

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
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| Module Title | Strength and Conditioning | | | | |
| Module Code | UISXP9-30-1 | Level | 1 | Version | 1.1 |
| Owning Faculty | Hartpury | Field | Sport | | |
| Contributes towards | FdSc Sports Studies | | | | |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 | Module Type | Standard |
| Pre-requisites | None | | Co-requisites | None | |
| Excluded Combinations | None | | Module Entry requirements | None | |
| Valid From | 01 September 2013 V1.1- 01 September 2018 | | Valid to | 01 September 2019 | |

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| CVC Approval Date | 24 June 2013 V1.1- 13 February 2018 |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1 Understand the relationship of anatomy and physiology to strength and conditioning (A). 2 Demonstrate an understanding of the cardiovascular, neuromuscular and respiratory systems at rest and during exercise (A, B). 3 Understand the components of fitness and how they underpin the structure of fitness programming (A, B). 4 Apply strength and conditioning principles to meet the specific needs of athletes (B). |
| Syllabus Outline | <ol style="list-style-type: none"> 1 The general functions/locations of the skeletal system. 2 The joints within the skeletal system and the movement planes provided by these joints. 3 The general functions/locations of the muscular-skeletal system. 4 The structure of muscles and the neural pathways associated with muscular contraction (sliding filament theory). 5 The physiological make-up of the body focusing on the cardiovascular system and the respiratory system. 6 How the physiological systems contribute to the distribution of blood, oxygen and nutrients, and how exercise influences this. 7 Energy systems and their contribution to the energy continuum within physical activity. 8 The adaptation of the muscular and skeletal system in relation to exposure to exercise. 9 The health and fitness components of exercise including the FITT principles of training. 10 Different methods of fitness training that are specific to client needs. 11 Clients screening, goal setting and health and safety of exercise prescription. |

| | <p>12 Creating specific training programmes catering for client goals and using the principles of training to develop and enhance these programmes.</p> <p>13 Utilise a range of laboratory based and field based tests for strength and conditioning.</p> | | | | | | | | | | | | |
|-----------------------------------|---|-----------------------------------|--|-----------------------|---|-------------------------|-----------------------|-----------------|-----|------------|-----|---|-----|
| Contact Hours | <p>Indicative delivery modes:</p> <table> <tr> <td>1</td> <td>Lectures guided learning, seminars etc</td> <td>108</td> </tr> <tr> <td>2</td> <td>Independent learning</td> <td>192</td> </tr> <tr> <td colspan="2">TOTAL</td> <td>300</td> </tr> </table> | 1 | Lectures guided learning, seminars etc | 108 | 2 | Independent learning | 192 | TOTAL | | 300 | | | |
| 1 | Lectures guided learning, seminars etc | 108 | | | | | | | | | | | |
| 2 | Independent learning | 192 | | | | | | | | | | | |
| TOTAL | | 300 | | | | | | | | | | | |
| Teaching and Learning Methods | <p>Introductory lectures are supported by seminars, case studies, visits and practical workshops. In addition this module will be supported by interactive forums and learning tools.</p> <p>300 hours study time of which 108 hours will represent scheduled learning.</p> <p>Scheduled Learning May include lectures, seminars, tutorials, demonstration, practical classes and workshops; external visits; supervised time in studio/workshop, and self-directed study.</p> <p>Independent Learning May include essential reading, case study preparation, assignment preparation and completion.</p> <p>Virtual Learning Environment (VLE), or equivalent This module is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.</p> | | | | | | | | | | | | |
| Key Information Sets Information | <p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <p>Key Information Set – Module Data</p> <table> <tr> <td>Number of credits for this module</td> <td style="border: 1px solid black; text-align: center;">30</td> </tr> </table> <table border="1"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">108</td> <td style="text-align: center;">192</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <ol style="list-style-type: none"> <i>Written Exam:</i> Unseen written exam, open book written exam, in-class test. <i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project. <i>Practical Exam:</i> Oral Assessment and/or presentation, practical skills assessment, practical exam. <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <p>Total assessment of the module:</p> | Number of credits for this module | 30 | Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | 300 | 108 | 192 | 0 | 300 |
| Number of credits for this module | 30 | | | | | | | | | | | | |
| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | | | | | | | | | |
| 300 | 108 | 192 | 0 | 300 | | | | | | | | | |

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| | Written exam assessment percentage Coursework assessment percentage Practical exam assessment percentage | <table border="1"> <tr><td>40%</td></tr> <tr><td>60%</td></tr> <tr><td>0%</td></tr> <tr><td>100%</td></tr> </table> | 40% | 60% | 0% | 100% |
| 40% | | | | | | |
| 60% | | | | | | |
| 0% | | | | | | |
| 100% | | | | | | |
| Reading Strategy | <p>Access and Skills Further development of literature searching skills is supported by a Library Plus seminar provided within the first semester and by study skills sessions. Additional support is available through the Library Plus Services and online resources, including interactive tutorials on finding books and journals, evaluating information and referencing.</p> <p>All students will be encouraged to make use of the print and electronic resources available to them through membership of both the college and the university. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. Weston College Library's web pages provide access to subject relevant resources and to the library catalogue as well as signposting the University Library's web pages. Many resources can be accessed remotely.</p> <p>This guidance will be available in the programme handbook, module handbook and via module information on the VLE.</p> <p>Essential Reading Any essential reading will be indicated clearly, along with the method for accessing it. Students may be asked to purchase a set text, be given a print study pack or be referred to texts that are available electronically.</p> <p>Further Reading Students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>All further reading resources will be available via both College and University libraries.</p> | | | | | |
| Indicative Reading List | <p>CURRENT advice on readings will be available via the module handbook and VLE.</p> <ul style="list-style-type: none"> • Aaberg, E. (Current Edition). <i>Resistance Training Instruction</i>. Champaign, IL: Human Kinetics. • American College of Sports Medicine (Current Edition). <i>ACSM's Health-Related Physical Fitness Assessment Manual</i>. Philadelphia, USA: Lippincott Williams and Williams. • American College of Sports Medicine (Current Edition). <i>Resource Manual For Exercise Testing and Prescription</i>. Philadelphia, USA: Lippincott Williams and Williams. • Baechale, T. R. and Earle, R. W. (Current Edition) <i>Essentials of Strength and Conditioning</i>. Champaign, IL: Human Kinetics. • Baechale, T. R. and Earle, R. W. (Current Edition). <i>NCSA's Essentials of Personal Training</i>. Champaign, IL: Human Kinetics. • Delavier, F. (Current Edition). <i>Strength Training Anatomy</i>. Champaign, IL: Human Kinetics. • Hoffman, J. (Current Edition). <i>Physiological aspects of sport training and performance</i>. Champaign, IL: Human Kinetics. • Maud, P, J. and Foster, C. (Current Edition). <i>Physiological Assessment of Human Fitness</i>. Champaign, IL: Human Kinetics. • McArdle, K., Katch, F. and Katch, V. (Current Edition). <i>Exercise Physiology: Energy, Nutrition and Human Performance</i>. Philadelphia, USA: Lippincott Williams and Williams. • Morrow, J. R., Jackson, A. W., Disch, J. G. and Mood, P. (Current Edition). <i>Measurement and evaluation in human performance</i>. Champaign, IL: Human Kinetics. | | | | | |

- Tortora, A. and Grabowski, B. (Current Edition). *Principles of Anatomy and Physiology*. New York: Wiley.

Part 3: Assessment

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| Assessment Strategy | <p>A range of assessment techniques will be employed to ensure that learners can meet the breadth of learning outcomes presented in this module alongside the ability to demonstrate transferable skills e.g. communication skills.</p> <p>Aim: Students will be expected to demonstrate their breadth of anatomy and physiology knowledge through a written examination (component A). A written assignment will require students to demonstrate their ability to develop a training programme for a designated athlete/client (component B).</p> <p>Opportunities for formative assessment exist for the assessment strategy used. Verbal feedback is given and all students will engage with personalised tutorials setting SMART targets as part of the programme design.</p> <p>In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.</p> |
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| Identify final assessment component and element | Written Examination | |
| % weighting between components A and B (Standard modules only) | A: | B: |
| | 40% | 60% |
| First Sit | | |
| Component A (controlled conditions) Description of each element | Element weighting | |
| 1 Written Examination (2 hours) | 100% | |
| Component B Description of each element | Element weighting | |
| 1 Written Assignment (2000 words) | 100% | |
| Resit (further attendance at taught classes is not required) | | |
| Component A (controlled conditions) Description of each element | Element weighting | |
| 1 Written Examination (2 hours) | 100% | |
| Component B Description of each element | Element weighting | |
| 1 Written Assignment (2000 words) | 100% | |
| If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences. | | |