University of the West of England
BRISTOL

Programme Design Template
CDA3 Programme specification-multiple targets (2015-16)

ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	University of West England	
Teaching Institution	Hartpury College	
Delivery Location	Hartpury College	
Study abroad / Exchange / Credit recognition	None	
Faculty responsible for programme	Hartpury	
Department responsible for programme	Sport	
Modular Scheme Title		
Professional Statutory or Regulatory Body Links	None	
Highest Award Title	MSc Applied Strength and Conditioning	
Default Award Title	None	
Fall-back Award Title	None	
Interim Award Titles	Postgraduate Diploma Applied Strength and Conditioning Postgraduate Certificate Applied Strength and Conditioning Postgraduate Diploma Sports Studies Postgraduate Certificate Sports Studies	
UWE Progression Route	None	
Mode(s) of Delivery	Full-time or part-time	
Codes	**UCAS:** N/A	**JACS: C600**
	ISIS2: C63112	**HESA:**
Relevant QAA Subject Benchmark Statements	Hospitality, Leisure, Sport and Tourism	

First CAP Approval Date	20 January 2016	Valid from	01 September 2016
Revision CAP Approval Date		Revised with effect from	
Version	1		
Review Date	01 September 2022		

Part 2: Educational Aims of the Programme

The MSc Applied Strength and Conditioning programme will be based within the Higher Education Department of Sport at Hartpury University Centre. This Masters award is validated through the University of the West of England. This course represents an internal progression route whilst also providing an attractive option for further study for graduates working in the field or from other institutions who wish to specialise in strength and conditioning.

This programme is designed with a practical orientation, towards the application and evolution of theory to practice in varied settings. Additionally, for students progressing to Masters level, the study of research methods is extended to the ability to be able to plan, conduct and disseminate their own research following the established principles of rigorous scientific study. Therefore, throughout the programme students will be exposed to advanced methods of analysis and challenging statistical approaches.

The educational aims of the programme are:

1. To allow students to develop a critical understanding of motor learning and motor control theories and how this applies to strength and conditioning practice,
2. To provide students with a critical awareness of how research evidence informs current strength and conditioning recommendations and practice across populations, with an emphasis on sports performance,
3. To provide students with specialist measurement and research skills to investigate issues in the field of strength and conditioning, and design and review appropriate training interventions,
4. To foster the development of independent learners with transferable intellectual and study skills that can make a significant and sustainable contribution within their chosen career path,
5. To develop an advanced and critical awareness of coaching science disciplines allowing for students to become effective strength and conditioning coaches in practice,
6. To encourage reflective and critical abilities as strength and conditioning professionals to question existing practice, inform future applications and enhance their personal development as a reflective practitioner.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Through rigorous study of motor control and co-ordination, an MSc Applied Strength and Conditioning graduate will be able to embed a motor learning approach in practice. They will have specialist measurement and research skills enabling them to assess, design and review appropriate strength and conditioning training interventions. This will be based on a deep understanding of the transferability of training to motor skills exhibited in sports performance, and the specific physiological responses and adaptations elicited through appropriately tailored programming of training. Graduates will be able to present findings from investigations to a professional level, both verbally and in written format.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ***Learning Outcomes:***	**UISV63-30-M Applied Motor Learning and Motor Control in Strength and Conditioning**	**UISV65-30-M Science of Training Response and Adaptation**	**UISV64-15-M Practical Techniques in Strength and Conditioning**	**UISV66-15-M Strength and Conditioning from Theory to Practice**	**UINXKT-15-M The Research Process**	**UINVL5-60-M Postgraduate Dissertation**	UINXMV-15-M Professional Development Portfolio	UISXMY-15-M Pedagogy in Practice	UISXN3-15-M High Performing Environments
A) Knowledge and understanding of:									
1. Appraise literature and utilise knowledge surrounding motor learning and motor control theory in the context of strength and conditioning practice;	✓	✓	✓			✓	✓		
2. Critically analyse the literature surrounding the physiological and biomechanical adaptations in response to a range of physical training methods;	✓	✓	✓		✓	✓	✓		
3. Analytically assess the current understanding of the dose-response relationship of physical training;		✓		✓					
4. Critically evaluate the advanced planning and programming strategies inherent within different models of periodization that are utilized by strength and conditioning coaches;	✓	✓		✓					
5. Understand, design and implement annual training plans, encompassing appropriate testing, training, monitoring and recovery strategies, specific to the needs of an individual;	✓	✓	✓	✓			✓		
6. Demonstrate technical mastery in a range of training methods, and be able to convey knowledge and expertise to athletes within a coaching setting;			✓	✓			✓		

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

7.	Critically appraise the roles, scope and range of competencies required in coaching settings to demonstrate effective and informed practice;	✓							✓	✓
8.	Critically evaluate the efficacy and efficiency of long-term athletic development models from the scientific literature and from professional sporting organizations;	✓	✓		✓					
9.	Develop an advanced understanding and an ability to apply the scientific method to advance knowledge of athletic development;			✓		✓	✓			
10.	Exhibit the development of coaching practice through behaviour modification and problem based learning.				✓			✓	✓	
(B) Intellectual Skills										
1.	Effectively communicate specialist knowledge to non-subject specialists such as athletes, coaches and parent/guardians**;**	✓	✓	✓	✓			✓		✓
2.	Critically evaluate current research and advanced scholarship in the areas of strength and conditioning and coaching science;	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.	Demonstrate a capability to fully participate in postgraduate level academic enquiry through the application of cognitive skills including critical thinking, analysis and synthesis (including the capability to identify assumptions, evaluate statements in terms of evidence, detect false logic or reasoning, identify implicit values, define terms adequately and generalise appropriately);	✓	✓	✓	✓	✓	✓	✓	✓	✓
3.	Evaluate, deconstruct and integrate differing anecdotal, traditional and contemporary coaching principles to develop and test theories, models, concepts, and hypotheses.					✓	✓	✓		
4.	Decide upon and administer an appropriate research methodology (qualitative or quantitative), to facilitate the analyses of data;					✓	✓			
5.	Devise, perform, analyse the findings, draw conclusions and undertake a systematic critical reflection on a programme of original research in order to formulate appropriate recommendations.					✓	✓			
(C) Subject/Professional/Practical Skills										
1.	Utilise scientific principles, concepts and theories to inform strength and conditioning provision;		✓		✓	✓	✓	✓		
2.	Where appropriate apply strength and conditioning research findings to industry-based problems;	✓		✓				✓		
3.	Evaluate physical, biomechanical and physiological fitness test results, and use such data to both formalise training programmes and inform invested parties of results;			✓	✓			✓		
4.	Provide feedback aligned with theories of motor learning and skill acquisition;	✓		✓	✓			✓		

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

5.	Implement effective reflection on personal and learner experiences to promote best coaching practice;	✓						✓	✓	✓
6.	Analyse coaching behaviours and modify styles were needed for the greatest effect.	✓						✓	✓	✓
(D) Transferable skills and other attributes										
1.	Communicate effectively with a wide range of individuals using a variety of appropriate means, showing self-awareness and sensitivity to diversity in people and different situations.			✓				✓	✓	✓
2.	Exhibit interpersonal and teamwork skills, necessary for working in high performing environments.	✓	✓	✓	✓			✓	✓	✓
3.	Analytically evaluate academic, vocational and professional performance through the structured use of reflection.	✓			✓		✓	✓		
4.	Utilise problem-solving skills in a variety of theoretical and practical situations.	✓	✓	✓	✓	✓	✓	✓	✓	✓
5.	Manage change effectively and respond appropriately, and flexibly, to changing demands.			✓	✓	✓	✓	✓	✓	✓
6.	Take responsibility for personal and professional learning and development and act autonomously in planning and implementing tasks.	✓	✓	✓	✓	✓	✓	✓	✓	✓

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

The field of strength and conditioning has emerged as a distinct and popular area of expertise in sport science. Predominantly emanating from within the disciplines of physiology and biomechanics, strength and conditioning professionals frequently require knowledge and understanding of inter-disciplinary applied sport science and coaching. The modules aim to build upon fundamental principles by enhancing the students' knowledge base, technical competence, practical coaching skills and personal reflection based knowledge from a multi- and inter-disciplinary approach.

Throughout this level of the programme, research methods forms a compulsory element and acts as an important building block for the dissertation at Masters level. In addition, students are also exposed to the theories of motor learning and motor control which provide a deep understanding of how movement is developed and regulated. This knowledge is fundamental when critically appraising anecdotal, traditional and contemporary principles upon which current strength and conditioning practice is built on.

At UWE, Bristol there is a policy for a minimum average requirement of 12hours/week contact time over the course of postgraduate study. This contact time encompasses a range of face-to-face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated. Specifically, postgraduate students will be assigned a personal tutor to provide additional guidance and support throughout the duration of their masters programme. Upon registration a student will have access to an induction programme incorporating literature searching skills and a library induction and exercises to develop level M study skills. Study skills support throughout the programme will also be available for students that are successfully accepted to the programme using Hartpury's established student support mechanisms. Support for students with varied learning requirements is available and students may apply for alternative forms of assessment and other methods of support as applicable to their individual circumstances. Support is also available for students to develop their career aspirations with events, group sessions and individual appointments with dedicated careers staff.

On the MSc Applied Strength and Conditioning programme teaching is a mix of;

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits. Scheduled sessions may vary slightly depending on the module choices made. These scheduled learning sessions will be interactive, discursive, reflective, participatory, collaborative and practice related, employing a variety of teaching and learning methods. As students progress through the programme these will become increasingly more student led.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

Virtual Learning Environment: 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.

Part 4: Student Learning and Student Support

Description of any Distinctive Features

University sport at Hartpury has a historical tradition of success at the national level, winning a number of national championships. Many student-athletes continue on to compete at the professional level in their chosen sport. Students on the MSc Applied Strength and Conditioning programme are afforded fantastic opportunities to work alongside experienced staff in delivering strength and conditioning provision to these athletes, applying acquired knowledge in practice.

Students enrolled on the MSc Applied Strength and Conditioning programme will also have the opportunity to undertake internships working within the Gloucester Rugby Academy set up that is housed on campus. This will incorporate working closely with Hartpury HE Sport staff and Gloucester Rugby staff on research projects aligned to the efficacy of strength and conditioning practice for youth athletes.

Due to several developing links in other sports such as Cricket (Worcestershire CC), Football (Southampton FC) and Equestrian (Margaret Giffen Rider Performance Centre) in particular, there will be many opportunities for students to undertake internships to add to their coaching experience.

Part 5: Assessment

A: Approved to variant University Regulations and Procedures

Assessment Strategy

A variety of assessment methods will be employed throughout the programme to develop the skills and attributes of the student in line with industry expectations and the aims of the programme. The learner's ability to demonstrate intellectual and personal/practical skills will be tested through written assignments, written reports, practical examinations, practical skills assessment, oral examinations, individual presentations and the optional creation of a personal development portfolio. Within the MSc Applied Strength and Conditioning particular emphasis is placed on developing the ability of student's to professionally demonstrate practical mastery of techniques essential to assessing, devising and evaluating strength and conditioning training interventions. The ability to communicate both with an athlete during an intervention and in a report post intervention is an essential skills for these graduates in a future career in this area.

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.

Assessment Map

The programme encompasses a range of **assessment methods** including; written examinations, written assignments, practical examinations, practical skills assessment, written report, synoptic professional development portfolio and dissertation.

Part 5: Assessment

These are detailed in the following assessment map:

Assessment Map for MSc Applied Strength and Conditioning

		Type of Assessment									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules	**UISV63-30-M** Applied Motor Learning and Motor Control in Strength and Conditioning						A (25)				B (75)
	UISV65-30-M Science of Training Response and Adaptation	A (25)						B (75)			
	UISV64-15-M Practical Techniques in Strength and Conditioning					A (75)			B (25)		
	UISV66-15-M Strength and Conditioning from Theory to Practice					A (75)			B (25)		
	UINXKT-15-M The Research Process						A (30)	B (70)			
	UINVL5-60-M Postgraduate Dissertation									A (100)	
Optional Modules	**UISXMY-15-M** Pedagogy in Practice						A (25)		B (75)		
	UISXN3-15-M High Performing Environments						A (50)	B (50)			
	UISXMV-15-M Professional Development Portfolio						A (25)				B (75)

*Assessment should be shown in terms of either Written Exams, Practical exams, or Coursework as indicated by the colour coding above.

Part 6: Programme Structure
This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: level and credit requirements interim award requirements module diet, including compulsory and optional modules

ENTRY	Year	Compulsory Modules	Optional Modules	Interim Awards

	Applied Motor Learning and Control in Strength and Conditioning (UISV63-30-M) Science of Training, Response and Adaptation (UISV65-30-M) Practical Techniques in Strength and Conditioning (UISV64-15-M) Strength and Conditioning from Theory to Practice (UISV66-15-M) The Research Process (UINXKT-15-M) Postgraduate Dissertation (UINVL5-60-M)	A student usually completes 15 credits from the following modules: Professional Development Portfolio (UISXMV-15-M) Pedagogy in Practice (UISXMY-15-M) High Performing Environments (UISXN3-15-M)	<u>PG Cert Applied Strength and Conditioning</u> Credit Requirements: 60 credits. This must include modules: UISV65-30-M Science of Training, Response and Adaptation; UISV64-15-M Practical Techniques in Strength and Conditioning; UISV66-15-M Strength and Conditioning from Theory to Practice <u>PG Cert Sports Studies</u> Credit Requirement: 60 credits at level 3 or above of which not less than 40 are at level M. <u>PG Dip Applied Strength and Conditioning</u> Credit Requirements: 120 credits. This must include the modules: UISV63-30-M Applied Motor Learning and Control in Strength and Conditioning; UISV65-30-M Science of Training, Response and Adaptation; UISV64-15-M Practical Techniques in Strength and Conditioning; UISXKT-15-M The Research Process; UISV66-15-M Strength and Conditioning from Theory to Practice; UISXMV-15-M Professional Development Portfolio <u>PG Dip Sports Studies</u> Credit Requirement: 120 credits at level 3 or above of which not less than 80 are at level M

Part time:
The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student.**

ENTRY		Compulsory Modules	Optional Modules	Interim Awards

	Year 1	Applied Motor Learning and Control in Strength and Conditioning (UISV63-30-M) Practical Techniques in Strength and Conditioning (UISV64-15-M)	Pedagogy in Practice (UISXMY-15-M) Professional Development Portfolio (UISXMV-15-M) High Performing Environments (UISXN3-15-M)	<u>PG Cert Applied Strength and Conditioning</u> Credit Requirements: 60 credits. This must include modules: UISV65-30-M Science of Training, Response and Adaptation; UISV64-15-M Practical Techniques in Strength and Conditioning; UISV66-15-M Strength and Conditioning from Theory to Practice <u>PG Cert Sports Studies</u> Credit Requirement: 60 credits at level 3 or above of which not less than 40 are at level M. <u>PG Dip Applied Strength and Conditioning</u> Credit Requirements: 120 credits. This must include the modules: UISV63-30-M Applied Motor Learning and Control in Strength and Conditioning; UISV65-30-M Science of Training, Response and Adaptation; UISV4-15-M Practical Techniques in Strength and Conditioning; UINXKT-15-M The Research Process; UISV66-15-M Strength and Conditioning from Theory to Practice; UISXMV-15-M Professional Development Portfolio <u>PG Dip Sports Studies</u> Credit Requirement: 120 credits at level 3 or above of which not less than 80 are at level M
	Year 2	The Research Process (UINXKT-15-M) Strength and Conditioning from Theory to Practice (UISV66-15-M) Science of Training, Response and Adaptation (UISV65-30-M)		
	Year 3	Postgraduate Dissertation (UINVL5-60-M)		

Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions*:

Typically students will have engaged in substantial levels of coaching experience as a strength and conditioning coach as part of an internship, placement-based undergraduate modules and/or previous/current employment. To that end, the programme is designed to cater for practitioners working in a range of contexts.

Part 7: Entry Requirements

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. The university will consider applicants on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of an undergraduate degree programme. Applicants with non-standard entry criteria will be reviewed on an individual basis. This will take the form of an individual interview with members of the programme team and possibly the completion of a set task such as a written assignment. Where appropriate experience or learning has been gained prior to enrolment on the programme AL/AEL may be possible.

Applicants whose first language is not English require a minimum of IELTS 6.5 (with a minimum of 6.5 both overall and for each sub-section). All potential students will be subject to an interview with the Programme Manager.

Part 8: Reference Points and Benchmarks

QAA Framework Master's degree descriptors have guided the programme design by aligning learning outcomes to optimize the ability for developing graduates who: "deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences."

In line with the QAA Quality Code the design team has consistently sought to gain "sufficient and appropriate external involvement" in order to maintain academic and professional standards describing programme aims, demands, experiences and assessment methods. Further to this, and again in line with the Code, potential applicants for the new MSc have been given a wide range of opportunities "to contribute to shaping their learning experience."

University strategies and policies: The Academic Regulations and Procedures
Has been used to ensure that the quality of learning, teaching and assessment on this programme adheres to the university's frame work of academic regulations, procedures and working practices that enable the assurance of academic standards. The University's Policy on word count has also been used to inform the assessment strategy stated in Part 5 of this document and is detailed on the module descriptors.

University of the West of England 2020 Strategy
Has been used in designing this programme to ensure that the programme is: learning-centred; underpinned by sound health and safety practices and informed by research and professional practice; inclusive, flexible and accessible, exemplified in particular by the part-time and accelerated study routes; and, provides a diverse assessment diet. Furthermore, the programme aims to produce graduates who: know and value themselves as open-minded, reflective and inter-dependent learners, and participants, employees, self-employed professionals and entrepreneurs in global settings and as global citizens; and, reflect on their own learning and practice, who value others as collaborators in their learning and its exchange.

Assessment within the programme: is an integral part of a dynamic learning and teaching process and not separate from it; plays a key part in the rigorous setting and maintaining of academic standards; provides all students with the entitlement to parity of treatment; makes no distinction between different modes of study; ensures that progression is achieved by credit accumulation and the completion of pre-requisites and co-requisites; recognises different module learning in different forms of assessment; and, affords students the maximum opportunity to demonstrate

Part 8: Reference Points and Benchmarks

their knowledge, skills, competencies and overall strengths through a variety of assessed activities.

This programme has been designed to ensure: that all work-based learning is assessed in accordance with the University's Academic Regulations; requirements and standards set out by professional bodies are met; provision of clear information regarding the responsibilities of each party to the learning contract or other agreement e.g. learner, university, and employer; students are adequately prepared for work based learning; support for the development of the learners in the workplace; that the learning is documented in a form that clearly identifies how it contributes to the overall aims and learning outcomes of the programme; regular audits are made of the contribution of partner organisations' abilities to meet the needs of the student and programme; that learning contracts or agreements are in place with their work-based partners; that clear strategies are in place to support the identification, negotiation and organisation of work based activities for students, commensurate with the student's learning needs and the significance of this learning to the programmes of which it forms a part; and, that all arrangements for work-based learning take full account of the requirements of equal opportunities, and health and safety legislation and University policies for the same.

Teaching, Learning and Scholarship Strategy
Has been used in designing this programme to ensure that the programme is underpinned by the five key principles which aim to enhance the student experience across the Associate Faculty. This programme will provide a high quality experience through a focus on student progression and achievement, academic currency and relevance, innovative delivery and assessment and feedback delivered by appropriately qualified staff who undergo Continuing Professional Development (CPD) that is linked to the UK Professional Standards Framework. The programme team will encourage and support individuals from diverse backgrounds and cultures to enable them to enter higher education and fulfil their potential. The programme adopts a fully integrated and collaborative approach to preparing students for future graduate level employment and to foster the inquiring mind-set, which will ultimately support lifelong learning for the benefit of both the graduate and wider society. The programme promotes an active scholarship culture that incorporates the scholarship of discovery, integration, application and inquiry-based learning that will transform students' understanding of knowledge and research. Students will be encouraged to develop knowledge exchange partnerships by fostering connections with each other as well as local businesses and other community partners.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

Student consultation has been extensive with programme rationale and programme maps presented to current full-time BSc Sports Conditioning and Injury Management programme members.

Industry consultation has been facilitated throughout the design of this programme through the department's links with the English Institute of Sport and a number of professional sporting organisations such as Gloucester Rugby Club, Liverpool Football Club, Seattle Sounders FC, Seattle Seahawks, Port Adelaide AFC, Jacksonville Jaguars, and Fontys University of Applied Sciences (Nl). In line with staff expertise, feedback has guided the direction and vision of this MSc programme.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the University's website.