

**CDA4 Programme Design Template
Module specification (with KIS) 2014-15**



University of the
West of England


CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Current Issues in Strength and Conditioning					
Module Code	UISV47-15-3		Level	3	Version	1.1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No	
Owning Faculty	Hartpury		Field	Sport Science		
Department	Sport		Module Type	Standard		
Contributes towards	BSc (Hons) Sports Conditioning and Injury Management Bsc (Hons) Sports Conditioning and Injury Management (SW) BSc (Hons) Strength and Conditioning BSc (Hons) Strength and Conditioning (SW)					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
First CAP Approval Date	12 January 2015		Valid From	01 September 2015		
Revision CAP Approval Date	V1.1- 07 July 2016		Revised with effect from	01 September 2016		

Review Date	01 September 2021
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an evidence based approach to sports conditioning. (A) 2. Devise and evaluate scientific testing and monitoring measures that can be used to assess an athlete's level of development and readiness. (A) 3. Critically appraise own experiences of working within an applied environment. (A) 4. Develop and justify a well-structured, periodised training plan for an athlete/team. (A) 5. Formulate training sessions that are consistent with the athlete's/teams goals and provide justification of programme variables used. (A) 6. Critically appraise current physical training techniques and methods
Syllabus Outline	<ol style="list-style-type: none"> 1. Applied work placement within the field of sports conditioning.

	<p>2. Complete a reflective portfolio.</p> <p>3. Present a case study of an applied work placement.</p>										
Contact Hours	<p>Indicative delivery modes:</p> <table border="0"> <tr> <td>• Lectures, guided learning, seminars etc.</td> <td style="text-align: right;">27</td> </tr> <tr> <td>• Self-directed learning</td> <td style="text-align: right;">9</td> </tr> <tr> <td>• Independent learning</td> <td style="text-align: right;">114</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: right;">150</td> </tr> </table>	• Lectures, guided learning, seminars etc.	27	• Self-directed learning	9	• Independent learning	114	TOTAL	150		
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TOTAL	150										
Teaching and Learning Methods	<p>This module is delivered using large group learning sessions and opportunities for small group work. Additionally essential and recommended reading and exercises will be introduced to guide the students through the core syllabus.</p> <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p>Virtual learning environment (VLE): this specification 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> <table border="1" style="margin-left: auto; margin-right: auto;"> <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;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p style="text-align: right;"></p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <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>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150
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	<table border="1"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td></td> <td></td> <td>100%</td> <td></td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		0%		Practical exam assessment percentage		100%				100%	
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Reading Strategy	<p>Essential readings Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further readings Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from their academic literature.</p> <p>Access and skills Formal opportunities for students to develop their library and information skills are provided within the induction period and student skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.</p>																				
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms, including the module guide.</p> <p>Books</p> <p>Beachle, T. R. and Earle, R. W., eds. (Current Edition) <i>Essentials of Strength and Conditioning</i>. Leeds: Human Kinetics</p> <p>Bompa, T. O. (Current Edition) <i>Periodisation - Theory and Methodology of Training</i>. Leeds: Human Kinetics</p> <p>Chandler, T. J. and Brown, L. E., eds. (Current Edition) <i>Conditioning For Strength and Human Performance</i>. Baltimore: Lippincott Williams and Wilkins.</p> <p>Fleck, S. J, and Kraemer W. J. (Current Edition) <i>Designing Resistance Training Programmes</i>. Leeds: Human Kinetics</p> <p>Foran, B., ed. (Current Edition) <i>High-Performance Sports Conditioning</i>. Leeds: Human Kinetics.</p> <p>Hamill, J. and Knutzen, K.M. (Current Edition) <i>Biomechanical Basis of Human Movement</i>. Philadelphia USA: Lippincott, Williams & Wilkins.</p> <p>Joyce, D. and Lewindon, D. (Current Edition) <i>High Performance Training for Sports</i>. Leeds: Human Kinetics.</p> <p>Journals</p> <p>Journal of Strength and Conditioning Research</p>																				

	<p>International Journal of Sports Physiology and Performance</p> <p>Journal of Sports Science</p> <p>European Journal of Applied Physiology</p> <p>UKSCA Performance Journal</p> <p>Websites</p> <p>United Kingdom Strength and Conditioning Organisation: http://www.ukzca.org.uk/ukzca/</p> <p>National Strength & Conditioning Association: http://www.nzca.com/Home/</p> <p>Strength & Conditioning Research: http://www.strengthandconditioningresearch.com/</p>
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Part 3: Assessment	
Assessment Strategy	<p>The module will be assessed through an oral presentation (100%).</p> <p>Students will perform a 30 minute presentation discussing their experiences of working within an applied sports conditioning environment. Students will demonstrate their competencies as a practitioner by providing evidence of programming and monitoring for an athlete/team. In addition, students will provide a reflection on their experiences and a career plan of their future direction within the field.</p> <p>Formative feedback and guidance can be gained in the module delivery, on the VLE, in tutorials and in revision sessions. Summative feedback can be gained on assignment scripts, at the end of oral presentations and on Blackboard.</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 VLE.</p>

Identify final assessment component and element	Oral Presentation	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	0%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Oral presentation (30 minute)	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Oral presentation (30 minute)	100%

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.