

## PROGRAMME SPECIFICATION

Part 1: Basic Data			
<b>Awarding Institution</b>	University of the West of England		
<b>Teaching Institution</b>	Hartpury College		
<b>Delivery Location</b>	Hartpury College		
<b>Faculty Responsible for Programme</b>	Hartpury		
<b>Department Responsible for Programme</b>	Sport		
<b>Modular Scheme Title</b>	Sport		
<b>Professional Statutory or Regulatory Body Links</b>	None		
<b>Highest Award Title</b>	BSc (Hons) Strength and Conditioning BSc (Hons) Strength and Conditioning (SW)		
<b>Default Award Title</b>	None		
<b>Fall-back Award Title</b>	None		
<b>Interim Award Titles</b>	BSc Strength and Conditioning Diploma HE Strength and Conditioning Certificate HE Strength and Conditioning		
<b>UWE Progression Route</b>	None		
<b>Mode(s) of Delivery</b>	Full time, Part time, Sandwich year		
<b>Codes</b>	<b>UCAS:</b> G60H	<b>JACS:</b> C600	
	<b>ISIS2:</b> G60H (SW) G60H13 (FT/PT)	<b>HESA:</b>	
<b>Relevant QAA Subject Benchmark Statements</b>	Events, Hospitality, Leisure, Sport and Tourism		
<b>Initial CAP Approval Date</b>	17 February 2014	<b>Revised CVC Approval Date</b>	v2.4-16 February 2015 v3- 20 January 2016 v3.3- 07 July 2016 v5.0- 02 May 2018
<b>Valid From</b>	01 September 2016 (2016 entry) V5.0- 01 September 2018		
<b>Valid Until</b>	01 September 2024		
<b>Version</b>	5.0		

## Part 2: Educational Aims of the Programme

The BSc (Hons) Strength and Conditioning programme provides the student with the opportunity to develop critical insight and skills to become a knowledgeable and experienced strength and conditioning coach and competent in what is needed to enhance the performance of the athletes under their care including post injury. Part of this development will entail the very important experience gained working alongside professionals from various sporting disciplines.

The programme seeks to underpin the University's principle that the graduates not only serve the applied industry, but also aid in the development of that industry. The programme seeks to support the University's ambitions for its graduates by challenging current processes and practices and exploring new concepts. It is important that the Hartpury College student is encouraged to challenge orthodox thinking about concepts relating to strength and conditioning. Students will be encouraged to think creatively, to solve problems in a variety of ways, and to look for new ways of defining systems and problems. This is embedded within the context of the sports industry and the recent changes therein.

Not only should a Hartpury College student acquire and challenge contextual information, but they should also develop a range of key skills to enable them to communicate effectively through a variety of media. The experiences students gain while studying on the programme has been designed to enable them to develop self-confidence. Student-centered learning has been employed which encourages students to develop an enquiring mind: a feature of this programme being the application of the subject in a practical context.

Students are encouraged to be well read within their subject and beyond to ensure that they will be prepared to solve intellectual and practical problems within the context of the applied sport industry and as such, the teaching and learning process aims to enable students to develop:

- 1 Creative and analytical thinking arising from an intellectual understanding of sport science and strength and conditioning literature.
- 2 Personal qualities and interpersonal skills necessary for successful engagement in the strength and conditioning industry.
- 3 Knowledge and understanding of research based and evidence based practice within the strength and conditioning industry.
- 4 Appropriate practical and technical skills in the delivery of strength conditioning programmes.
- 5 Ethical awareness arising from an understanding of the strength and conditioning industry.
- 6 Self-evaluation and reflective skills necessary for personal development and accomplishment in the sports industry.
- 7 Practical competencies in relevant academic disciplines in preparation for a career in the strength and conditioning industry.
- 8 Self-confidence to contribute to local, national and/or international society through the development of lifelong learning skills.

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

The skills and knowledge that the BSc (Hons) Strength and Conditioning graduates would have acquired would enable them to assist sportspeople in their pursuit of excellence, whilst also having the requisite skills to provide a service in the prevention of injuries and in the re-integration of the injured athlete back to full participation. This distinct focus, encapsulated within the title, makes the programme stand out from any of the other strength and conditioning programme delivered in the United Kingdom.

The related industry settings will include the elite, professional sporting environment, the health, fitness and leisure industry and the diverse clinics and rehabilitation centres which cater for the various special populations that would use exercise as part of their intervention back to health.

When working within a multidisciplinary team alongside other sports science and medical professionals, the graduate sports conditioner will have a clear understanding of their role delineation and practice.

**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:

<b>Learning Outcomes:</b>		Introduction to Functional Anatomy and Sports Biomechanics	Introduction to Exercise Physiology	Principles of Strength and Conditioning	Sports Injury and Pathology	Academic Skills for Sport	Fundamentals of Strength and Power in Performance	Skills Acquisition	Applied Strength and Conditioning	Exercise Physiology	Soft Tissue Techniques	Undergraduate Research Process	Training the Youth Athlete	Olympic Weightlifting	Health Related Exercise	Sports Nutrition	New Venture Creation	Independent Report	International Academic Study Portfolio	International Academic Study Project	International Academic Study Extended Project	Sandwich Year Work Placement	Undergraduate Dissertation	Applied Sport and Exercise Physiology	Screening and Prevention	Recovery and Monitoring for Sport Performance	Special Populations	Sports Conditioning and Return-to-Play	Sport Science for Coaches	Current Issues in Strength and Conditioning
<b>A) Knowledge and understanding of:</b>																														
1	The theoretical basis of sports science principles underpinning effective strength and conditioning including the disciplines of anatomy, physiology, sports psychology and sports biomechanics.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
2	The relative contribution of academic and applied knowledge to ensure and enhance competency in the subject specific professional/practical skills.			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	The role of a strength and conditioning practitioner within the interdisciplinary nature of the sports science support team.			✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
4	Current academic developments in strength and conditioning related disciplines which would combine to support continuing best practice.			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>B) Intellectual Skills:</b>																														
1	Demonstrate an ability to fully engage in and contribute to academic enquiry.					✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Evaluate the effectiveness of strength and conditioning strategies, and contribute to formulation of action plans for further industrial enhancement related to sport.					✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Identify, develop and implement discipline specific evidence-based problem-solving strategies.			✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Critically appraise current practice and undertake systematic rigorous research to underpin discipline specific best practice.				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Promote equality to individuals by adopting a sound ethical framework			✓	✓		✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

<b>Learning Outcomes:</b>		Introduction to Functional Anatomy and Sports Biomechanics	Introduction to Exercise Physiology	Principles of Strength and Conditioning	Sports Injury and Pathology	Academic Skills for Sport	Fundamentals of Strength and Power in Performance Skills Acquisition	Applied Strength and Conditioning	Exercise Physiology	Soft Tissue Techniques	Undergraduate Research Process	Training the Youth Athlete	Olympic Weightlifting	Health Related Exercise	Sports Nutrition	New Venture Creation	Independent Report	International Academic Study Portfolio	International Academic Study Project	International Academic Study Extended Project	Sandwich Year Work Placement	Undergraduate Dissertation	Applied Sport and Exercise Physiology	Screening and Prevention	Recovery and Monitoring for Sport Performance	Special Populations	Sports Conditioning and Return-to-Play	Sport Science for Coaches	Current Issues in Strength and Conditioning
	which guides discipline specific best practice.																												
6	Synthesise information from multiple sources to demonstrate a depth of understanding in the application of theory to practice.		✓	✓		✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
<b>C) Subject/Professional/Practical Skills</b>																													
1	Demonstrate service delivery skills in strength and conditioning and apply subject discipline theory/knowledge in a conditioning/injury management scenario.		✓	✓		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓												
2	Plan, design, implement and evaluate effective programmes of intervention in strength and conditioning.		✓	✓		✓	✓	✓		✓		✓	✓	✓	✓						✓		✓	✓	✓	✓	✓	✓	✓
3	Evaluate current research and codes of conduct in developing personal philosophies.		✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Function effectively as an integral member of a sports science support team using a problem-based and case study approach to formulate intervention plans.	✓	✓	✓	✓	✓	✓	✓		✓		✓		✓								✓	✓	✓	✓	✓	✓	✓	✓
<b>D) Transferable Skills and other attributes</b>																													
1	Select and use subject specific techniques and tools for the most effective benefit of an inter-disciplinary team.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓
2	Reflect on, analyse and evaluate their own academic, vocational and professional performance.			✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Recognise the needs, priorities and goals of learning and practice.					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Demonstrate an ability to manage time effectively.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	Demonstrate appropriate IT skills.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	Communicate effectively and appropriately through verbal and non-verbal means with a range of personnel including clients, peers, colleagues and managers.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Learning Outcomes:		Introduction to Functional Anatomy and Sports Biomechanics	Introduction to Exercise Physiology	Principles of Strength and Conditioning	Sports Injury and Pathology	Academic Skills for Sport	Fundamentals of Strength and Power in Performance	Skills Acquisition	Applied Strength and Conditioning	Exercise Physiology	Soft Tissue Techniques	Undergraduate Research Process	Training the Youth Athlete	Olympic Weightlifting	Health Related Exercise	Sports Nutrition	New Venture Creation	Independent Report	International Academic Study Portfolio	International Academic Study Project	International Academic Study Extended Project	Sandwich Year Work Placement	Undergraduate Dissertation	Applied Sport and Exercise Physiology	Screening and Prevention	Recovery and Monitoring for Sport Performance	Special Populations	Sports Conditioning and Return-to-Play	Sport Science for Coaches	Current Issues in Strength and Conditioning
7	Transfer skills and knowledge across a range of settings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8	Undertake an in depth and sustained piece of work with minimal supervision.						✓						✓					✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	

#### Part 4: Student Learning and Student Support

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

At UWE Bristol there is an expectation that all undergraduate programmes will meet the minimum expectation of our awarding partner for a minimum average requirement of 12 hours/week contact time for full-time study over the course of the full undergraduate programme. This contact time or scheduled learning encompasses a range of 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.

On the BSc (Hons) Strength and Conditioning programme teaching is a mix of scheduled, independent and work based learning.

##### **Scheduled Learning**

May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices made.

##### **Independent Learning**

May include 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 made.

##### **Placement Learning**

May include a practice placement or other placement. Students will have the opportunity to engage in a sandwich placement year between level two and three if they so wish. It is envisaged that those that do not choose to do this, will be required to do a practical placement within their third year.

##### **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 VLE.

### **International Academic Study**

Within this programme there is an opportunity to gain academic credit for a period of studying abroad. The student would be supported to identify an opportunity of interest, which may be with established College partners or by individual arrangement. All periods of study abroad would have to meet the College's requirements before enrolment on the International Academic Study opportunity modules.

### **Careers**

To support learner's career preparations, careers personnel visit Hartpury on a regular basis and the students can use all the on line resources. Tutors will also offer subject specific careers advice through module sessions or individual tutorials. Careers Fairs are arranged periodically to allow students to engage directly with employers from the industry sector.

### **Description of any Distinctive Features**

It is of paramount importance that the Hartpury student feels supported through their educational journey, which is assisted by the existence of a comprehensive framework of supporting documentation. Alongside the University of the West of England documentation that details University regulations and procedures, students receive a student planner from the Associate Faculty which introduces 'student life at Hartpury' and 'academic life at Hartpury' along with an academic year diary for the students' use. A programme handbook detailing the programme aims and an overview of the programme, programme teaching team biographies, guidelines for written work (faculty wide), guidelines on citations and referencing, guidelines on assessment offences and guidelines for study and examination preparation is also provided to all students. In support of this, students receive a guide for each module that they study on the programme which provides information on the module aims and learning approach, the module timetable (scheme of work), a guide to study tours and visits relevant to the module and assessment guidelines. Each module guide also contains the current module descriptor assessment.

Students have access to a wide range of high class facilities including two all-weather 3G sports pitches, grass pitches, sports halls, human performance laboratory, strength and conditioning gym (power gym), cardiovascular gym, rubber crumb, squash court, tennis court and sports pitches) within the Hartpury Academy of Sport are fully utilised to support the teaching and learning experience. Other facilities and resources which support the student experience include performance and notational analysis software, rehabilitation suite and use of audio-visual equipment.

In addition to the above, the vast majority of your practical based learning sessions will take place in the teaching specific strength and conditioning suite. Furthermore, as a student studying the BSc Strength and Conditioning degree at Hartpury you will have the distinct opportunity become a certified British Weight Lifting Coach (BWL) – a qualification that is held in high esteem by employers within the field.

Students engage in practical coaching sessions, laboratory sessions and work-related learning to encourage the contextualisation of learning to real-world conditioning practice. This is further enhanced through the students working alongside the strength and conditioning coaches, sports therapists and sports masseurs in supporting the various sports teams during their preparation for and while competing in the various Academy sports. Valuable experience is also gained in assisting staff and students in the cardiovascular and power gyms and sports injury clinic. Provision has also been made for students to be able to engage in an industry related, additional credit-bearing, sandwich year of placement. Students wishing to do this would complete this between year 2 and 3 of the degree. The BSc Strength and Conditioning degree at Hartpury will provide you with a number of internship and placement opportunities at the likes of our partners, Gloucester Rugby, and other professional sports teams and institutions to ensure that you are given the best opportunities possible to develop your skill-set and future career prospects.

Students are also encouraged to show initiative in finding other placements both internally and externally during their years of study. These experiences will be supported by staff through tutorials as the students' reflect on their progression. A more formal assessed reflection is included in their third year. All work placements are risk assessed as part of an approval process to ensure that they provide a safe and educational setting for the students to experience how the skills that they acquire during their academic programme can be applied within the work place. The dedicated Work Placement Co-ordinator will support the student through the approval process and work with academic colleagues to encourage it to be fully integrated within the curriculum.

Students will undertake compulsory and core modules which are fundamental to the programme with the opportunity to undertake optional credits. The learning and teaching strategy of the Associate Faculty provides the opportunity for students to engage in a number of different learning environments.

Staff understand that people learn through a variety of styles, therefore a range of methods are used including but not limited to lectures, practical coaching sessions within a variety of groups/populations, debates, laboratory (practical and computer based) sessions, practical application forums, work-related learning and seminar/discussion sessions centred around current published literature. Assessment also comes in many guises so that students experience a range of opportunities in which they may excel, from written assignments and portfolios through to coaching practical exams and applied work with professional athletes. .

The Associate Faculty ensures that appropriate arrangements are in place to ensure equality of opportunity in formative and summative assessment for all students with special educational needs. We are committed to ensuring that the delivery and assessment methods of a module take account of students with specific educational needs, and this is addressed from the beginning of the module delivery period. Alternative forms of assessment may be recommended by module teams approved by the field concerned and notified to students at the beginning of the module delivery period. It is the responsibility of the student concerned to ensure that medical or other evidence is provided to establish the need for, and the nature of, any special arrangements which may be required.

The Associate Faculty uses VLE which provides an electronic resource, accessible remotely and administered by the programme and module teams. This resource provides students with blended approach to learning with access to academic materials relevant to their modules and programme. Students can be kept up to date with information via the notice board areas on VLE, email, or via the SMS text service which the Associate Faculty has engaged with. Students engage in face-to-face tutorials with their allocated personal tutor which serves to support the student academically. Student advisors are also in place to provide support in other factors that might be involved in their academic journey.

This programme offers the opportunity for students to undertake an approved Exchange Programme, for an agreed period (one/two semesters), of overseas study at a higher education institution studying modules appropriate to their programme aims and which have been pre-approved by the Programme Manager. The Exchange Programme is dependent on an approved agreement between Hartpury College and an approved International Institution for BSc (Hons) Strength and Conditioning.

The library service is very supportive of the academic disciplines within the programme and provides an extensive range of paper (book and periodical) and electronic based (e-book, periodical and database) resources relevant to the discipline of study. The library service is in constant contact with the programme team to provide up-to-date, relevant material which supports the students' academic journey.

## Part 5: Assessment

Approved variant to University [Academic Regulations and Procedures](#)

### Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Individuals learn through different methods, hence a range of teaching and assessment techniques are used throughout the programme. Theoretical lectures, practicals, seminars and debates and guest speakers from within the industry enhance the students academic knowledge, whilst giving the student the opportunity to practice and develop applied skills needed for industry. A wide range of assessment types are utilised within the modules offering students the opportunity to excel through written examinations and assignments, oral assessments and practical application.

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.



## Assessment Map

The programme encompasses a range of **assessment methods** including: written assignments, group and individual presentations, practical and written examinations, poster defences, laboratory reports and logbooks, reflective portfolios and dissertation). These are detailed in the following assessment map:

### Assessment Map for BSc (Hons) Strength and Conditioning; and BSc (Hons) Strength and Conditioning (SW)

		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
<b>Compulsory Modules Level 1</b>	Introduction to Functional Anatomy and Sports Biomechanics						A (50)				B (50)
	Introduction to Exercise Physiology	A (100)									
	Principles of Strength and Conditioning	A (50)			B (50)						
	Sports Injury and Pathology	A (50)					B (50)				
	Academic Skills for Sport						A (100)				
	Fundamentals of Strength and Power in Performance										A(100)
	Skills Acquisition		A (100)								
<b>Compulsory Modules Level 2</b>	Applied Strength and Conditioning				A (60)			B (40)			
	Exercise Physiology	A (50)						B (50)			
	Soft Tissue Techniques	A (30)			B (70)						
	Undergraduate Research Process							A (100)			
	Training the Youth Athlete						A (100)				
<b>Optional Modules Level 2</b>	Sports Nutrition	A (40)						B (60)			
	Health Related Exercise	A (50)									B (50)
	Coaching Olympic Weight Lifting	A (50)			B (50)						
	New Venture Creation						A (100)				
	Independent Report		A (25)						B (75)		
	International Academic Study Portfolio										A (100)
	International Academic Study Project						A (25)				B (75)
	International Academic Study Extended Project						A (25)				B (75)
<b>Optional Year</b>	Sandwich Year Work Placement										A (100)

		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
<b>Compulsory Modules Level 3</b>	Undergraduate Dissertation									A(100)	
	Applied Sport and Exercise Physiology										A(100)
	Screening and Prevention				A(50)			B(50)			
	Current Issues in Strength and Conditioning						A(100)				
	Recovery and Monitoring for Sport Performance										A(100)
<b>Optional Modules Level 3</b>	Sport Science for Coaches	A(100)									
	Sports Conditioning and Return-to-Play				A(50)			B(50)			
	Special Populations		A(100)								

\*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:

- 1 level and credit requirements
- 2 interim award requirements
- 3 module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
↓	Year 1	Introduction to Functional Anatomy and Sports Biomechanics (UISXL8-30-1) Introduction to Exercise Physiology (UISXL7-15-1) Principles of Strength and Conditioning (UISXM3-15-1) Sports Injury and Pathology (UISXM7-15-1) Academic Skills for Sport (UISXKY-15-1) Fundamentals of Strength and Power in Performance (UISV5E-15-1) Skills Acquisition (UISXM4-15-1)		<u>Cert HE Strength and Conditioning</u> Credit requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above.  <u>DipHE Strength and Conditioning</u> Credit requirements: 240 credits at level 0 or above of which not less than 220 are at level 1 or above, and not less than 100 are at level 2 or above.  <u>BSc Strength and Conditioning</u> Credit requirements: 300 credits at level 0 or above of which not less than 280 are at level 1 or above, not less than 100 at level 2 or above and not less than 60 credits are at level 3 or above.
	Year 2	Applied Strength and Conditioning (UISXSA-30-2) Exercise Physiology (UISXSB-15-2) Soft Tissue Techniques (UISXSC-15-2) Undergraduate Research Process (UINXU5-15-2) Training the Youth Athlete (UISV6J-15-2)	Students are normally required to select 30 credits from the optional modules listed below:  Sports Nutrition (UISXS9-15-2) Health Related Exercise (UISXS5-15-2) Coaching Olympic Weight Lifting (UISV6K-15-2) New Venture Creation (UISXTX-15-2) Independent Report (UINXRX-15-2) Study Trip (UISXS6-15-2) International Academic Study Portfolio (UINXRP-15-2) International Academic Study Project (UINXRQ-30-2) International Academic Study Extended Project (UINXRR-45-2)	TARGET AWARD <u>BSc (Hons) Strength and Conditioning</u> Credit requirements: 360 credits at level 0 or above of which not less than 340 are at level 1 or above, not less than 200 are at level 2 or above and not less than 100 at level 3 or above. This must include all compulsory modules.
	Optional Year	Sandwich Year Work Placement (UINVK6-15-2)		TARGET AWARD <u>BSc (Hons) Strength and Conditioning (SW)</u> Credit Requirements: 360 credits at level 0 or above of which not less than 340 are at level 1 or above, not less than 200 are at level 2 or above and not less than 100 at level 3 or above. This must include all compulsory modules and the Sandwich Year Work Placement module.
	Year 3	Undergraduate Dissertation (UINV3R-45-3) Applied Sport and Exercise Physiology (UISV3T-15-3) Screening and Prevention (UISV49-15-3) Recovery and Monitoring for Sport Performance (UISV5G-15-3) Current Issues in Strength and Conditioning (UISV47-15-3)	Students are normally required to select 15 credits from the optional modules listed below:  Sport Science for Coaches (UISV4B-15-3) Special Populations (UISV55-15-3) Sports Conditioning and Return-to-Play (UISV4C-15-3)	

### GRADUATION

**Note:** If students select optional module International Academic Study Extended Project (UINXRR-45-2) depending on the module choices they select this may incur additional costs.

### Part time:

There are a number of routes that a part time student can take to graduate, this can be done depending upon student requirements, hence production of a specific map will depend upon an individual student basis.

## Part 7: Entry Requirements

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

Applicants will have achieved tariff points as appropriate for the year of entry, which for the academic year 2013/14 was 320 tariff points.

Level 3 in PE/sports studies or a biological science, or equivalent. National Diploma DDM in Sport/Science based subject.

Applicants will also be considered based on personal, professional and educational experience. The Associate Faculty welcomes mature applicants onto the programme, providing evidence they can meet the demands of the course. Related industrial experience and sports related Governing Body awards are desirable.

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 RPL/RPEL may be possible.

Applicants whose first language is not English must also gain a minimum IELTS score of 6.0 prior to entry onto the programme.

## Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

### **QAA UK Quality Code for HE**

Has been used to define the minimum level of achievement that students need to achieve to succeed on this programme and achieve the qualification. It has also been used to inform the academic quality of the programme and enhance the quality of the learning opportunities and the assessment methods used to measure achievement on the programme.

### **Relevant subject benchmark statements (Hospitality, leisure, sport and tourism (2008))**

Have informed the characteristics of the subject matter and curriculum development of the programme, the programme learning outcomes and the attributes that a graduate of this programme should be able to demonstrate.

### **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.

### **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.

***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 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.

***Staff research projects:***

The proposed modules for the BSc (Hons) Strength and Conditioning programme are based on well established teaching areas within the Associate Faculty. These modules will be taught by staff who are either research or consultancy active, or actively engaged in scholarly activity, and who bring their current experience to bear on their teaching.

***Employer interaction and staff/student feedback:***

Various Vocational Panel meetings have been conducted involving discussions about the purpose of the programme, its distinctiveness as a programme and the skills and knowledge needed to ensure the programme is current and relevant to employers. Examples of the related activities that have taken place include:

- Mock Validation
- Field of Sports Coaching and Sports Science Vocational Panel
- Undergraduate Sports Staff Student Liaison Group Meetings
- Programme Development Team Meetings
- External and Internal Industry Professionals Consultations
- Market Impact Assessment

***PSRB requirements and occupational standards***

Various organisations, including a sector skills council and a professional body, are being consulted regarding the incorporation of industry related, professional qualification outcomes within the modules' learning outcomes.

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.

Feedback from a variety of stakeholders was sought. These included professionals and employers within the industry, academic leaders, current and past staff and students. It was felt by all that the programme, its aims, the combination of modules, the different themes running through the levels of study and the assessment strategy were very relevant to the current needs of the industry and would provide the graduates with a realistic chance to gain employment.

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](#).