



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Strength and Conditioning from Theory to Practice				
Module Code	UISV66-15-M	Level	M	Version	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	MSc Applied Strength and Conditioning Postgraduate Diploma Applied Strength and Conditioning Postgraduate Certificate Applied Strength and Conditioning Postgraduate Diploma Sports Studies Postgraduate Certificate Sports Studies				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	20 January 2016	Valid from	01 September 2016		
Revision CAP Approval Date		Revised with effect from			

Review Date	01 September 2022
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Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: <ol style="list-style-type: none"> 1. Critically evaluate data in order to devise and justify an appropriate strength and conditioning training session. (A, B) 2. Perform appropriate strength training techniques in a safe and effective manner whilst demonstrating technical mastery. (A) 3. Make sound judgements to provide clear and effective individualized feedback whilst carrying out strength and conditioning provision. (A) 4. Systematically and creatively apply strength and conditioning theory in practice. (A, B) 5. Analytically determine a rationale for the inclusion of strength and conditioning techniques used within practice based on critical evaluation of advanced scholarship in the discipline. (B) 6. Critically reflect on current personal strength and conditioning practice. (B)

Syllabus Outline	<p>Through critical analysis of a wide ranging base of theory and empirical evidence, this module aims to allow students to develop an evidence-based approach to practice. Content will include topics such as;</p> <ul style="list-style-type: none"> • Advanced strength and power training techniques; • Practical methods of developing linear speed, change of direction ability and agility; • Utilising strength and conditioning as a rehabilitative tool; • Advanced knowledge of long-term athletic development models; • Practical methods for developing repeated sprint ability; • Importance of postural control and muscles to support the spine; • Advanced knowledge of effective ways to implement high-intensity training to enhance sports specific athletic capacity and capability; • Feedback theory and techniques in strength and conditioning. 								
Contact Hours	<p>Indicative delivery modes:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Lectures, guided learning, seminars etc.</td> <td style="text-align: right; padding: 2px;">36</td> </tr> <tr> <td style="padding: 2px;">Self-directed study</td> <td style="text-align: right; padding: 2px;">64</td> </tr> <tr> <td style="padding: 2px;">Independent learning</td> <td style="text-align: right; padding: 2px;">50</td> </tr> <tr> <td style="padding: 2px;">TOTAL</td> <td style="text-align: right; padding: 2px;">150</td> </tr> </table>	Lectures, guided learning, seminars etc.	36	Self-directed study	64	Independent learning	50	TOTAL	150
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Self-directed study	64								
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TOTAL	150								
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; supervised time in studio/workshop. These scheduled learning sessions will be interactive, discursive, reflective, participatory, collaborative and practice related, employing a variety of teaching and learning methods.</p> <p>A relatively high amount of self-directed study in this module reflects the variety and the number of different schools of thought when applying scientific principles in practice. However, the scientific rigor of many sources of information that are available is questionable. To circumvent this problem, there will be an emphasis on reading a pre-determined list of articles related to different theories of practice that are grounded in scientific evidence.</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.</p> <p>Virtual Learning Environment (VLE) This module is supported by VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within 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 postgraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p>								

Key Information Set - Module data				
<i>Number of credits for this module</i>				15
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
150	100	50	0	150

The table below indicates as a percentage the total assessment of the module which constitutes a -

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

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:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	25%
Practical exam assessment percentage	75%
	100%

Reading Strategy

Essential Reading

Core material will be indicated to the student via pre-course material, module guides and through their accessing a dedicated VLE programme presence. No requirement for the purchase of set text(s) will be made and students will have full access to Hartpury library services, online applications, and inter-library loans. The input of the module leader will supplement the normal library provision expected at M-level so that research sources and relevant texts will be identified to the student and issues revolving around their access to them resolved.

Further Reading

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 catalogue, 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 the academic literature, wider professional sources and in-house publications of related national accrediting and sports governing bodies – e.g. the British Association of Sport and Exercise Sciences (BASES), the United Kingdom Strength & Conditioning Association (UKSCA), British Weight Lifting (BWL) and the National Strength and Conditioning Association USA (NSCA).

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.

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.</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>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: 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>Strength and Conditioning Journal</p> <p>UKSCA Performance Journal</p>
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Part 3: Assessment	
Assessment Strategy	<p>The aim of the assessment strategy for this module centres on evaluating practical mastery across a range of exercise techniques in addition to an ability to effectively utilise methods of reflection.</p> <p>The individual practical skills assessment considers practical mastery and technical knowledge of specific activities which fundamentally inform professional strength and conditioning provision. Students will be required to effectively coach a strength and conditioning session.</p> <p>Students will compile a written report detailing a rationale for the strength and conditioning session that was observed. Within this report students are required to detail reflection of their performance.</p> <p>To support the students in being able to confidently demonstrate practical mastery opportunities will be provided within scheduled sessions for students to learn, practice and refine their exercise and reflective techniques.</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>

Identify final assessment component and element	Written Report	
% weighting between components A and B (Standard modules only)	A: 75%	B: 25%

First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Individual Practical Skills Assessment (1 hour)	100%	
Component B Description of each element	Element weighting	
1. Written Report (1000 words)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. Individual Practical Skills Assessment (1 hour)	100%	
Component B Description of each element	Element weighting	
1. Written Report (1000 words)	100%	
<p>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.</p>		