

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




**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data						
Module Title	Fundamentals of Strength and Power in Performance					
Module Code	UISV5E-15-1		Level	1	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		
Valid From	01 September 2016		Valid to	01 September 2021		

<b>CAP Approval Date</b>	16 February 2015
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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"> <li>1. Select appropriate testing methods for assessing strength and power. (A)</li> <li>2. Understand the importance of developing sound strength and power for the applied sporting environment. (A)</li> <li>3. Discuss current strength and power methodologies. (A)</li> <li>4. Analyse testing and monitoring data from strength and power sessions. (A)</li> <li>5. Justify the inclusion of specific strength and power exercises in a resistance training programme. (A)</li> <li>6. Effectively practice the use of Olympic lifts. (A)</li> </ol>								
Syllabus Outline	<ul style="list-style-type: none"> <li>• Methods of assessing strength and power.</li> <li>• Effectiveness of Olympic lifts within a training programme.</li> <li>• Planning and programming for strength and power athletes.</li> <li>• Technical coaching and delivery of Olympic lifts.</li> <li>• Coaching practices of the strength and conditioning coach.</li> </ul>								
Contact Hours	<p>Indicative delivery modes:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">• Lectures, guided learning, seminars etc.</td> <td style="text-align: right;">33</td> </tr> <tr> <td style="padding-left: 20px;">• Self-directed learning</td> <td style="text-align: right;">11</td> </tr> <tr> <td style="padding-left: 20px;">• Independent learning</td> <td style="text-align: right;">106</td> </tr> <tr> <td style="padding-left: 20px;"><b>TOTAL</b></td> <td style="text-align: right;"><b>150</b></td> </tr> </table>	• Lectures, guided learning, seminars etc.	33	• Self-directed learning	11	• Independent learning	106	<b>TOTAL</b>	<b>150</b>
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<b>TOTAL</b>	<b>150</b>								
Teaching and	<b>Scheduled learning</b> includes lectures, seminars, tutorials, project supervision,								

Learning Methods	<p>demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p><b>Independent learning</b> 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><b>Virtual learning environment (VLE):</b> 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> <p><b>Key Information Set - Module data</b></p> <p>Number of credits for this module <span style="border: 1px solid black; padding: 2px;">15</span></p> <table border="1" data-bbox="459 920 1230 1115"> <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>150</td> <td>44</td> <td>106</td> <td>0</td> <td>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><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> 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> <p style="text-align: center;">Total assessment of the module:</p> <table data-bbox="572 1722 1262 1877"> <tr> <td>Written exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	44	106	0	150	Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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Reading Strategy	<p><b>Essential readings</b></p> <p>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><b>Further readings</b> 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><b>Access and skills</b> 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><b>Books:</b></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, USA: Lipincott 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 and Wilkins.</p> <p>Joyce, D. and Lewindon, D. (Current Edition) <i>High Performance Training for Sports</i>. Leeds: Human Kinetics.</p> <p><b>Journals:</b></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><b>Websites:</b></p> <p>United Kingdom Strength and Conditioning Organisation: <a href="http://www.ukzca.org.uk/ukzca/">http://www.ukzca.org.uk/ukzca/</a></p> <p>National Strength &amp; Conditioning Association: <a href="http://www.nasca.com/Home/">http://www.nasca.com/Home/</a></p> <p>Strength &amp; Conditioning Research: <a href="http://www.strengthandconditioningresearch.com/">http://www.strengthandconditioningresearch.com/</a></p>

### Part 3: Assessment

<p>Assessment Strategy</p>	<p>Students will compile a portfolio demonstrating their knowledge on the area of training transfer for strength and power and sporting performance. Students will be required to discuss a specific training modality of strength and power that has been covered within the lecture/practicals that the module leader has observed them competently perform under controlled conditions. Students will discuss how strength and power can be tested and how this information can be programmed for an athlete within an applied environment and the physiological adaptations they would expect to observe from the programme.</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	<b>Portfolio</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100%</b>	<b>0%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Portfolio (Equivalent to 2500 words)	100%	

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1. Portfolio (Equivalent to 2500 words)	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.	