



**Course Handbook**  
**BSc (Hons) Strength & Conditioning**  
**2020/21**  
**Course Leader: Ian Bentley**  
**School of Sport and Health Sciences**



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## 1. Welcome to the course

I would like to welcome you to the Team of Sport, Nutrition and Clinical Sciences, part of the School of Sport and Health Sciences. More significantly, welcome to the BSc (Hons) Strength & Conditioning degree.

The course aims to develop both academic and practitioner skills to enable you to work effectively as both strength & conditioning coach and applied sport scientist. You will gain practical skills and competencies and will be able to back this up with the necessary underpinning knowledge required to perform as a strength & conditioning professional. We want this to be a positive learning experience for you. There will be some hard work, but we hope that you'll find it interesting and challenging and that you'll have the chance to enjoy yourself along the way.

The purpose of this handbook is twofold. First, it aims to address many of the administrative questions that you may have during the early stages of the course. This may relate to enrolment or registering for the appropriate number of modules. Secondly, it addresses many academic issues including the modules that are available during each stage of the course. This handbook should be used alongside other university guides and should be kept in a safe place.

The handbook has been structured and laid out in a number of sections. This is to ensure that the information is clear and accessible. From past experiences, the first few weeks are a source of fun for students and we are very pleased to see our students enjoy their studies and personal time. The first few weeks can also be confusing. As a team of academics and administrators, we are here to help. Simply go to the Course Administrative Services Hub in Greenbank Building Room 171 where one of our administrators will assist, or see your Course Leader or Academic Advisor.

The School is very proud of its BSc (Hons) Strength and Conditioning course and a team of dedicated and enthusiastic staff will be in charge of teaching. In return we expect the highest levels of motivation and commitment from our students.

I would like to take this opportunity to wish you the very best in your studies.

Dr Ian Bentley

Course Leader

BSc (Hons) Strength and Conditioning

Telephone: 01772 893511

Room Darwin DB203

Email: IBentley1@uclan.ac.uk

## 1.1 Rationale, aims and learning outcomes of the course



this field.

The increasing emphasis on high levels of physical preparation in many sports has seen the demand for strength and conditioning support increase considerably in recent years. BSc (Hons) Strength and Conditioning degree is a dynamic course, which will enable you to take advantage of the growth in the cutting edge development of human performance and provide you with the necessary skills needed to work in

You will undertake a balanced mix of theoretical and practical based work, with the opportunity to develop these skills in work-based environments using our growing list of partners including Blackburn, Burnley, Preston and Bolton Football clubs, and Wigan Rugby League Club.

Students undertake a first year consisting of key underpinning knowledge and skills such as functional anatomy, physiology and biomechanics, whilst maintaining a strength and conditioning emphasis, and progress on to specific strength and conditioning based modules in the second and third years including practice-based opportunities.

The course aligns with content of the UK Strength and Conditioning Association (UKSCA), British Weightlifting, and the National Strength and Conditioning Association (NCSA), and thus students will be well placed to take assessments for these qualifications as they progress through the course.

Aims:

- Develop a strength & conditioning coach who integrates theory into safe, effective and contemporary practice, through Research Informed Teaching.
- Equip students with the skills and competencies to programme and coach all elements of strength and conditioning programmes to a wide range of athletes and population groups in ideal, and less than ideal settings.
- Provide students with the opportunity to develop the specific and transferable skills, thereby developing the Employability and Enterprise of graduates.
- Enable students to recognise and reflect upon their role within the athlete's multidisciplinary support team.
- Enable students to critically appraise and reflect upon their practice, using the best available evidence, and maintain an on-going commitment to their own development and that of the profession.

Course Learning Outcomes:

Learning outcomes represent the things that you should be able to do upon *successfully* completing this programme. They can be classified in the broad categories of knowledge and understanding, cognitive skills, subject specific skills and key skills/transferable skills. It is important to remember that in actual practice, more than one of these labels will probably apply to any particular task or assessment that you face.

#### **A. Knowledge and Understanding**

At the end of the course the student will be able to:

- A1. Understand and apply the theories, concepts and principles of Strength and Conditioning in practice.
- A2. Recognise the need for a multi-disciplinary approach to Strength & Conditioning using an evidence-based approach underpinned by, academic and professional practice.
- A3. Analyse and critically evaluate information relevant to Strength & Conditioning.

#### **B. Subject-specific skills**

At the end of the course the student will be able to:

- B1. Undertake & evaluate the results of appropriate screening/needs analysis with the athlete.
- B2. Manipulate key scientific principles in order to develop and deliver effective and progressive training programmes.
- B3. Undertake practical work with due regard for health and safety, ethics and risk assessment.
- B4. Adopt & maintain professional behaviour in line with relevant professional standards.

#### **C. Thinking Skills**

At the end of the course the student will be able to:

- C1. Critique and interpret information relevant to strength and conditioning testing/programmes.
- C2. Interpret experimental data related to the discipline area of strength and conditioning.
- C3. Apply knowledge of strength and conditioning to the solution of familiar and unfamiliar problems.
- C4. Develop a reasoned argument and challenge assumptions.

#### **D. Other skills relevant to employability and personal development**

At the end of the course the student will be able to:

D1. Use intellectual skills to enhance knowledge and understanding (recognise and apply subject-specific principles; formulate and test hypotheses; apply subject knowledge to address problems; critically analyse, synthesise and summarise relevant information).

D2. Use practical skills to enhance subject knowledge and understanding (design and implement investigations; record and analyse data appropriately; carry out appropriate investigations in a responsible, safe and ethical manner).






D3. Use numeracy, C & IT to enhance subject knowledge and understanding (use a variety of information sources; communicate using a variety of formats and approaches; cite and reference work appropriately; prepare, process, interpret and present data appropriately; use computers to solve problems; use electronic sources as a source of information and to communicate).

D4. Use interpersonal and teamwork skills to enhance subject knowledge and understanding (identify individual and collective goals and responsibilities; use negotiating skills; evaluate performance as an individual and team member; appreciate the interdisciplinary/multidisciplinary nature of the subject area).

D5. Use self-management and professional development skills to enhance subject knowledge and understanding (skills involved include working independently; effective time management and organisation skills; identifying, working towards and achieving targets; and developing an adaptable, flexible and effective approach to study and work).

## 1.2 Course Team

Dr Ian Bentley, Course Leader	Darwin Building 203 ☎ 3511 💻 <a href="mailto:ibentley1@uclan.ac.uk">ibentley1@uclan.ac.uk</a>
Dr Rob Allan, Lecturer	Darwin Building 223 ☎ 4913 💻 <a href="mailto:RAllan1@uclan.ac.uk">RAllan1@uclan.ac.uk</a>
Dr Stephanie Dillon, Principal Lecturer & Academic Lead	Darwin Building 202 ☎ 3516 💻 <a href="mailto:sdillon@uclan.ac.uk">sdillon@uclan.ac.uk</a>
Dr Mark Stone, Senior Lecturer	Darwin Building 203 ☎ 5489 💻 <a href="mailto:mstone1@uclan.ac.uk">mstone1@uclan.ac.uk</a>
Dr Chris Edmundson, Senior Lecturer	Darwin Building 204 ☎ 3317 💻 <a href="mailto:ciedmundson@uclan.ac.uk">ciedmundson@uclan.ac.uk</a>
Dr Rob Graydon, Lecturer	Darwin Building 226 ☎ 💻 <a href="mailto:rwgraydon@uclan.ac.uk">rwgraydon@uclan.ac.uk</a>
Dr Sarah Hobbs, Reader	Darwin Building 201 ☎ 3328 💻 <a href="mailto:sihobbs1@uclan.ac.uk">sihobbs1@uclan.ac.uk</a>
Dr Howard Hurst, Senior Lecturer	Darwin Building 223 ☎ 3911 💻 <a href="mailto:hthurst@uclan.ac.uk">hthurst@uclan.ac.uk</a>
Daniel Birdsall, Lecturer/Practitioner	Brook Building 112 ☎ 5196

	 <a href="mailto:dbirdsall@uclan.ac.uk">dbirdsall@uclan.ac.uk</a>
April Melia, Lecturer	Darwin Building 226  2483  <a href="mailto:aamelia@uclan.ac.uk">aamelia@uclan.ac.uk</a>
Dr Jonathan Sinclair, Reader	Darwin Building 217  2796  <a href="mailto:jksinclair@uclan.ac.uk">jksinclair@uclan.ac.uk</a>

### 1.3 Expertise of staff

The team involved in teaching on the programme are well qualified both academically and by their work experience. The team are research-active and you are encouraged to read the mini biographies on the School web page and check out information about their publications.

### 1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.



### 1.5 Administration details

Course Admin Services provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

### Brook Building

Community, Health and Midwifery  
 Nursing  
 Sport and Health Sciences  
 Social Work, Care and Community  
 telephone: 01772 891992/891993  
 email: [BrookHub@uclan.ac.uk](mailto:BrookHub@uclan.ac.uk)

### 1.6 Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Your course Academic team will communicate with you via your UCLan email – it is vital that you check this regularly for updates relating to your course. Other information will be available for you on your School Blackboard site; you will find this in SSTO Student Office which you will find under My Organisations.

## 1.7 External Examiner



The University has appointed Paul Comfort from Salford University as the External Examiner to your course. External examiner's help to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

## 2. Structure of the course

There are foundation entry routes available for this programme, details can be found in the programme specifications in appendix 8.1.

### 2.1 Overall structure

The BSc (Hons) Strength & Conditioning degree can be taken either full time (over three years) or part time, in order to fit around other commitments. Work placement and year-out options are also available. There is a strong central core of Strength and Conditioning in Practice that runs through all three years. The other modules feed into the central core to strengthen your underpinning knowledge.

#### Level 4 [year 1]

In year one the emphasis will be on developing a broad foundation of the relevant underpinning knowledge and understanding. This will include key aspects of anatomy, physiology and biomechanics. You will also be introduced to basic research concepts and examine how evidence underpins your practice. In order for you to apply this knowledge you will use some examples of specific case scenarios you are likely to see when working as a strength and conditioner. You will also begin to develop some specific skills in teaching and instruction. The use of reflection as a learning tool will also be introduced and emphasised. Professionalism will also be introduced and how to develop your role as a strength and conditioning practitioner.



## Level 5 [year 2]

In year two you will build on the broad foundation specific skills and knowledge developed at level one. There will be an emphasis on developing your ability to learn independently. You will begin to develop critical analysis and evaluation skills. A problem-solving approach will continue to be used as a method of helping you apply they key knowledge and skills that you will continue to develop. You will gain the opportunity to experience strength and conditioning in a real life environment, working alongside a qualified practitioner. You will continue to consider the best evidence to underpin practice as well as having the opportunity to develop a specific area of interest within the student initiated module (SIM).

## Level 6 [year 3 ]

In year three there will be a further shift towards independent learning. There will be opportunities to develop areas of particular interest through research ideas. You will develop higher-level critical appraisal, evaluation and problem solving skills. Critical analysis of your clinical experience will enable you to identify a setting for your negotiated physiotherapy practice placement. You will develop insight into the psychological issues which you will need to address within your work, particularly those which confront the elite athlete. However you will also consider other client groups at this level and how strength and conditioning can expand into these populations. At level three you will be expected to consistently underpin aspects of your practice with best available evidence.

## 2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

Details of modules available on this programme are included in the programme specification in appendix 8.1.

Full-time students undertake six modules per year except in the third year where the dissertation counts as a double module (120 credits total).

### Compulsory Modules

You must register for the compulsory modules that form the dominant part of the programme of study. The teaching, learning and assessments that take place within the compulsory modules form the essential aspects of the programme at each level.

### Optional Modules

In addition to the compulsory modules, you have the opportunity to select optional modules. You must adhere to the rules surrounding the selection of optional modules at each level. Please note that not all Option modules may run in any one year and may not run if undersubscribed.

To register for modules or make changes to module registrations, you should fill in a Module Change Form. This must be signed by you and your Course Leader and submitted by the deadline indicated on the form.

It is important that your programme of study is correct and you must regularly check all details on your profile (including home and term-time address details) via the student portal. It is your responsibility to ensure that all details are correct and up-to-date!

### **2.3 Course Structure:**

#### Year 0:

Fundamentals of Sport, Exercise and Nutritional Sciences (60 credits)

Essential Study Skills for lifelong learning (20 credits)

Physical Activity And Health Promotion (20 credits)

Foundations in Sport and Exercise Injury Management (20 credits)

#### Year 1:

Strength and Conditioning in Practice 1 (40 credits)

Principles of Physiology and Scientific Enquiry (40 credits)

Planning and Instructing Exercise for Health and Fitness (20 credits)

Functional Anatomy (20 credits)

#### Year 2:

Strength and Conditioning in Practice 2 (40 credits)

Applied Physiology and Scientific Enquiry (40 credits)

Advanced Principles of Exercise and Training (20 credits)

Common Sports Injuries and Prevention (20 credits)

## Year 3:

Strength and Conditioning in Practice 3 (40 credits)

Research Project (40 credits)

Two of the following Optional Modules:

Advanced Movement Analysis in Strength & Conditioning (20 credits)

Training Prescription for the Elite Athlete (20 credits)

Biomechanics of Posture and Injury in Sport (20 credits)



### **2.3 Module Registration Options**

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

## **2.5 Study Time**

### **2.5.1 Weekly timetable**

A timetable will be available once you have enrolled on the programme, through the student portal..

### **2.5.2 Expected hours of study**

20 credits is a standard module size and equals 200 notional learning hours.

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

The contact time with module tutors is not the total number of learning hours. The contact time is simply the number of teaching hours and is a fraction of the total learning hours. The total number of learning hours includes personal study hours. The total number of learning hours depends on the level of study. Students should at all levels expect to engage in no less than 36 hours of learning and study each week. The following table outlines the key components of the approximate learning hours and should be viewed as an example only.

<b>Activity</b>	<b>Total number of hours</b>
<ul style="list-style-type: none"><li>Lectures, seminars, workshops</li></ul>	12 hours
<ul style="list-style-type: none"><li>Personal learning and study, library research, writing assignments</li></ul>	24 hours
Total workload per week	36 hours



During any internship it is normal to follow a typical full-time working week with extra time needed for the internship assignments. Remember: It is students' responsibility to manage their time effectively. Note that time is "perishable" and lost time can never be regained.

### 2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to: [sstoabsence@uclan.ac.uk](mailto:sstoabsence@uclan.ac.uk), you will then receive an automated response with an absence form that you must complete.

#### International Students

It is your responsibility under the UK Border Agency (UKBA), Points Based System (PBS) – that you **MUST** attend your course of study regularly; under PBS, UCLan is obliged to tell UKBA if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly. Your attendance will be monitored closely.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

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## 3. Approaches to teaching and learning

### 3.1 Learning and teaching methods

The programme team is committed to enabling you to develop into independent & autonomous learners. In acknowledgement that you each learn in a different way you will experience a variety of teaching styles & formats. This variety [outlined below] is intended to give you a rich assortment of learning experiences

## Key Note Lectures

Lectures will be used to introduce concepts, give information and to 'set the scene' for your learning. PowerPoint presentations are often made available in advance via eLearn so that you have the opportunity to review material prior to a session. If you are a part-time student some of these lectures may be delivered on-line, with support & discussion provided by on-line chat facilities, where you will have the opportunity to ask any questions.

## Group Work

Seminars, tutorials, discussions, debates and workshops will be used to develop your problem-solving ability and to allow you to explore and discuss concepts, ideas and information. You will be expected to 'come prepared' to these sessions, ready to discuss your ideas and understanding of a subject area in order to allow further development of ideas as a group. Group reflection and knowledge sharing workshops will be used during and after practice-based modules to encourage you to share your experiences & learning. There will be some opportunity to develop these discussions with other professional groups such as Sports Therapy and Physiotherapy students, with whom you will share some modules. This will also provide you with the opportunity to work alongside professional groups who you may well be expected to work alongside in the future. If you are a part-time student, your time of attendance may be altered to facilitate some shared learning opportunities, although both the above programmes will also have a part-time route

## Problem based learning

Problem based learning PBL approaches where scenarios/triggers are one of the techniques used to develop learning in some modules. In PBL you work out what you need to learn and how to apply this new knowledge as solutions to the problem. In PBL the Lecturer's role is one of facilitator, keeping you on track and helping you to identify relevant resources. In PBL you will assume a high degree of responsibility for your learning, work with others, set relevant learning goals for yourself and the group as a whole. You will need to take the initiative and be prepared to present demonstrations of your learning achievements.

## Practical Skills Sessions

Practical sessions allow you to acquire and practice the necessary skills for safe and effective practice. These sessions may also be linked directly to the genuine case studies to help you to integrate theory with the practice.

## Independent / self-directed study / research

For each hour of tutor contact that you have within a module you will be expected to do 1-2 hours of additional study in your own time.

As you progress on the course, answers to your questions will not always be readily available in standard textbooks. You will need use your independent study time to find and use contemporary, research-based materials (journal articles, conference papers, Internet postings, current research programme briefs, research work in progress, and so on). Self-directed study will enable you to develop the skills for Lifelong Learning (LLL) and Continued Professional Development (CPD) that are essential components of your future professional responsibility.

## eLearn (Managed Learning Environment)

The universities managed learning environment is called eLearn (previously called WebCT). eLearn is a key component of the department's teaching strategy and as such it is a major teaching and learning resource in each module. eLearn module sites will include information such as module descriptors, module handbooks, module assessments and provide you with access to lecture. eLearn also provides access to other supporting materials which include directed study notes to prepare in advance of timetabled sessions, material relating to taught sessions, live electronic links, discussion sites and chat rooms.

Lecturing staff will use eLearn to communicate with students. The use of electronic discussion boards and chat rooms will enable you to discuss pertinent issues with colleagues and academic staff. This facility will be used consistently if you are a part-time student, and it is therefore important that you have access to a broadband connection to support the delivery of material such as videos and on-line lectures.

## Presentations

Presentations are often used to enable you to feedback to the student group following a period of directed or self-directed study. You will develop your presentation skills throughout the three levels of the programme. A variety of different modes of presentations will be used including verbal, poster, PowerPoint. Presentations in a variety of formats are a key feature of the assessment strategy on your programme.

## Group Reflection and Knowledge Sharing

Following your experiential learning, you will take part in formal group reflection activities, which will encourage group support to enable you to develop your skills in reflective practice. Group reflection and knowledge sharing will ensure that learning from practice environments is maximised by encouraging the sharing of practice experience.

## Experiential Learning

As part of your studies you will have the opportunity to undertake experiential learning. You are encouraged to seek out your own experiential learning opportunities with assistance from a supervising tutor. A supervising tutor will be appointed from the course team to provide you with an appropriate academic mentor / tutor for the experiential learning period. You will receive a visit at work from their supervising tutor during the placement period. This will enable the tutor to meet with the student and the placement provider to consider issues of learning and development.

## 3.2 Study skills

There are a variety of services to support students and these include

WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>

'Ask Your Librarian' [https://www.uclan.ac.uk/students/support/study/it\\_library\\_trainer.php](https://www.uclan.ac.uk/students/support/study/it_library_trainer.php)

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"

"I need to find research articles, where do I start?"

"How do I find the Journal of ...?"

"How do I use RefWorks?"



## 3.3 Learning resources

### 3.3.1 Learning Information Services (LIS)

The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the [Library Resources](#)
- Your 'My Library' tab in the [Student Portal](#)
- [Library search](#)

Extensive Resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

### 3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. Considerable material will be available from Blackboard, including lecture notes, handouts, practical sessions and weblinks.

### 3.4 Personal development planning

Personal development planning will be an integral part of the programme throughout and will be facilitated by your personal tutor and the completion of a portfolio over the three years of the programme. You will be introduced to this at the beginning of the programme as part of the Managing learning and understanding the research process module, when you will complete a learning styles questionnaire and identify your personal strengths & weaknesses and strategies to develop these areas.

You will develop a personal development portfolio during your time on the course, and there will be times when you will be asked to reflect upon aspects of evidence in your portfolio. Your ability to reflect upon all aspects of your learning and practice will allow you to fine tune your thinking skills and allow you to develop as a competent strength and conditioning practitioner. Your portfolio will also become an important document for you as you look to develop employment opportunities in your final year.



### 3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self- employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

Careers offers a range of support for you including:-  
career and employability advice and guidance appointments

- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.



## 4. Student Support

Information on the support available is at: <https://www.uclan.ac.uk/students/>

Student Engagement Assistants (SEAs) will be members of the Student Support and Health Sciences Team in SASS, and will play a vital role in providing a student-friendly access point to the wider specialist support services. The SEAs will be based within the Student Support Hub in Foster Building 058, and will also operate from the 'I' Information Point in the Library. They will meet students who need help and support and any queries which can be handled immediately will be dealt with there and then. Where the issue is more complex or sensitive the SEAs will provide one to one wellbeing appointments and / or refer onto the appropriate service (internal or external). Wellbeing appointments will be available daily; some will be pre-booked, but there will also be appointments kept free to book on the day.

Your Student Support Administrator is available to help you and answer any queries you may have, please email [sstostudentsupport@uclan.ac.uk](mailto:sstostudentsupport@uclan.ac.uk)



### 4.1 Academic Advisors

You will be allocated an Academic Advisor by the end of the first week of teaching. You will be able to access this information through your My UCLan page. In many instances this will be your Course Leader. If you have any queries regarding this, please contact Course Administrative Services.

### 4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk) - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

#### **Assessment arrangements for students with a disability**

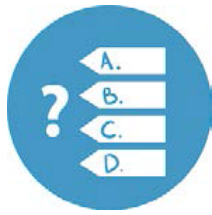
Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk)

### 4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:

<http://www.uclansu.co.uk/>

## 5. Assessment



### 5.1 Assessment Strategy

Assignments allow you to develop your own arguments and conclusions related to set tasks as there are often many possible solutions to a particular problem. Assessment is largely based on the ability to demonstrate clearly which approach you have taken and why.

The most appropriate method of assessment has been selected in order to meet the specified learning outcomes outlined in the module information pack. Assessment methods used include:

- Formal essays and reports
- Practical observations and skill competence
- Individual and group presentations
- Seminar papers on nominated topics
- Log books, diaries and portfolio of practical work
- Industry based project

The course team have devised the assessment strategy with the needs of the Strength & Conditioning industry in mind. The emphasis towards group work and practical skills, as well as written assignments reflect the need and abilities of the industry more adequately than conventional examinations you would be expected therefore to have a professional approach to a wide range of assessment situations.

#### Viewing Draft work

The course team will view draft work as appropriate for each module, but will not view anything 10 working days before the submission date

### 5.2 Notification of assignments and examination arrangements

All of the hand-in deadlines for formal assessments are published in the Module Information Packs at the start of the academic year. It is your responsibility to manage the research, synthesis and production of your assignments throughout the year to ensure you submit within the hand-in deadlines. Lead lectures, seminars and applied practical's are designed to support your assignment submission and failure to attend any of these sessions may result in module tutors not offering additional individual tutorials.

### 5.3 Referencing

Learning to be an effective student is also about learning to be an effective academic. In other words, it is important to understand the ways that effective academics carry out their work. Referencing is carried out by all academics in a specific way appropriate to their discipline. Students' work becomes professional and demonstrates higher levels of academic attainment if methods and modes of referencing are learnt. If referencing is not learnt and applied, students will be deemed to be incompetent academics at first glance and this generally leads to a loss of substantial marks.

Essentially the purpose of referencing is to ensure that presented work is substantiated with and supported by appropriate theories and evidence. By referencing, presented work for the most part becomes more reliable and valid. As a result, examiners are more likely to reward greater credit to students for their work.

Please ensure that you use the Harvard method of referencing and back up all your statements and claims where appropriate. Try to include as much peer reviewed literature as possible and limited the use of web-based articles.

## 5.4 Confidential material

It is possible that during your programme of study you will require access to sensitive information, particularly when working in professional domains. It is essential that you ensure that any participants remain anonymous if they are reported as part of an assignment submission.

Students should be committed to pursue their research activities (project, investigation, enquiry, survey, or any other interaction with people, including the use of data derived from that interaction) in an ethical manner. The practice of ethics is about conducting one's research activity in a disciplined manner within legal and other regulated constraints and with minimal impact on and detriment to others. In the process of research the student should

- safeguard the interests of those involved in or affected by their work
- report their findings accurately and truthfully
- consider the consequences of their work or its misuse for those they study and other interested parties.

Students are responsible for considering the ethical implications of all research activities and should familiarise themselves with the University's ethical framework available at:

If in doubt about any ethical issues related to their research students should consult their dissertation supervisor for advice.

## 5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

## 5.6 How do I know that my assessed work had been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or

accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

## 6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



## 7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

For example a new module has been validated for 2015-2016 which has been written specifically for Strength & Conditioning students. This has happened due to feedback from students regarding an existing module that was tailored towards Physiotherapy students and thus not always relevant to S&C students

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

### 7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, personal tutoring arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

Course representatives are normally recruited through Students Union and the Course Leader Schedules of SSLC meetings are then circulated to the representatives through their UCLan email.

Minutes from the meetings are circulated to all course leaders and course representatives who will then distribute to the whole course cohort.

## 8. Appendices

### 8.1 Programme Specification(s)

**UNIVERSITY OF CENTRAL LANCASHIRE**

**Programme Specification**

This Programme 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.

***Sources of information on the programme can be found in Section 17***

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	University of Central Lancashire, Preston Campus
<b>3. University Department/Centre</b>	School of Sport and Health Sciences
<b>4. External Accreditation</b>	None
<b>5. Title of Final Award</b>	BSc (Hons) Strength and Conditioning
<b>6. Modes of Attendance offered</b>	Full-time, part-time, sandwich

<b>7a UCAS Code</b>	C630
<b>7b JACS Code</b>	C630 C600
<b>8. Relevant Subject Benchmarking Group(s)</b>	Events, Hospitality, Leisure, Sport and Tourism (2016)
<b>9. Other external influences</b>	UK Strength & Conditioning Association British Weightlifting UK Sport National Strength and Conditioning Association (NSCA) BASES
<b>10. Date of production/revision of this form</b>	June 2018
<b>11. Aims of the Programme</b>	
<ul style="list-style-type: none"> <li>• Develop a strength &amp; conditioning coach who integrates theory into safe, effective and contemporary practice, through Research Informed Teaching.</li> <li>• Equip students with the skills and competencies to programme and coach all elements of strength and conditioning programmes to a wide range of athletes and population groups in ideal, and less than ideal settings.</li> <li>• Provide students with the opportunity to develop the specific and transferable skills, thereby developing the Employability and Enterprise of graduates.</li> <li>• Enable students to recognise and reflect upon their role within the athlete's multidisciplinary support team.</li> <li>• Enable students to critically appraise and reflect upon their practice, using the best available evidence, and maintain an on-going commitment to their own development and that of the profession.</li> </ul>	
<b>12. Learning Outcomes, Teaching, Learning and Assessment Methods</b>	
<b>A. Knowledge and Understanding</b>	
<b><u>BSc (Hons) degree:</u></b>	

- A1. Understand and apply the theories, concepts and principles of Strength and Conditioning in practice.
- A2. Recognise the need for a multi-disciplinary approach to Strength & Conditioning using an evidence-based approach underpinned by, academic and professional practice.
- A3. Analyse and critically evaluate information relevant to Strength & Conditioning.

**Teaching and Learning Methods**

Lead/key lectures, group work, seminars, small group tutorials, workshops, discussions, debates, problem based learning, practical skills sessions, distance learning, case studies, directed study, research, portfolio development, Blackboard (managed learning environment), inter-professional learning & working, group reflection, personal development planning, self-directed study, student presentations.

**Assessment methods**

MCQ exams, written assignments (including reflective writing, traditional essays, research proposals, literature reviews), practical exams, oral exams, presentations - individual & group, posters, portfolio, personal development planning,

**B. Subject-specific skills**

**BSc (Hons) degree:**

At the end of the course the student will be able to:

- B1. Undertake & evaluate the results of appropriate screening/needs analysis with the athlete.
- B2. Manipulate key scientific principles in order to develop and deliver effective and progressive training programmes.
- B3. Undertake practical work with due regard for health and safety, ethics and risk assessment.



B4. Adopt & maintain professional behaviour in line with relevant professional standards.

**Teaching and Learning Methods**

Lead/key lectures, group work, seminars, gym and training hall practical sessions, lab work, small group tutorials, workshops, discussions, debates, problem based learning, practical skills sessions, distance learning, case studies, directed study, research, clinical placements, portfolio development, Blackboard (managed learning environment), interprofessional working, personal development planning, self-directed study, student presentations,.

**Assessment methods**

- MCQ exams, written assignments (including reflective writing, traditional essays, research proposals, literature reviews), practical exams, oral exams, presentations - individual & group, posters , portfolio, personal development planning,

**C. Thinking Skills**

**BSc (Hons) degree:**

C1. Critique and interpret information relevant to strength and conditioning testing/programmes.

C2. Interpret experimental data related to the discipline area of strength and conditioning.

C3. Apply knowledge of strength and conditioning to the solution of familiar and unfamiliar problems.

C4. Develop a reasoned argument and challenge assumptions.

**Teaching and Learning Methods**

Lead/key lectures, group work, seminars, gym and training hall based sessions, small group tutorials, workshops, discussions, debates, problem based learning, practical skills sessions, distance learning, case studies, directed study, research, portfolio development, Blackboard (managed learning environment), inter-professional learning & working, group reflection, personal development planning, self-directed study, student presentations.

### **Assessment methods**

Written assignments (including reflective writing, traditional essays, research proposals, literature reviews), practical exams, oral exams, presentations - individual & group, posters , portfolio, personal development planning,

### **D. Other skills relevant to employability and personal development**

#### **BSc (Hons) degree:**

At the end of the course the student will be able to:

D1. Use intellectual skills to enhance knowledge and understanding (recognise and apply subject-specific principles; formulate and test hypotheses; apply subject knowledge to address problems; critically analyse, synthesise and summarise relevant information).

D2. Use practical skills to enhance subject knowledge and understanding (design and implement investigations; record and analyse data appropriately; carry out appropriate investigations in a responsible, safe and ethical manner).

D3. Use numeracy, C & IT to enhance subject knowledge and understanding (use a variety of information sources; communicate using a variety of formats and approaches; cite and reference work appropriately; prepare, process, interpret and present data appropriately; use computers to solve problems; use electronic sources as a source of information and to communicate).

D4. Use interpersonal and teamwork skills to enhance subject knowledge and understanding (identify individual and collective goals and responsibilities; use negotiating

skills; evaluate performance as an individual and team member; appreciate the interdisciplinary/multidisciplinary nature of the subject area).

D5. Use self-management and professional development skills to enhance subject knowledge and understanding (skills involved include working independently; effective time management and organisation skills; identifying, working towards and achieving targets; and developing an adaptable, flexible and effective approach to study and work).

### Teaching and Learning Methods

Lead/key lectures, group work, seminars, gym and training hall based sessions, small group tutorials, workshops, discussions, debates, problem based learning, practical skills sessions, distance learning, case studies, directed study, research, portfolio development, Blackboard (managed learning environment), interprofessional learning & working, group reflection, personal development planning, self-directed study, student presentations

### Assessment methods

Written assignments (including reflective writing, traditional essays, research proposals, literature reviews), practical exams, oral exams, presentations - individual & group, posters, portfolio, personal development planning

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	XS3002	Strength and Conditioning in Practice 3	40	<b>Bachelor Honours Degree in Strength &amp; Conditioning</b>  Requires 360 credits including a minimum of
	XS3900	Research Project	40	
	XS3104	Advanced Movement Analysis in Strength & Conditioning	20	

	XS3103	Training Prescription for the Elite Athlete	20	220 at Level 5 and 100 at Level 6  <b>Bachelor Degree in Strength &amp; Conditioning</b>  Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6.
	XS3101	Biomechanics of Posture and Injury in Sport	20	
	TL3561	Internship (optional)	120 notional	
Level 5	XS2002	Strength and Conditioning in Practice 2	40	<b>Diploma of Higher Education in Strength &amp; Conditioning (exit award)</b>  Requires 240 credits including a minimum of 100 at Level 5
	XS2902	Applied Physiology and Scientific Enquiry	40	
	XS2206	Advanced Principles of Exercise and Training	20	
	XS2031	Common Sports Injuries and Prevention	20	
Level 4	XS1002	Strength and Conditioning in Practice 1	40	<b>Certificate of Higher Education in Strength and Conditioning (exit award)</b>  Requires 120 credits
	XS1902	Principles of Physiology and Scientific Enquiry	40	
	XS1205	Planning and Instructing Exercise for Health & Fitness	20	
	XS1078	Functional Anatomy	20	
<b>Foundation Entry (Preston campus) only:</b>				
<b>Level</b>	<b>Module Code</b>	<b>Module Title</b>		

<b>Level 3</b>	XSC102	Fundamentals of Sport, Exercise and Nutritional Sciences (60 credits)	
	TLC125	Essential Study Skills for lifelong learning (20 credits)	
	PUC 103	Physical activity and Health Promotion	
	PUC104	Foundations in Sports and Exercise Injury Management	

### **15. Personal Development Planning**

Personal development planning is an integral part of the programme and will be facilitated by the student's personal tutor and the completion of a portfolio over the three years of the programme.

As well as the outlined structured support for PDP, students are continually encouraged to reflect on and discuss their practice

### **16. Admissions criteria**

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

### **Foundation entry:**

Admissions criteria: 80 Points at A2 or one of the following

BTEC Extended Diploma: Merit, Pass, Pass

BTEC Diploma: Merit, Merit

Pass Access Course with 80 UCAS Points

International Baccalaureate 24P

In addition 5 GCSE's at Grade C including Maths and English or equivalent and IELTS 6.0 with no Component lower than 5.5 or equivalent.

Given the nature of this programme, applications from individuals with non-standard qualifications, or relevant work/life experience and who have aspirations for professional careers in the fields of sport science, nutrition and exercise science, strength and conditioning and sports rehabilitation, but lack the requisite academic qualifications, are welcome. Such applications will be reviewed on an individual basis and may require the applicant to be invited to interview.

Applicants who hold the University's minimum entry requirements but have failed to secure the minimum offer for a specified degree within the School of Sport and Health Sciences will normally be accepted onto this programme.

Students with equivalent international overseas qualifications will also be considered.

### **BSc (Hons) degree:**

Admissions criteria: 112 - 128 UCAS points at A2; or one of the following:

a BTEC Extended Diploma: Distinction, Merit, Merit - Distinction, Distinction, Merit profile

a BTEC Diploma: Distinction\* Distinction\*

Pass access to HE with 112 Points

International Baccalaureate 28 - 30P

In addition 5 GCSE's at Grade C including Maths and English or equivalent and IELTS 6.0 with no Component lower than 5.5 or equivalent.

Students without qualifications which are on this list may still qualify for entry. Mature students with relevant industrial experience, may qualify for entry. Applications from people with relevant work or life experience and/or non-standard qualifications who can demonstrate the ability to cope with and benefit from degree-level studies are welcome.

Direct entry applicants at level 6 must possess a Foundation Degree in Strength & Conditioning or a related subject.

**17. Key sources of information about the programme**

University Website

[http://www.uclan.ac.uk/information/courses/bsc\\_hons\\_strength\\_and\\_conditioning.php](http://www.uclan.ac.uk/information/courses/bsc_hons_strength_and_conditioning.php)

University Prospectus

UCAS website

**18. Curriculum Skills Map – BSc (Hons) degree**

**Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed**

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<b>LEVEL 5</b>	XS200 2	Strength & Conditioning in Practice 2	COMP	✓	<input type="checkbox"/>	✓	✓	✓	✓	✓	✓	✓	✓	<input type="checkbox"/>	✓	✓	✓	✓	✓
	XS290 2	Applied Physiology and Scientific Enquiry	COMP	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	✓	✓	<input type="checkbox"/>	✓	✓	✓	✓	✓	<input type="checkbox"/>	✓	✓
	XS2206	Advanced Principles of Exercise and Training	COMP	✓	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	✓	✓	<input type="checkbox"/>	✓	✓	✓
	XS203 1	Common Sports Injuries and Prevention	COMP	<input type="checkbox"/>	✓	<input type="checkbox"/>	✓	✓	✓	✓	✓	✓	✓	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓
<b>LEVEL 4</b>	XS100 2	Strength and Conditioning in Practice 1	COMP	✓	<input type="checkbox"/>		✓		<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	✓	<input type="checkbox"/>	✓
	XS190 2	Principles of Physiology and Scientific Enquiry	COMP	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		✓	<input type="checkbox"/>	✓	✓
	XS1205	Planning and Instructing Exercise for Health & Fitness	COMP	✓	✓	<input type="checkbox"/>	✓		<input type="checkbox"/>	<input type="checkbox"/>	✓	✓	<input type="checkbox"/>			✓	<input type="checkbox"/>	✓	✓
	XS107 8	Functional Anatomy	COMP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		✓	✓	<input type="checkbox"/>	✓	
<b>LEVEL 3</b>	XSC10 2	Fundamentals of Sport, Exercise and Nutritional Sciences	COMP	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	TLC12 5	Essential Study Skills for Lifelong Learning	COMP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	PUC 103	Physical activity and Health Promotion	COMP	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	✓	✓	✓					✓	✓	✓	✓
	PUC104	Foundations in Sports and Exercise Injury Management	COMP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								✓	✓	✓	✓

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**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

## 19. LEARNING OUTCOMES FOR EXIT AWARDS

### Learning Outcomes for the Certificate of Higher Education in Strength and Conditioning

#### A. Knowledge and Understanding

- A1. Understand and apply the theories, concepts and principles of Strength and Conditioning in practice.
- A2. Recognise the need for a multi-disciplinary approach to Strength & Conditioning using an evidence-based approach underpinned by, academic and professional practice.

#### B. Subject-specific skills

- B1. Undertake & evaluate the results of appropriate screening/needs analysis with the athlete.
- B3. Undertake practical work with due regard for health and safety, ethics and risk assessment.
- B4. Adopt & maintain professional behaviour in line with relevant professional standards.

#### C. Thinking Skills

- C1. Critique and interpret information relevant to strength and conditioning testing/programmes.
- C2. Interpret experimental data related to the discipline area of strength and conditioning.

<b>D. Other skills relevant to employability and personal development</b>
<p>D2. Use practical skills to enhance subject knowledge and understanding (design and implement investigations; record and analyse data appropriately; carry out appropriate investigations in a responsible, safe and ethical manner).</p> <p>D3. Use numeracy, C &amp; IT to enhance subject knowledge and understanding (use a variety of information sources; communicate using a variety of formats and approaches; cite and reference work appropriately; prepare, process, interpret and present data appropriately; use computers to solve problems; use electronic sources as a source of information and to communicate).</p> <p>D4. Use interpersonal and teamwork skills to enhance subject knowledge and understanding (identify individual and collective goals and responsibilities; use negotiating skills; evaluate performance as an individual and team member; appreciate the interdisciplinary/multidisciplinary nature of the subject area).</p> <p>D5. Use self-management and professional development skills to enhance subject knowledge and understanding (skills involved include working independently; effective time management and organisation skills; identifying, working towards and achieving targets; and developing an adaptable, flexible and effective approach to study and work).</p>

<b>Learning Outcomes for the Diploma of Higher Education in Strength and Conditioning</b>
<b>A. Knowledge and Understanding</b>
<p>A1. Understand and apply the theories, concepts and principles of Strength and Conditioning in practice.</p> <p>A2. Recognise the need for a multi-disciplinary approach to Strength &amp; Conditioning using an evidence-based approach underpinned by, academic and professional practice.</p>

A3. Analyse and critically evaluate information relevant to Strength & Conditioning.

## **B. Subject-specific skills**

B1. Undertake & evaluate the results of appropriate screening/needs analysis with the athlete.

B2. Manipulate key scientific principles in order to develop and deliver effective and progressive training programmes.

B3. Undertake practical work with due regard for health and safety, ethics and risk assessment.

B4. Adopt & maintain professional behaviour in line with relevant professional standards.

## **C. Thinking Skills**

C1. Critique and interpret information relevant to strength and conditioning testing/programmes.

C2. Interpret experimental data related to the discipline area of strength and conditioning.

C3. Apply knowledge of strength and conditioning to the solution of familiar and unfamiliar problems.

C4. Develop a reasoned argument and challenge assumptions.

## **D. Other skills relevant to employability and personal development**

D1. Use intellectual skills to enhance knowledge and understanding (recognise and apply subject-specific principles; formulate and test hypotheses; apply subject knowledge to address problems; critically analyse, synthesise and summarise relevant information).

D2. Use practical skills to enhance subject knowledge and understanding (design and implement investigations; record and analyse data appropriately; carry out appropriate investigations in a responsible, safe and ethical manner).

D3. Use numeracy, C & IT to enhance subject knowledge and understanding (use a variety of information sources; communicate using a variety of formats and approaches; cite and reference work appropriately; prepare, process, interpret and present data appropriately; use computers to solve problems; use electronic sources as a source of information and to communicate).

D4. Use interpersonal and teamwork skills to enhance subject knowledge and understanding (identify individual and collective goals and responsibilities; use negotiating skills; evaluate performance as an individual and team member; appreciate the interdisciplinary/multidisciplinary nature of the subject area).

D5. Use self-management and professional development skills to enhance subject knowledge and understanding (skills involved include working independently; effective time management and organisation skills; identifying, working towards and achieving targets; and developing an adaptable, flexible and effective approach to study and work).

## **Learning Outcomes for the BSc in Strength and Conditioning (without honours)**

### **A. Knowledge and Understanding**

A1. Understand and apply the theories, concepts and principles of Strength and Conditioning in practice.

A2. Recognise the need for a multi-disciplinary approach to Strength & Conditioning using an evidence-based approach underpinned by, academic and professional practice.

A3. Analyse and critically evaluate information relevant to Strength & Conditioning.

## **B. Subject-specific skills**

B1. Undertake & evaluate the results of appropriate screening/needs analysis with the athlete.

B3. Undertake practical work with due regard for health and safety, ethics and risk assessment.

B4. Adopt & maintain professional behaviour in line with relevant professional standards.

## **C. Thinking Skills**

C1. Critique and interpret information relevant to strength and conditioning testing/programmes.

C2. Interpret experimental data related to the discipline area of strength and conditioning.

C3. Apply knowledge of strength and conditioning to the solution of familiar and unfamiliar problems.

C4. Develop a reasoned argument and challenge assumptions.



## **D. Other skills relevant to employability and personal development**

D1. Use intellectual skills to enhance knowledge and understanding (recognise and apply subject-specific principles; formulate and test hypotheses; apply subject knowledge to address problems; critically analyse, synthesise and summarise relevant information).

D2. Use practical skills to enhance subject knowledge and understanding (design and implement investigations; record and analyse data appropriately; carry out appropriate investigations in a responsible, safe and ethical manner).

D3. Use numeracy, C & IT to enhance subject knowledge and understanding (use a variety of information sources; communicate using a variety of formats and approaches; cite and reference work appropriately; prepare, process, interpret and present data appropriately; use computers to solve problems; use electronic sources as a source of information and to communicate).

D4. Use interpersonal and teamwork skills to enhance subject knowledge and understanding (identify individual and collective goals and responsibilities; use negotiating skills; evaluate performance as an individual and team member; appreciate the interdisciplinary/multidisciplinary nature of the subject area).

D5. Use self-management and professional development skills to enhance subject knowledge and understanding (skills involved include working independently; effective time management and organisation skills; identifying, working towards and achieving targets; and developing an adaptable, flexible and effective approach to study and work).