster | Practical | Presentations | Project | Reflective Practice | Report | Course-work |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Personal Professional and Academic Skills | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Introduction to Sport, Exercise Science and Human Performance | <input type="checkbox"/> | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Introduction to Sports Coaching | <input type="checkbox"/> | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The Performance Environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Parents and the Performer | <input type="checkbox"/> | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Football: Starting to Coach | <input type="checkbox"/> | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ✓ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Level 4 | Case Study | Essay | Group Project | Learning Log/ Journal | Lit Review | MCQ's | Oral Assess | Portfolio | Poster | Practical | Presentations | Project | Reflective Practice | Report | Course-work |
|---|------------|-------|---------------|-----------------------|------------|--------------------------|--------------------------|--------------------------|--------|-----------|--------------------------|---------|---------------------|--------------------------|--------------------------|
| Developing Personal Professional and Academic Skills | ✓ | | | ✓ | | | | <input type="checkbox"/> | | | | | | | |
| Developing Coaching Practice | | ✓ | | | | | | | | | | | ✓ | | <input type="checkbox"/> |
| Fundamental Movement Skills | | | | | | <input type="checkbox"/> | <input type="checkbox"/> | | | | ✓ | | | | |
| Introduction to Anatomy and Physiology | | | | | | ✓ | | | | | <input type="checkbox"/> | | | ✓ | |
| Psychology: Developing the Individual | | | | | | | | ✓ | | | | | | | <input type="checkbox"/> |
| Introduction to Performance Analysis | | | | | | | | ✓ | | | | | | ✓ | |
| Tactical Applications of Performance Analysis in Football | | | | | | | | ✓ | | | | | | | |
| Technique Analysis in Football | | | | | | | | <input type="checkbox"/> | | | | | | <input type="checkbox"/> | ✓ |
| Understanding Self in Sport | | | | | | | | | | ✓ | | | | ✓ | <input type="checkbox"/> |
| Starting Your Own Enterprise | | ✓ | | | | | | | | | | | | <input type="checkbox"/> | ✓ |

| Level 5 | Case Study | Essay | Group Project | Learning Log/ Journal | Lit Review | MCQ's | Oral Assess | Portfolio | Poster | Practical | Presenta-tion | Project | Reflective Practice | Report | Course -work |
|--|------------|-------|---------------|-----------------------|------------|-------|-------------|-----------|--------|-----------|---------------|---------|---------------------|--------|--------------------------|
| Enhancing Personal Professional and Academic Development | | | | | | | ✓ | | | | ✓ | | | | |
| Coaching Pedagogy: Developing Personal Practice | | | | | | | | | | ✓ | | | ✓ | | |
| Training for Sport and Exercise | | | | | | | | | | ✓ | | | ✓ | | <input type="checkbox"/> |
| Theoretical and Practical Insights into Physical Education | | | | | | | | ✓ | | | ✓ | | | | |
| Applied Exercise Physiology | | | | | | | | | | ✓ | | | | ✓ | |
| Psychology: Enhancing Performance | | ✓ | ✓ | | | | | | | | | | | | |
| Applied Performance Analysis | | | | | | | | | | | | | | ✓ | ✓ |
| Developing Practitioner Skills in the Football Environment | | | | | | | | ✓ | | ✓ | | | | | |
| Leading and Managing Others | | | ✓ | | | | | | | | | | ✓ | | |
| Developing Your Own Enterprise | ✓ | | | | | | | | | | ✓ | | | | |

| Level 6 | Case Study | Essay | Group Project | Learning Log/ Journal | Lit Review | MCQ's | Oral Assess | Portfolio | Poster | Practical | Presenta-tion | Project | Reflective Practice | Report | Course -work | |
|--|------------|-------|---------------|-----------------------|------------|-------|-------------|-----------|--------|-----------|---------------|---------|---------------------|--------|--------------|---|
| Independent Study | | | | | | | | | | | | | | | | ✓ |
| Managing and Developing the Individual's Potential | ✓ | | | | | | | | | | | | | | | |
| Advancing Professional Practice | ☐ | | | | | | | ✓ | | | | | | | | |
| Planning for Performance | | | | | | | | ✓ | | | | | | | | ✓ |
| Expertise Development | ✓ | | | | | | | | | | | | | | | |
| Technology to Enhance Performance | | | | | | | | | | | ✓ | | | | | |
| Evaluating Your Own Enterprise | | | | | | | | ✓ | | | ✓ | | | | | |
| Managing and Developing the Team's Potential | | | | | | | | | | | ✓ | | | | | |

