Programme Specification – Definitive Document

Section 1: BASIC INFORMATION

1.1	**Awarding Institution:**	University of St Mark and St John
1.2	**Teaching Institution:**	University of St Mark and St John
1.3	**Locus of Delivery:**	University of St Mark and St John
1.4	**Final Award Title:**	**Bachelor of Science**
1.5	**FHEQ Level:**	**4, 5 and 6**
1.6	**Programme Title:**	**Strength and Conditioning**
1.7	**Mode and Duration of Study:**	Full time - 3 years Part time – 6 years
1.8	**UCAS Code(s):**	C632
1.9	**Admission Criteria:**	Level 3 qualifications (e.g. A level) in pertinent area of study ie • A level BBC – ABB; BTEC: DMM – DDM; Access to HE – Pass with 42-45 level 3 credits at Merit or Distinction • GCSE English Language, Grade C or above or an acceptable equivalent qualification Applications from non-traditional learners will be considered on an individual basis.

		International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent
1.10	**Accrediting Professional Body/ PSRB:**	None
1.11	**QAA Subject Benchmarking Group(s):**	Hospitality, Leisure, Sport and Tourism (2008)
1.12	**Other External Points of Reference:**	The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) QAA UK Quality Code for Higher Education British Association of Sport and Exercise Sciences Undergraduate endorsement scheme British Association of Sport and Exercise Sciences Supervised Experience Competency profile National Occupational Standards: Sport Science UKSCA technical competencies
1.13	**Language of Study (for learning, teaching and assessment):**	English
1.14	**Work-Based Learning Arrangements:**	STCD90 – Work-based Learning
1.15	**Foundation Degree Progression**	None

	Routes:	
1.16	**Arrangements for Distance Learning:**	Not applicable
1.17	**Original Date of Production:**	November 2015
1.18	**Date of Commencement:**	September 2016 (re-validation)
1.19	**Review Date:**	September 2022

2. Programme Outline

The overarching aim of this programme is to provide students with the necessary skills to practice as a strength and conditioning coach within the sport and/or fitness industry. Strength and conditioning is still a relatively new area of sport science support that focuses upon the physical preparation of athletes to optimise sport performance. Strength and conditioning is now formally recognised within the UK and is overseen by the UK Strength and Conditioning Association (UKSCA) whose remit is to accredit coaches and maintain high professional standards. In addition, the teaching team's working relationship with KBT Education will allow students to gain level 1 and 2 qualifications in strength and conditioning alongside their programme of study.

With this in mind, the specific programme outcomes will enable BSc (Hons) Strength and conditioning graduates to undertake a comprehensive needs analysis of athletic performance, design appropriate training with solid scientific principles whilst implementing effective monitoring strategies. The range of modules and the practical application of theory will allow graduates to be able to deliver safe and effective delivery of strength and conditioning.

2.1 Integrating sustainability into the curriculum

The programme team are responsible for embedding sustainability into the curriculum. The overarching aim is to empower students to become global citizens while also increasing their employability. This is implemented through adherence to the broad term of sustainability which

outlines respect for human rights, equality, social and economic justice, intergenerational responsibilities and cultural diversity. The programme team work alongside other university-wide agendas such as employability and student engagement to further embed these concepts.

Higher Education is recognised as an important ground for application of these essential skills. The 'instructor-learner' relationship is a unique one where learners apply, and instructors observe, "sustainability-in-action" in the context of a variety of strength and conditioning disciplines. The curriculum has been thoughtfully aligned and made relevant to ensure these principles are being implemented.

3. Distinctive Features

The revalidation of the BSc (Hons) Strength and Conditioning programme is designed to enable students to undertake a comprehensive needs analysis of athletic performance, design appropriate training with solid scientific principles whilst implementing effective monitoring strategies. The programme retains the strongest aspects from previous provision and builds upon this to provide a robust learning experience that is vocationally driven.

Specifically, students will be able to:

- Develop a critical understanding of the concepts, theories and principles of strength and conditioning.
- Develop a critical understanding of human response and adaptations to strength and conditioning.
- Allow students to design, implement and evaluate safe and effective strength and conditioning training programmes that are transferable and not limited to the performance-orientated environment.

The Strength and conditioning programme is designed to draw upon core content from sport and exercise science and extend these concepts into applied conditioning practice.

The special features of the programme include:

- The opportunity to be mentored by accredited coaches whilst becoming proficient in technical

S&C competencies

- The inclusion of REPS level 2 gym instructor and level 3 personal trainer qualifications within STCC01 and STCD01 respectively
- The opportunity to work as part of a conditioning support team delivering conditioning to a range of athletes
- Access and use of a state of the art S&C facility during taught modules
- Engagement in student led weightlifting workshops to embed and reinforce technical coaching knowledge across all 3 years
- The opportunity to complete a semester of study abroad in year 2 in collaboration with Bloomsburg University, Florida
- The option to apply for a full term internship position with KBT Education.

The programme has been designed to meet the new curriculum model through the delivery of an entirely prescribed programme. In addition, the final year of the programme can be taken as a part time flexible route where modules are intensified and delivered in 8h blocks (Military prescribed route). This is an attractive option to those in full time employments or for elite sport scholars who have demanding competition and training regimes.

The programme has been designed around a back bone of core knowledge running through all levels of the degree. These modules provide a unique programme perspective aimed at ensuring an excellent student experience and enable more effective ways of managing staff workloads to create greater capacity for research, knowledge exchange and scholarship.

Subject modules have been designed in different ways to enable continuity of learning through and across modules which will enable students to develop interconnected knowledge rather than pigeon hole learning in modules. To that end there are a series of 20 credit modules delivered in a combination of long and thin and traditional duration, assessed in a variety of ways.

The programme is specifically focused towards developing knowledge of sport and exercise science, and applying this to a strength and conditioning context.

4. Programme Aims

The Programme aims to:

- Develop students' critical thought, intellectual reasoning and practical precision for application to diverse settings.
- Help students from varied cultural and social backgrounds to fulfil their potential in both intellectual and practical domains.
- Provide a stimulating and caring learning environment in which students feel secure and motivated to learn.
- Prepare students for employment or postgraduate study by equipping them with a diverse range of skills.

Specific Programme aims are to:

- Develop a critical understanding of the concepts, theories and principles of strength and conditioning.
- Develop a critical understanding of human response and adaptations to strength and conditioning.
- Allow students to design, implement and evaluate safe and effective strength and conditioning training programmes that are transferable and not limited to the performance-orientated environment.
- Allow students to develop and apply their research skills within strength and conditioning, with an appreciation of moral, ethical, education and legal issues.
- Allow students to become technically proficient in an array of practical strength and conditioning techniques.

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to:

1. Demonstrate a comprehensive understanding of the theory underpinning human structure, function and performance.
2. Demonstrate a critical understanding of the training principles and adaptations to strength and conditioning.
3. Critically plan and evaluate periodised strength and conditioning coaching practice.
4. Appreciate and demonstrate an understanding of the moral, ethical, educational and legal issues which underpin professional practice
5. Attain comprehensive knowledge of strength and conditioning techniques that are transferable and not limited to, the performance-orientated environment.

Intellectual skills:

By the end of this programme students should be able to:

6. Critically assess and evaluate evidence to develop reasoned and informed argument
7. Describe, analyse and interpret data using a variety of appropriate techniques
8. Use and interpret knowledge and information to solve problems in theoretical and practical contexts.
9. Research and critically evaluate theories, principles and concepts in strength and conditioning with minimal supervision.
10. Apply existing theories, concepts and techniques to solve new problems.
11. Take responsibility for their learning and continuing professional development.

Transferable / key skills:

By the end of this programme students should be able to:

12. Communicate effectively in a variety of forms.
13. Critically reflect and evaluate personal strengths and weaknesses.
14. Work effectively as a member of a team and take responsibility for leadership where appropriate.
15. Select and manage information using appropriate ICT, including the internet, word processing, spreadsheets and statistical software packages.
16. Select and use appropriate quantitative and qualitative techniques for data collection, presentation, analysis and problem solving.
17. Have confidence to challenge received opinion and debate in a professional manner

Practical skills:

By the end of this programme students should be able to demonstrate:

18. Demonstrate safe and effective laboratory and field based practice; to include risk assessment and the identification of emergency procedures.
19. Undertake appropriate needs analysis to inform progressive training design for athletic performance in different populations
20. Demonstrate technical proficiency across weightlifting, plyometrics, speed, agility, endurance and flexibility practice.
21. Demonstrate competence in the monitoring of procedures to evaluate strength and conditioning effectiveness.
22. Demonstrate effective communication with athletes and other members of the athlete support team where appropriate manner

6. Learning and Teaching Methods

6.1 Learning Enhancement

The BSc (Hons) Strength and conditioning curriculum adopts key aspects of the institutional Learning, Teaching and Assessment Strategy including the need to address issues of inclusivity and vocationality. It has a practice based focus underpinned by academic knowledge and understanding. A range of learning teaching and assessment approaches are utilised to enable flexible, student-centred learning, including the adoption of some of the opportunities offered by technology enhanced learning, such as the creative use of the virtual learning environment and social media. The strategies used aim to develop student approaches to learning which will facilitate reflection and analysis, aid application of theory to practice and develop critical awareness of the multi-dimensional influences of sport and exercise science to professional practice.

Modules in the strength and conditioning programme carry a duty of care statement that students are fit to study. In particular, practical, applied and experiential modules require a professional commitment and compulsory attendance to ensure that the students' delivery meets the required professional standards and underpinning health and safety standards. All practical and off-site activities are risk assessed by the respective academic staff.

The learning, teaching and assessment strategies employed enhance and contribute directly to the development of key and transferable skills and professional practice skills, enabling students to monitor their achievements and identify their learning needs and targets for personal development. To achieve this, the course employs a variety of approaches, such as field based assessment, laboratory based assessment, guest speakers, applied practice with industry, project work, industry placements, promoting voluntary placements, and access to and promotion of additional practitioner qualifications. The activities and events across the programme are visible to all students via the Virtual Learning Environment (VLE). The VLE allows students to have an overview of learning opportunities that are integrated in their programme, but decoupled from modules, allowing access to a wide range of learning opportunities e.g. national governing body awards, sport and exercise science support, voluntary experiences.

The following teaching and learning methods are used to engage students in the learning process and to support student achievement of the programme aims including:

Case Studies

A group of people, or an individual, engaged in study or work, based on a 'real life' situation in a practical field. Case study or scenario based learning activities.

Computer based learning / E-learning

Computer and network enabled transfer of skills and knowledge, using electronic applications and processes to learn.

Individual / Group Critique

The presentation of work in progress to peers and/or staff / professionals in order to gain constructive criticism to enable development.

Critical reflection:

Students engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and weakness.

Directed Study and reading

Specific reading task set by the lecturer for students.

Electronic material

This includes VLE based exercises and other software

Field work

Visits or Offsite sessions for the purposes of research. This would encompass data collection sessions together with visits to relevant organisations. An investigation carried out in the field rather than in a laboratory or lectures room

Group discussions

A focus group work together to discuss opinions and gauge their responses to specific stimuli.

Group Work

Students work in small groups to achieve a goal or carry out a task.

There is usually a feedback session, or a chance to disseminate the results within the larger module group.

Guest speaker

Using specialists from the field to present to students. Typically refers to when a learner, guest speaker, explains or shows some content to a learning audience; similar to a lecture.

Independent learning/directed self study

Activities where an individual learner conducts research, or carries out a learning activity, on their own.

Lectures/whole group lecturers

Subject introduced and delivered by the teacher in a specific time which transmits information

Observation (methods)

Learners observe selected practices related to their area of study and reflect and review them in relation to other models and processes as a means of learning.

Peer group study

A learning event in which one learner, or a small group of learners, helps other learners with a particular subject

Personal and professional development planning:

Students take part in activities that contribute towards the creation of a personal and professional action plan to achieve stated personal and career related objectives.

Practical sessions (including Field and Laboratory based investigations)

Student activity, e.g. learning a skill or group work. This can also include laboratory sessions, coaching sessions in the sports hall and conditioning sessions in the fitness suite.

Presentations

Typically refers to when a learner, guest speaker, explains or shows some content to a learning audience; similar to a lecture.

Seminar groups

These are an opportunity for students to have a non-teacher led session, where they may analyse data in detail and discuss it in groups or may work on a topic with a view to giving a short presentation on a topic, adding detail to a lecture, or reporting back on some data collection task, for example.

Student-led presentations

Where used, these may not be assessed. However, where they occur in LEL modules with an exam, students are assured of an exam question on their presentation topic. Thus work on their presentation has an 'end'.

Tutorials

One-to-one teaching (student to lecturer) usually for counselling purposes based on the student's work.

Video viewing and analysis

Students view instructional/educational videos for academic content

Virtual Learning Environment

A software system designed to support teaching and learning in an educational setting.

Work based tasks

Learning events which take place within a working environment enabling learners to develop 'real' skills and practices

Workshops

A group of people engaged in intensive study or work normally in a creative or practical field.

6.2 e-Learning

The strength and conditioning programme team recognise the increasing contribution that digital resources make to the learning experience of students. The team utilises the virtual learning

environment to provide access to resources, discussion groups and other learning materials, such as audio files, learning objects, lecture capture, and performance analysis technology. The programme also has a twitter feed that encourages dissemination of practical sport development information from professional organisations and the development of professional networks. In addition, students have open access to extensive computer facilities within the University to support their studies.

7. Modes of Assessment

The assessment strategy of the BSc (Hons) Strength and Conditioning programme is to utilise a range of assessment methods that are in line with accreditation requirements from several key organisations (UKSCA, NSCA and KBT Education).

Achievement of learning outcomes is through responses to practice and directed tasks, and the accumulation of portfolio evidence from work based learning. The student is required to draw on these experiences to inform summative assessments, thus providing the opportunity for cumulative learning and critical reflection and to demonstrate the whole of their learning. Module learning outcomes are explicitly stated in module teaching programmes and incorporated into assignment marking criteria to guide the student.

A broad range of assessment strategies are used in the programme to support the development of knowledge and understanding and professional and practical skills as well as providing opportunities to foster key and transferable skills. Throughout the taught modules formative assessment will be employed to support students in their learning and development.

Students will be required to reflect on their own practice within assignments and therefore they will be personal to their own circumstances and learning journey. This will support an objective approach to assessment against the academic criteria. The university uses Turnitin electronic assessment submission, which allows students to submit assignments electronically without the need to be physically present on campus. Turnitin deters plagiarism and supports staff identifying poor practice and malpractice. The typed feedback via Turnitin allows students to be able to read feedback clearly avoiding a range of handwriting styles on assessment forms.

The following are assessment methods utilised within the strength and conditioning programme:

Learning agreement: A contract style agreement evidencing an action plan for improving specific aspects of learning in an HE environment.

Developmental Project: An independent study, approved by the module leader, which should indicate clear improvement and development specific to a learning environment.

Research project: An independent study, approved by the module leader, following a topic of the students' choice, which should indicate the capacity to synthesise the different elements of sport and exercise science.

Case study: An analysis of a real-life example within the field of sport and exercise science.

Critical review: A critique of a selected text (usually a chapter from a book or an article from a journal), activity or organisation. An essay style assignment critically evaluating literature pertinent to a topic.

Honours Project: An in-depth independent study of 10000 words (or equivalent), approved the module leader, following a topic of the students' choice, which should indicate the capacity to synthesise the different elements of sport and exercise science.

Essay: A written response to a question based on synthesis and analysis. These may be negotiated with an academic tutor**.**

Formal examination (online exam): Usually takes the form of essay questions, but also other forms, such as multiple choice questions, short answer questions, or any combination, which are taken under examination conditions.

Report / Laboratory Report: A written response structured in an agreed format, based on individual research of a selected topic. This may include practical research. A structured written account of a laboratory practical with analysis and discussion of results.

Oral Presentation: A talk illustrated/supported by a variety of audio-visual aids, which demonstrates knowledge and understanding of a selected topic. They could be individual or group.

Portfolio / E-Portfolio / Resource File/Online Reflective diary: A collection of assessments covering the learning outcomes of a module, which usually takes several different forms such as essays, reports, presentations and task sheets and may use digital media. A compilation of weekly tasks, brief laboratory reports, reflective diary and evaluations as evidence of students' achievement.

Poster Presentation: Presentation of data/information/critical analysis in a visual 'poster' format to include brief verbal delivery and defence of questions posed on the topic specific to the information contained in the poster. Assesses knowledge of the selected topic and communication skills**.**

Practical Examination/Assessment: Examination of personal performance in for example instructing, coaching, leading lab sessions, ICT.

Research proposal: A brief written plan which indicates clearly and succinctly how the student wishes to proceed in a piece of research.

8. Exemptions to University Regulations

None

9. Work-Based Learning / Placement Learning

The strength and conditioning programme provides opportunities for students to apply their knowledge and understanding in vocationally relevant workplaces and gain additional skills and experiences that will enhance their future employability. Students will have access to an array of S&C opportunities working with peers, external athletes and clubs to reinforce their practical competencies.

All students that engage in work based modules are allocated a University Placement Advisor who confirms the appropriateness of the student's placement and agrees the focus of the placement. Students negotiate their placement aims with the host organisation and their university placement advisor. All placements adhere to the University Policy on Placement Learning. The specific work based module runs for the whole of the second academic year. Students are guided to work within an organisation that reflects and aligns to their future career aspirations.

The programme is vocationally orientated and students review their career aspirations in year 1 and complete a Career Development Plan to ensure they maximise opportunities to enhance their future employability, via direct opportunities at university and via external opportunities. Understanding the S&C industry, and specifically the role of a S&C coach within an integrated sport science and medicine framework, is integral to the programme.

10. Programme Structure

The programme structure that follows feature modules that are all prescribed. Year 1 of the programme is prescribed with the non-condonable module noted in line with the University curriculum model and policy. Year 2 of the programme includes two non-condonable modules, one of

which is the Work Based Learning (WBL) module in line with University policy. The remaining compulsory and non-condonable module is the research methods module which is considered integral to successful completion of a 40 credit Honours project in year 3. Year 2 features an extension of the existing strength and conditioning provision through the design of a new strength and conditioning module (STCD02).

In year 3 the Honours Project (40 credits) is compulsory and non-condonable. The Honours Project is an accumulation and a culmination of subject knowledge and understanding, transferable skills, practical skills and intellectual skills gained through the sport and exercise programme. The completion of an honours project is therefore a reflection on a skill set, specific to sport and exercise science, which will aid future employability. Successful completion is imperative in order to ensure graduates have every opportunity to succeed in their chosen careers. Two strength and conditioning specific modules extend the concepts covered throughout years 1 and 2.

Modules STCD01 and STCH01 are non-condonable.

**Whilst the programme is fully prescribed in line with mapped competencies; in special circumstances students may opt to study SHSDIM/SHSHIM.

BSc (Hons) Strength and Conditioning

	Module Code[1]	Module Title	Credits	Assessment			Semester/ Term^	C/O*	Non- condonable#
				%age Course work	%age Written exam	%age Practical exam			
Level 4	STCC90	Engaging with learning: Strength and Conditioning	20	100			X	C	
	SHSC01	Foundations of applied practice in sport and exercise science	20	40		60	X	C	
	SHSC02	Anatomy and physiology for sport and exercise	20	30	40	30	A	C	
	STCC01	Strength and conditioning principles for sport and exercise	20		40	60	B	C	
	SHSC03	Introduction to sport, exercise and health psychology	20	50	50		A	C	
	SESC01	Introduction to human movement and biomechanics	20	100			B	C	
Level 5	SHSD01	Research methods and analysis in sport and health sciences	20	100			X	C	√
	STCD90	Work-based Learning: Strength and Conditioning	20	100			X	C	√

	SESD01	Performance and technique analysis for sport	20	60		40	A	C	
	SHSD02	Sport and exercise physiology	20	100			B	C	
	STCD01	Applied strength and conditioning for sport and exercise I	20	50		50	A	C	
	STCD02	Applied strength and conditioning for sport and exercise II	20	30	20	50	B	C	
	SHSDIM	Independent study	20	100			A/B	O	
Level 6	SHSHP1	Honours Project	40	100			X	C	√
	SESH01	Performance biomechanics	20	60		40	A	C	
	SHSH01	Applied exercise physiology	20	35		65	A	C	
	STCH01	Advances in strength and conditioning	20	70		30	B	C	
	STCH02	Nutrition for strength and conditioning	20	60		40	B	C	
	SESH06	Work Based Learning	20	100			X	O	
	SHSHIM	Independent study	20	100			A/B	O	

Key:

^ For modules delivered by semester:

- A or B = Semester A or B

- X = modules delivered across Semesters A and B

* C = compulsory; O = optional

\# A √ indicates that the module is non-condonable on this programme.

[1] a definitive module descriptor is required for each module

11. Accrediting Professional Body / Professional Regulatory and Statutory Body (PSRB)

N/A

12. Professional Advisory Group

An informal professionally based advisory team provides valuable guidance regarding the on- going development of the programme, placement opportunities and career opportunities for students. The professional participants of the team were consulted regarding this provision and provided additional advice on employability skills and their importance within the programme. Participants within the professional team provide placement opportunities for the students.

13. Academic Progression Opportunities

Students with a BSc Honours degree will have the opportunity to pursue post graduate

education. Students may access the University's Post Graduate Certificate in Education with a specialism in either Primary or Secondary physical education; Masters level study; MRes or PhD studentships. Students will be made aware that post graduate progression is available within the context of lifelong learning and relationships with the Alumni often results in further study in the future.

14. Employability and Career Progression Opportunities

Since the formation of the UKSCA, the industry has seen improvements in facilities and an increase in the number of strength and conditioning coaches in full time employment. There have been more coaches employed in the past few years than any other member of the sport science support team demonstrating that the profession has been previously undervalued.

Specific employability and career opportunities include:

- Working as a S&C coach to support performance (internship offered to one graduate from KBT Education)
- Working as an exercise and fitness professional to support health and fitness in the private sector
- Working as a S&C coach to support rehab and prehab procedures in sport medicine
- Continuation into postgraduate study
- Teaching following a programme of post graduate certificate of education in primary or secondary education.

Furthermore the Universities UK and CBI (2009) recommendations about how opportunities for 'employability skills' can be delivered are addressed in several ways within the strength and conditioning programme.

- Integrated into curriculum (use of case studies, team presentations, rewarding evidence of skills, personal development planning (PDP), accredited modules)
- Additional on/off campus activities (summer experience enterprise and entrepreneurship, sport and exercise science support teams, volunteering)
- Work placements
- Careers advice

The integration of employability skills into the curriculum has been ensured by mapping the modular content, pedagogy and assessment to CBI (2011) most desired skills by employers of:

- Business and customer awareness

- Self-management
- Team work
- Problem solving
- literacy and numeracy
- Positive attitude
- Use of IT

Alongside the 'enterprise' skills identified by the Pedagogy for Employability Group (2006) of:

- Initiative
- Creativity
- Identifying and working on opportunities
- Leadership
- Acting resourcefully
- Responding to challenges

15. Support for Students and for Student Learning

The University recognises the value of the complete student experience within Higher Education and students have full access to University facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- A Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used
- for quiet reflection and prayer.
- On-campus Nursery provision

In addition the Student Union offers support, guidance and pastoral advice to all students across an array of situations.

Strength and conditioning students have dedicated support from the programme team from the first day they arrive, during induction and throughout the duration of study. The team aims to support academic progress within strength and conditioning and the development of transferable skills. Students will be encouraged to have regular contact whenever support is needed.

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with students to ensure there is an on-going and continuous dialogue on a weekly basis to allow for regular communication and feedback. The team aim to develop an environment where students see that their feedback directly influences the programme to continue to drive improvement and refine the student experience.

Formal feedback aims to be transparent where two-way reporting is apparent to students. Feedback mechanisms include:

- Module evaluations from students and module reports are available to students.

- Staff Student Liaison Committee (SSLC) made up of elected student representatives. Minutes and Action Points are available via Learning Space and actions from previous meetings are formally followed up at subsequent meetings.
- Programme Reports and the External Examiners report, and response, are made available to students and are discussed formally at SSLC.
- The programme team use social media to engage with students online. This includes publicly visible information via a programme Twitter Feed to communicate via a more informal platform.
- Student feedback on specific issues, e.g. through module evaluations or via discussions at the SSLC, are evidenced via minor modification processes that require student engagement as part of the quality assurance mechanisms.
- The development of the new curriculum was discussed at the SSLC in order to seek the views of students.
- Students are made aware of the summative nature of the National Student Survey and issues identified by students are disseminated via Programme Reports and discussed via the SSLC. This evidences student feedback and how that influences the continuous development of the programme.

17. Other Stakeholder Feedback

In addition to existing student feedback, advice from employers, previous external examiners and other accredited S&C coaches was sought. The focus of the feedback was around the development of the strength and conditioning modules in relation to better preparing graduates for the work environment in order to best prescribe conditioning.

Feedback from employers concurred with the existing student feedback to expand periodisation content at level 5 and further outline the need for students to engage with learning: personal and professional skills, aspects within the foundations of applied practice such as leadership skills and in the compulsory work based learning module in year 2.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University regulations and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the annual reporting cycle.

19. Key Information Set (KIS) Data

L&T KIS Summary (Credit Weighted %)

Stage 1

Scheduled L&T Activities	25
Independent L&T Activities	75
Placement/Study Abroad	0

Stage 2

Scheduled L&T Activities	17.5
Independent L&T Activities	78.5
Placement/Study Abroad	4

Stage 3

Scheduled L&T Activities	16.5
Independent L&T Activities	83.5
Placement/Study Abroad	0

Ass. KIS Summary (Credit Weighted %)

Stage 1

Written Exams	18.5
Coursework	73.5
Practical Exams	8

Stage 2

Written Exams	5
Coursework	73
Practical Exams	22

Stage 3

Written Exams	0
Coursework	78
Practical Exams	22

Appendix 1: Learning Outcomes Mapping Matrix – BSc (Hons) Strength and Conditioning

	Knowledge and Understanding					Intellectual Skills						Transferable/Key Skills						Practical Skills				
Module Code	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**
STCC90				x		x	X	x		X	X	X	X	X	X	X	X	X				
SHSC01	X					x	X	x		X		X		X	X	x		X				
SHSC02	x	X				x	X	x		X		X		X	X	X		X				
SHSC03	X					x		x		X		X			X	X						x
SESC01	X	X				x		x		X		X			X	X						
STCC01	X	X	x		x	x		x	x	X		X		X	X	X			x	x		x
SHSD01				x		x	X	x		X		X	X	X	X	X	X					
STCD90				x		x		x		X	X	X	X	X	X	X		X	x	x	x	x
SESD01	X	X			X	x	X	x		X		X			X	X	X					
SHSD02	X	X			X	x	X	x		X		X			X	X	X					

STCD01	X	X			X	x	X	x	x	X		X	X		X	X	X			x	x	x
STCD02	X	X		x	X	x	X	x	x	X		X	X		X	X	X	X		x	x	x
SHSHP1	X	X	x	x	X	x	X	x	X	X	X	X	X	X	X	X	X	X	x	x	x	x
SESH01	X	X			X	x	X	x	X	X		X	X	X	X	X	X	X			x	x
SHSH01	X	X	x		X	x	X	x	X	X		X	X	X	X	X	X	X			x	x
STCH01	X	X	x	X	X	X	X	X	X	X	x	X	X	X	X	X	X	x	x	x	x	x
STCH02	X	X	x	x	x	x	X	x	X	X		x	X	x	x	x	x	x	x	x	x	x

Appendix 2

Quality Assurance Framework

CREDIT LEVEL 4 **(Certificate)**	**Students awarded a qualification at this level will have demonstrated:**
Knowledge and understanding	- factual and/or conceptual knowledge and understanding of key concepts and principles associated with strength and conditioning using appropriate terminology; - an awareness of ethical issues in current areas of strength and conditioning with an ability to discuss these in relation to personal beliefs and values.
Intellectual skills	- the ability to analyse using given classifications/ principles within and across strength and conditioning; - the ability to synthesise ideas and information in a predictable and standard format relevant to strength and conditioning; - the ability to evaluate the reliability of data, within sport and exercise science, using defined techniques and/or tutor guidance; - the ability to apply strength and conditioning /methods accurately and carefully to a well-defined problem, within strength and conditioning and/or sub- discipline, and begin to appreciate the complexity of issues.
Practical skills	- the ability to operate in predictable, defined strength and conditioning contexts using a range of specified strength and conditioning - the ability to act with limited autonomy, under direction or supervision, within defined guidelines as reflective of the discipline and/or sub-discipline of strength and conditioning.

Transferable / key skills	- the ability to work effectively with others as a member of a group and meet obligations to others within the discipline of strength and conditioning (e.g. tutors, peers and colleagues); - the ability to work within an appropriate ethos, using and accessing a range of learning resources specific to strength and conditioning; - the ability to evaluate their own strengths and weaknesses within criteria largely set by others and reflective strength and conditioning - responsibility for their own learning with appropriate support specific to strength and conditioning; - the ability to communicate effectively in a variety of formats appropriate to strength and conditioning and report practical procedures in a clear and concise manner; - the ability to apply strength and conditioning methods accurately and carefully to a well-defined problem and begin to appreciate the complexity of the issues of the discipline and sub-disciplines of strength and conditioning.

CREDIT LEVEL 5 **(Diploma)**	**Students awarded a qualification at this level will have demonstrated:**
Knowledge and understanding	- detailed knowledge of major theories of strength and conditioning and awareness of a variety of ideas, contexts and frameworks; - an awareness of wider social and environmental implications of strength and conditioning; - an ability to debate issues in relation to more general ethical perspectives around the broad topic area of strength and conditioning.
Intellectual skills	- the ability to analyse a range of information, across strength and conditioning, with minimum guidance using given classifications/principles and can compare alternative methods and techniques for obtaining data/information; - the ability to reformat a range of ideas and information towards a given purpose reflective of strength and conditioning; - the ability to select appropriate strength and conditioning techniques of evaluation and evaluate the relevant and significance of the data/ information collected; - the ability to identify key elements of strength and conditioning problems and choose appropriate strength and conditioning methods for their resolution in a considered manner.
Practical skills	- the ability to operate in strength and conditioning situations of varying complexity and predictability requiring the application of a wide range of strength and conditioning; - the ability to act with increasing autonomy, with minimal direction or supervision, within defined guidelines of strength and conditioning.

Transferable / key skills	- the ability to interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate reflective of strength and conditioning; - the ability to manage learning using resources relevant to strength and conditioning - a professional working relationships with others within and beyond strength and conditioning; - the ability to evaluate their own strengths and weaknesses, challenge received opinion and develop own criteria and judgement based on guidance from strength and conditioning experiences; - the ability to manage information; select appropriate strength and conditioning data from a range of sources and develop appropriate research strategies; - the ability to take responsibility for own learning, with minimum direction; - the ability to communicate effectively and in a variety of formats appropriate to sport and exercise science, in a clear and concise manner; - the ability to identify key areas of problems and select appropriate strength and conditioning methods accurately for their resolution in a considered manner.

CREDIT LEVEL 6 **(Honours)**	**Students awarded a qualification at this level will have demonstrated:**
Knowledge and understanding	- comprehensive/detailed knowledge of strength and conditioning with areas of specialisation in one or more of the sub-disciplines in depth; - an awareness of the provisional nature of knowledge; - an awareness of personal responsibility and professional codes of conduct, within strength and conditioning, and can incorporate a critical ethical dimension into a major piece of work.
Intellectual skills	- the ability to analyse new and/or abstract strength and conditioning data and situations without guidance, using a range of techniques appropriate to strength and conditioning; - the ability to transform abstract strength and conditioning data and concepts towards a given purpose and design novel solutions, with minimum supervision; - the ability to critically evaluate strength and conditioning evidence to support conclusions/recommendations, reviewing its reliability, validity and significance; - the ability to investigate contradictory information/identify reasons for contradictions within strength and conditioning; - confidence and flexibility in identifying and defining complex problems, within strength and conditioning and can apply appropriate knowledge and skills to their solution.
Practical skills	- the ability to operate in complex and unpredictable strength and conditioning contexts, requiring selection and application from a wide range of innovative or standard techniques in strength and conditioning; - the ability to act autonomously, with minimal direction or supervision, within agreed guidelines, reflective of strength and conditioning.

Transferable / key skills	- the ability to interact effectively within a team, recognising, supporting and being proactive in leadership, negotiating in a professional context and managing conflict within a strength and conditioning context; - the ability to manage own learning using full range of resources relevant to strength and conditioning; - the ability to work professionally within strength and conditioning; - confidence in the application of own criteria of judgement and the ability to challenge received opinion and reflect on action in a strength and conditioning context; - the ability to seek and make use of feedback reflective of the discipline of strength and conditioning; - the ability to select and manage information, competently undertaking reasonably straight-forward strength and conditioning research tasks with minimum guidance; - the ability to take responsibility for own work and be self-critical; - the ability to engage effectively in debate in a professional manner and produce detailed and coherent project reports within the context of strength and conditioning science; - confidence and flexibility in identifying and defining complex strength and conditioning problems and applying appropriate knowledge, tools/methods for their solution.

Appendix 3

Quality Assurance Framework

GENERAL INFORMATION GENERIC GRADE DESCRIPTORS

Undergraduate Provision – BSc (Hons) Strength and Conditioning

LEVELS 4, 5 and 6 (C, D and H)	
Pass *90-100%* *Outstanding work which:-*	▪ demonstrates analytical and critical acumen specific to the discipline, and/or sub-discipline, of strength and conditioning ▪ demonstrates the ability to develop and sustain a personal judgement which is well grounded in leading current research in strength and conditioning ▪ demonstrates the ability to present a clear, structured, articulate and persuasive argument around the topic within strength and conditioning
Pass 80–89% *Exceptional work which:-*	▪ demonstrates thorough, critical understanding of current knowledge specific to the discipline, and/or sub-discipline, of strength and conditioning ▪ demonstrates a critical awareness of the principles and practices of the discipline, and/or sub-discipline, of strength and conditioning
Pass 70–79% *Excellent work which:-*	▪ demonstrates a thorough and comprehensive understanding of strength and conditioning and the appropriate sub-disciplines ▪ shows evidence of extensive, relevant reading which includes up-to-date research in the discipline and sub-disciplines of strength and conditioning ▪ reveals originality and insight into the discipline and sub-disciplines of strength and conditioning

	▪ demonstrates ability to critically evaluate complex ideas within strength and conditioning
Pass 60–69% *Very good work which:-*	▪ demonstrates a good understanding of strength and conditioning and the associated sub-disciplines as appropriate ▪ shows effective and competent use of strength and conditioning literature ▪ demonstrates a clear understanding of complex ideas within strength and conditioning and sub-disciplines ▪ demonstrates the ability to analyse, interpret and organise information effectively, reflective of strength and conditioning ▪ demonstrates a wide reading base specific to the discipline and sub-discipline of strength and conditioning ▪ is a clear, concise and well-structured presentation of strength and conditioning theories and concepts as appropriate
Pass 50–59% *Good work which:-*	▪ demonstrates a generally sound understanding of strength and conditioning science ▪ makes good use of relevant literature in strength and conditioning

	and associated sub-discipline ▪ demonstrates ability to synthesise information into a clear, well-structured account / argument reflective of strength and conditioning
Pass 40–49% *Fair work which:-*	▪ demonstrates an understanding of strength and conditioning ▪ shows evidence of relevant reading in strength and conditioning and/or sub-discipline ▪ demonstrates ability to work towards tasks set, but more descriptive than analytical within the context of strength and conditioning ▪ demonstrates the ability to organise work appropriately reflective of strength and conditioning
Borderline fail 35-39% *Weak work which:-*	▪ demonstrates a basic understanding of strength and conditioning ▪ demonstrates some evidence of reading within the discipline and/or sub-discipline of strength and conditioning ▪ demonstrates evidence of broadly working towards the task(s) set within strength and conditioning context ▪ *Weaknesses may be identified in one or more of the following:-* ▪ *fragmentary coverage; errors and omissions; organisation and presentation; misconceptions; inclusion of irrelevant information; misinterpretation of instructions.*
Fail *30-34%* *Inadequate work which:-*	▪ demonstrates a basic and partial understanding of strength and conditioning ▪ some evidence of reading within the discipline and/or sub-discipline of strength and conditioning ▪ limited focus on task(s) set within a strength and conditioning context ▪ *Inadequacies may be identified in one or more of the following:-*

	▪ *assessment guidelines not followed; little engagement with the discipline; errors / omissions; poorly presented work.*
Fail *20-29%* *Poor work which:-*	▪ demonstrates little understanding of strength and conditioning ▪ *Poor work may be evidenced by one or more of the following:-* ▪ *basic misunderstanding or misinterpretations; inability to meet the requirements of the assessment; poor organisation and presentation; inclusion of inappropriate material.*
Fail *10-19%* *Incompetent work which:-*	▪ demonstrates very limited evidence of understanding of strength and conditioning science ▪ follows few or none of the tasks set within a strength and conditioning context ▪ *Incompetent work may be evidence by one or more of the following:-* ▪ *inclusion of irrelevant information; little evidence of engagement with the task; little evidence of engagement with the discipline.*
Fail 1-9% *Unacceptable work which:-*	▪ demonstrates minimal or no understanding of strength and conditioning ▪ *Unacceptable work may be evidence by one or more of the following:-* ▪ *work which is not presented in an acceptable manner; work which is not written in an appropriate manner; work which does not evidence appropriate reading; no evidence of engagement with the discipline.*
Fail *0% Non-submission*	