



## **Programme Specification**

### **Applied Strength and Conditioning [Glenside]**

Version: 2026-27, v1.0, Validated

#### **Contents**

<b>Programme Specification</b> .....	<b>1</b>
<b>Section 1: Key Programme Details</b> .....	<b>2</b>
Part A: Programme Information .....	2
<b>Section 2: Programme Overview, Aims and Learning Outcomes</b> .....	<b>2</b>
Part A: Programme Overview, Aims and Learning Outcomes .....	3
Part B: Programme Structure.....	9
Part C: Higher Education Achievement Record (HEAR) Synopsis .....	12
Part D: External Reference Points and Benchmarks .....	12
Part E: Regulations .....	13

## **Section 1: Key Programme Details**

### **Part A: Programme Information**

**Programme title:** Applied Strength and Conditioning [Glenside]

**Highest award:** MSc Applied Strength and Conditioning

**Interim award:** PGCert Strength and Conditioning

**Interim award:** PGDip Applied Strength and Conditioning

**Awarding institution:** UWE Bristol

**Teaching institutions:** UWE Bristol

**Study abroad:** No

**Year abroad:** No

**Sandwich year:** No

**Credit recognition:** No

**School responsible for the programme:** CHSS School of Health and Social Wellbeing, College of Health, Science & Society

**Contributing schools:** CHSS School of Health and Social Wellbeing

**Professional, statutory or regulatory bodies:** Not applicable

**Modes of delivery:** Full-time, Part-time

**Entry requirements:** For current entry requirements, see the UWE public website

**For implementation from:** 01 September 2026

**Programme code:** C60G12

## **Section 2: Programme Overview, Aims and Learning Outcomes**

## **Part A: Programme Overview, Aims and Learning Outcomes**

**Overview:** The MSc Applied Strength and Conditioning (S&C) has been designed to meet the evolving needs of the sports performance workforce, while recognising the challenges faced by both aspiring and practising coaches in accessing flexible, high-quality postgraduate education. The programme provides an applied, practice-led pathway that integrates contemporary sport science, coaching practice, athlete monitoring, programme design and professional skills. This alignment ensures the development of knowledgeable, reflective and employable practitioners who can work safely, effectively and ethically within multidisciplinary performance environments.

Key topics and areas of study include applied strength and power development, speed and agility, conditioning methods, athlete monitoring technologies, performance analysis, programme design and periodisation, rehabilitation and return-to-performance principles, coaching communication and leadership, and evidence-based practice. Across these areas, students will develop the ways of thinking, practising and knowing that underpin modern S&C practice, including the demonstration of safe, effective and autonomous coaching competence across diverse performance populations, informed by current research and aligned to the professional competency frameworks of the United Kingdom Strength and Conditioning Association (UKSCA) and the National Strength and Conditioning Association (NSCA).

Students' learning will be progressively scaffolded to enable transformation from foundational understanding to advanced, applied professional practice. Early study develops critical engagement with scientific principles and core coaching methods; subsequent modules emphasise integrated programme design, data interpretation, ethical practice, interdisciplinary collaboration, and reflective decision-making. This culminates in the dissertation or applied project, enabling students to demonstrate autonomy, research literacy and the ability to generate insight into performance or applied S&C challenges.

What is distinctive about studying S&C at UWE Bristol is the integration of academic

learning with real-world practice. Students will engage in applied learning within UWE's Performance Sport environment and through external partnerships with clubs, academies and private sector performance organisations. The programme offers flexible full-time and part-time routes, structured placement experiences, and an assessment strategy built around authentic, practice-relevant tasks. This reflects UWE's Enhancement Framework, particularly its commitment to practice-led learning, inclusive design, and the development of future-ready graduates.

The programme is uniquely positioned within the South-West region, filling a clear market gap for postgraduate S&C provision and capitalising on UWE's strong reputation in performance sport. The applied nature of the curriculum, the integration of coaching, science and leadership, and the proximity to UWE's performance programmes provide an attractive offer for domestic and international students. The design is informed by employer expectations and professional standards, preparing graduates for progression towards UKSCA and NSCA accreditation routes and careers across sport, rehabilitation, health clubs, private academies and performance-support environments.

### **Features of the programme:**

**Educational Aims:** The educational aims of the MSc Applied Strength and Conditioning are to:

Provide an intellectually challenging, practice-led postgraduate programme that integrates contemporary sport and exercise science, applied strength and conditioning practice, and explicitly embedded rehabilitation and return-to-performance planning within performance contexts, aligned with the professional competency frameworks of bodies such as the UKSCA and NSCA.

Enable students to develop advanced coaching competence and programme design capabilities, including the safe, ethical, effective and autonomous delivery of strength, power, speed, agility and conditioning interventions, underpinned by athlete monitoring, performance analysis and an understanding of individual needs across diverse populations and performance contexts.

Foster critically informed, research-literate practitioners who can appraise, apply and generate evidence to optimise performance and rehabilitation outcomes, challenge existing practice, and contribute to the evolving knowledge base in applied strength and conditioning.

Develop reflective, inclusive and professionally accountable graduates who demonstrate leadership, effective communication and collaboration within multidisciplinary performance and health teams, and who understand their legal, ethical and safeguarding responsibilities in line with current professional standards and governance expectations.

Widen access to high-quality postgraduate education in strength and conditioning through flexible full-time and part-time routes, authentic applied learning and placement opportunities, and an assessment strategy that mirrors real-world practice, thereby enhancing students' employability and readiness for roles in performance sport, rehabilitation and related sectors in the UK and internationally.

### **Programme Learning Outcomes:**

On successful completion of this programme graduates will achieve the following learning outcomes.

### **Programme Learning Outcomes**

- PO1. Integrate and synthesise contemporary scientific knowledge to inform applied strength and conditioning practice.
- PO2. Design, deliver and justify strength and conditioning programmes that meet individual and sport-specific needs across diverse populations and settings, demonstrating safe, effective and autonomous coaching competence.
- PO3. Select, apply and critically evaluate performance monitoring and analysis tools to optimise athlete development, return-to-performance and long-term outcomes.
- PO4. Design, conduct and interpret applied research using appropriate methodologies, and disseminate findings to support evidence-based decision-making.

- PO5. Critically reflect on and evaluate their own practice to enhance performance in strength and conditioning environments.
- PO6. Critically evaluate ethical, legal, professional and inclusive approaches in coaching and research, and formulate recommendations for best practice within relevant governance frameworks.
- PO7. Communicate complex strength and conditioning and research information effectively to specialist and non-specialist stakeholders using appropriate written, oral and visual formats.
- PO8. Demonstrate leadership in strength and conditioning by integrating sustainability, wellbeing and global perspectives into professional practice and ongoing professional development.

**Assessment strategy:** Assessment on the MSc Applied Strength and Conditioning is designed programmatically to ensure that tasks are authentic, inclusive and aligned to the programme learning outcomes, while reflecting the applied, practice-led nature of the discipline. Assessments are sequenced across the programme to enable students to demonstrate developing competence in scientific understanding, applied coaching, programme design, athlete monitoring, professional practice and research literacy, in line with UKSCA and NSCA competency expectations.

A balanced range of assessment types is used to capture the complexity of postgraduate learning in applied S&C. These include written assignments, evidence-based programme rationales, case studies, practical coaching assessments, defended presentations, performance testing reports, reflective portfolios, research proposals and the dissertation. Practical assessments and applied case analyses mirror real-world tasks such as technique coaching, needs analysis, testing and monitoring of athletes, and return-to-performance case planning with defended rationale for progression, monitoring and risk management decisions. These methods are chosen because they represent disciplinary norms and the expectations of professional practice and are inclusive for a range of student learning styles.

Formative assessment is embedded throughout the programme, providing timely feedback on draft work, guided tasks, rehearsal of practical skills, data handling exercises, and coaching cue practice. This enables students to monitor their

progress, identify areas for development and increase confidence prior to summative assessment and are authentic to practice.

The placement module includes two flexible pathways to ensure inclusivity: a supervised applied placement for students seeking external experience, and a structured professional portfolio with reflective synthesis for students already working in relevant environments. Both options assess the same learning outcomes and require students to evidence applied coaching, professional behaviour, critical reflection and engagement with performance environments.

Programmatically, assessments are mapped to ensure coherence, avoid duplication, and progressively develop competence. Early modules focus on foundational analysis, technique accuracy and applied scientific understanding. Later modules emphasise integration and higher-level decision-making, such as complex programme design and critical interpretation of athlete monitoring data. The dissertation or applied research project provides the culminating opportunity for students to demonstrate independent enquiry, ethical research practice, critical analysis and contribution to applied S&C knowledge.

The chosen assessment strategy is therefore aligned to the programme's aims and learning outcomes, grounded in disciplinary and professional expectations, and consistent with UWE's Enhancement Framework through its emphasis on coherence, enquiry-based learning, inclusivity, employability and authentic practice.

**Student support:** Student support within the MSc Applied Strength and Conditioning has been designed to reflect the applied, practice-led nature of the award while ensuring that students have access to the full range of academic, pastoral and professional guidance required for successful postgraduate study. Day-to-day management of the programme is led by the Programme Leader, supported by a dedicated module team with expertise across applied S&C, biomechanics, rehabilitation, coaching, psychology and research methods. Each module has a named Module Leader responsible for academic oversight and student support within that module.

Full details of programme-wide support, including academic expectations, pastoral guidance, placement structures and assessment timelines, are provided in the Programme Handbook at induction, supplemented by individual Module Handbooks and information on the Virtual Learning Environment (VLE). Induction includes orientation activities, introduction to key university services, and tailored sessions to support students transitioning into postgraduate applied S&C study, including those returning from industry, those progressing directly from undergraduate study, and international students adjusting to UK academic expectations.

Academic support is delivered through a combination of scheduled seminars, tutorials, practical coaching sessions, research supervision meetings and feedback opportunities, both in person and online.

Students have access to their Academic Personal Tutor throughout the programme, with additional support available from the broader teaching team, the Library, Study Skills, and wider university services. The programme fosters a supportive cohort culture through group workshops, coaching laboratories, collaborative tasks, peer learning activities and opportunities for shared discussion of applied cases.

Placement and applied practice support is a key feature of the programme. Students undertaking a supervised placement receive structured guidance from both an academic supervisor and a workplace mentor. This includes help with selecting suitable environments, completing DBS and Occupational Health requirements, understanding professional expectations, and navigating reflective practice. Students already in relevant employment may take the alternative route of completing a self-structured professional portfolio with a reflective synthesis; they receive equivalent academic support and access to tutorials to ensure parity of learning and assessment. The programme team maintains oversight to ensure that all applied learning environments are appropriate, supportive and aligned with UWE's standards.

The programme also provides co-curricular and enhancement opportunities, including guest lectures from industry practitioners, workshops linked to UKSCA and

NSCA competencies, multidisciplinary seminars, and optional involvement in UWE Performance Sport testing or applied projects. Where additional qualifications or short courses (e.g., external weightlifting certifications or first-aid courses) are available, students are informed clearly of any associated costs so they can make informed choices without disadvantage. Participation in such activities is optional and not required to complete the programme.

Students are further supported by access to extensive online resources, including recorded lectures, guided tasks, readings, data analysis demonstrations and coaching technique libraries. The VLE hosts discussion forums, peer exchange areas and reflective spaces that promote collaborative learning and enhance students' sense of belonging.

Across the programme, emphasis is placed on creating an inclusive, supportive and responsive learning environment. Staff are accessible via email, appointments and virtual meetings, and student matters are discussed through the staff-student forum, which includes elected student representatives. This holistic support structure aims to enable all students; full-time, part-time, international or working professionals, to succeed academically, personally and professionally throughout their MSc journey.

## **Part B: Programme Structure**

### **Year 1**

Full-time students must take 180 credits from Compulsory Modules in Year 1.

Part-time students (on a two-year delivery) must take 105 credits from Compulsory Modules in Year 1.

Part-time students (on a three-year delivery) must take 60 credits from Compulsory Modules in Year 1

To be eligible for the interim award of PGCert Strength and Conditioning at least 60 credits must be achieved from any combination of modules from UZYYVB-30-M; UZYYVC-30-M; UZYYVD-30-M; UZYYVF-30-M.

To be eligible for the interim award of PGDip Applied Strength and Conditioning 120 credits must be achieved, including the following compulsory modules UZYYVB-30-M; UZYYVC-30-M; UZYYVD-30-M; UZYYVF-30-M.

**Year 1 Compulsory Modules (Part-time)**

Part-time students must take 105 credits from Compulsory Modules (Part-time).

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZYVE-15-M	Research Methods and Evidence-Based Practice 2026-27	15
UZYVB-30-M	Applied Strength and Conditioning 2026-27	30
UZYVF-30-M	Strength and Conditioning Practice 2026-27	30
UZYVC-30-M	Performance Monitoring and Programme Design 2026-27	30

**Year 1 Compulsory Modules (Full-time)**

Full-time students must take 180 credits from Compulsory Modules (Full-time).

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZYVB-30-M	Applied Strength and Conditioning 2026-27	30
UZYVC-30-M	Performance Monitoring and Programme Design 2026-27	30
UZYVD-30-M	Coaching, Leadership and Sport Psychology 2026-27	30
UZYVE-15-M	Research Methods and Evidence-Based Practice 2026-27	15
UZYVF-30-M	Strength and Conditioning Practice 2026-27	30
UZYVG-45-M	Strength and Conditioning Dissertation 2026-27	45

**Year 1 Compulsory Modules (Part-time)**

Part-time students must take 60 credits from Compulsory Modules (Part-time).

<b>Module Code</b>	<b>Module Title</b>	<b>Credit</b>
UZYVB-30-M	Applied Strength and Conditioning 2026-27	30

UZYVVC-30-M	Performance Monitoring and Programme Design 2026-27	30
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## Year 2

Part-time students on a two-year delivery must take 75 credits from the Compulsory Modules in Year 2.

Part-time students on a three-year delivery must take 60 credits from the Compulsory Modules in Year 2.

### Year 2 Compulsory Modules (Part-time)

Part-time students (on two-year delivery) must take 75 credits from Compulsory Modules (Part-time).

Module Code	Module Title	Credit
UZYVVG-45-M	Strength and Conditioning Dissertation 2027-28	45
UZYVVD-30-M	Coaching, Leadership and Sport Psychology 2027-28	30
UZYVVF-30-M	Strength and Conditioning Practice 2027-28	30
UZYVVD-30-M	Coaching, Leadership and Sport Psychology 2027-28	30

## Year 3

Part-time students must take 60 credits from the Compulsory Modules in Year 3

### Year 3 Compulsory Modules

Part-time students must take 60 credits from the Compulsory Modules in Year 3

Module Code	Module Title	Credit
UZYVVG-45-M	Strength and Conditioning Dissertation 2028-29	45
UZYVVE-15-M	Research Methods and Evidence-Based Practice 2028-29	15

**Part C: Higher Education Achievement Record (HEAR) Synopsis**

Graduates will have advanced applied expertise in developing strength, power, speed, agility and conditioning, underpinned by strong scientific knowledge and evidence-based decision making. They will be skilled in athlete monitoring, performance analysis, programme design, coaching communication and safe, ethical practice within multidisciplinary performance environments. Through applied practice or professional portfolio work, graduates will demonstrate reflective practice, leadership, professionalism and readiness for professional accreditation routes. They will also possess strong research literacy, enabling them to analyse data, evaluate evidence and contribute to performance-focused problem solving across sport, health or rehabilitation contexts.

**Part D: External Reference Points and Benchmarks**

The MSc Applied Strength and Conditioning has been developed with explicit reference to a range of external and internal benchmarks. At national level, the programme is aligned to the QAA Framework for Higher Education Qualifications at Level 7 and to the QAA Master's Degree Characteristics. These reference points have guided the design of the programme aims, structure and assessment strategy, particularly in relation to expectations for systematic and critical understanding, originality in the application of knowledge, independent enquiry, and the inclusion of a substantial research component. The Research Methods and Dissertation modules, and the emphasis on critical engagement with current evidence across all taught modules, reflect these requirements and ensure that graduates demonstrate the attributes expected of Master's-level learners.

There is no dedicated QAA subject benchmark statement for Strength and Conditioning at Master's level; therefore, professional competency frameworks have been particularly important reference points. The programme is closely informed by the educational frameworks and professional standards of the United Kingdom Strength and Conditioning Association (UKSCA) and the National Strength and Conditioning Association (NSCA). These documents articulate domains such as scientific foundations, technique coaching, programme design and periodisation, testing and monitoring, professional practice, and legal and ethical responsibilities. The programme learning outcomes, module content and assessment tasks have

been mapped to these domains so that graduates are well prepared to pursue UKSCA and NSCA accreditation routes on completion, even though the programme itself is not formally accredited by these bodies. A detailed mapping of modules and outcomes against UKSCA and NSCA competencies is provided as a separate document within the CMT Documents tab.

Internal reference points include UWE Bristol's Programme Principles and Enhancement Framework, the University's practice-orientated strategy, and the College of Health, Science and Society's emphasis on applied, work-integrated learning. Stakeholder consultation with UWE Performance Sport, external coaches, rehabilitation practitioners and potential employers has further shaped the content and focus of the award, particularly the inclusion of a dedicated applied practice/placement module, the integration of rehabilitation and return-to-performance principles, and the emphasis on leadership, communication and multidisciplinary team working.

These reference points have created some constructive constraints for programme design. The need to meet Master's-level expectations while also providing sufficient applied coaching and placement opportunities has required careful balancing of practical and academic demands within a limited number of modules and assessment points. Similarly, aligning to UKSCA and NSCA competencies has necessitated the inclusion of specific technical content (for example, Olympic lifting, speed and agility, and athlete monitoring) while maintaining flexibility to accommodate diverse student backgrounds and career goals. These constraints have been addressed through a programmatic approach to curriculum and assessment design, the use of scaffolded applied tasks across modules, and the provision of two equivalent pathways within the applied practice module (supervised placement or structured professional portfolio) to support both students seeking new experience and those already in relevant employment. Together, these measures ensure that the programme remains coherent, inclusive and sustainable, while clearly grounded in recognised external benchmarks and professional standards.

## **Part E: Regulations**

Approved to University Regulations and Procedures.

