



University of Central Lancashire

Course Handbook

MSc Strength and Conditioning

Academic Year 2020/21

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School of Sport & Health Sciences



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and **MUST** not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

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1. Welcome to the course

The MSc in Strength & Conditioning is a dedicated distance learning postgraduate degree which focuses on the applied practitioner. The scientific underpinning ensures the development of both academic theory and field-based coaching skills. You will cover topics that mirror the industry standards of British Weight Lifting and UK Strength and Conditioning Association and will gain specific skills to become competent advanced strength and conditioning coaches and weight lifting coaches. It is designed to be taken on a part-time route that spans two years.

Content includes:

- Programme design
- Advanced training methodology
- High-level conditioning
- Enhancement of strength, Rate of Force Production, and Power
- Neuromuscular control
- Biomechanics and movement analysis
- Coaching at the Elite level

The course will make use of some of the outstanding facilities at the University, including the biomechanics and physiology labs, the strength and conditioning facility, and the multi-million pound [UCLan Sports Arena \(USA\)](#).

The course will be supported by research active staff with academic expertise and extensive S&C coaching experience within elite level sport and sports rehabilitation.

1.1 Rationale, aims and learning outcomes of the course

The scientific application of strength and conditioning, in sports-specific contexts, has emerged as one of the most vibrant study areas in recent years. The MSc in Strength and Conditioning degree is a high-level blended learning course, which will enable you to enhance your coaching practice and expertise to an extremely high level. You will study a balanced mix of distance-learning material and compliment this with several visits to the university for intensive practical workshops and lab sessions. These sessions will be designed to maximise the application of the learning material associated with the course.

Students will study the two fundamental pillars of 'Strength' and 'Conditioning' in the first year, along with a Contemporary Issues module. In year two students will continue their study of 'Strength' and 'Conditioning' with a greater degree of application, as well as a Coaching Practice module. In semesters two and three of year two the students will also undertake their extensive Project. Science, coaching implications, and research methods will be imbedded in each module throughout the course.

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

The aims of the programme are:

To develop the knowledge, understanding and professional skills necessary to administer advanced strength and conditioning interventions.
To show competency in the design and execution of scientific research.
To engender the critical application of strength and conditioning theories, informed by Research-Informed Teaching.
To provide a learning environment enabling the development of independent study, collaboration with others in team settings, a broad International perspective and an awareness of Sustainability issues relating to the promotion of health and wellness.
To develop a reflective and critical evaluation of their own practice, thereby enhancing performance of both the self and the performer.
To support the personal development of students, in relation to career prospects and contribution in the workplace, thereby supporting Employability and Enterprise.

1. Learning Outcomes
A1. Apply an in-depth knowledge and critical application of contemporary issues/theories in strength and conditioning, with a focus on high level coaching, biomechanics, functional anatomy and physiological aspects of the discipline.
A2. Synthesise advanced theory/knowledge to new situations, relating to strength and conditioning practice.
A3. Debate the key philosophical and ethical issues involved in the study and application of strength and conditioning
B1. Examine critically the essential health, safety and ethical aspects to be considered when undertaking applied strength and conditioning research investigations and practical development sessions.
B2. Manipulate, interpret and report conclusions related to a range of data and applied problems.
B3. Evaluate critically a variety of laboratory and field-based methods necessary for research and practice.
B4. Integrate advanced scientific and professional skills in the context of the professional strength & conditioning coach.
C1. Use and integrate discipline specific theories, concepts and principles in the arena of strength and conditioning.
C2. Evaluate critically a range of data and information derived either experimentally or from professional practice, and supported by logical and structured argument.
C3. Deconstruct and integrate differing anecdotal, traditional and contemporary coaching principles to develop and test theories, hypotheses and concepts.
C4. Apply knowledge and understanding to address familiar and unfamiliar problems.

D1. Provide a critical reflection of their practitioner philosophy, and relate these to his/her strength and conditioning practice.

D2. Exhibit interpersonal and teamwork skills, necessary for advanced practitioner status.

D3. Apply knowledge/theory to new situations such as the formulation of hypotheses, application of contemporary intervention solutions, and innovative experimental design.

D4. Identify competency limitations and future intended career progression, and construct an action plan to address individual needs during and following completion of the MSc

1.2 Course Team

Dr. Chris Edmundson, Senior Lecturer	Darwin Building 203 ☎ 3317 💻 cjedmundson@uclan.ac.uk
Ian Bentley, Lecturer	Darwin Building 203 ☎ 3511 💻 IBentley1@uclan.ac.uk

1.3 Expertise of staff

Chris Edmundson

Chris Edmundson is the Course Leader for the Masters programme in Strength & Conditioning degree. He has a PhD in Sports Biomechanics and Physiology and a first class honours degree in Sports Science. He is an accredited Strength & Conditioning Coach through the UK Strength & Conditioning Association, a British Weightlifting Coach, and also a certified strength and conditioning coach through the National Strength & Conditioning Association. He has been a high performance coach and strength and conditioning specialist for over ten years, looking after professional athletes and teams including Blackpool Football club, Burnley Football Club, Rapha-Condo cycling team and Team Sports Cover.

https://www.researchgate.net/profile/Cj_Edmondson

Ian Bentley

Ian Bentley is a lecturer in Strength & Conditioning, and currently undertaking a PhD investigating kinetics parameters related to resistance sled training. As well as lecturing at UCLan Ian is responsible for Strength & Conditioning development at Wigan Warriors Rugby Club.

https://www.researchgate.net/profile/Ian_Bentley2

We are fortunate to be able to bring professionals and high-level coaches that specialise in certain elements in Strength and Conditioning. This allows us to provide an extremely high-level of teaching and coaching. All staff either have or are working towards their PhD and many are UKSCA or British Weightlifting accredited. Many also compete in various sporting events. Expertise and experience cover a wide range of sports from local to international level, with many staff working with the National sporting bodies such as British Cycling, UK Sport and Sport for England. As such the programme is contemporary and delivered in a manner that ensures academic and practical coaching skills are developed in parallel.

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.

Greenbank Building

Sport and Health Sciences

Management

Business

telephone: +44 (0)1772 891998

email: greenbankhub@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 Blackboard site.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. 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.

External Examiner:

Professor Adrian Midgley, Professor in Sport and Exercise Physiology, Edge Hill University
MidgleAd@edgehill.ac.uk

2. Structure of the course

2.1 Overall structure

The MSc Strength & Conditioning degree is taken on a two year part time basis, in order to fit around your professional commitments. The structure of the modular delivery is shown below.

Year	Semester 1 (Sept-Jan)	Semester 2 (Jan-May)	Semester 3 (May-Aug)
1	XS4004 Developing Strength 1	XS4005 Advanced Conditioning 1	
	XS4204 Contemporary Issues in Strength & Conditioning		
2	XS4006 Developing Strength 2	XS4007 Advanced Conditioning 2	
	XS4008 High-Performance Strength and Conditioning Coach		
		XS4002 Strength and Conditioning Project	

2.2 Modules available

Year 1

XS4004 Developing Strength 1
XS4005 Advanced Conditioning 1
XS4204 Contemporary Issues in Strength & Conditioning

Year 2

XS4006 Developing Strength 2 XS4007 Advanced Conditioning 2
XS4008 High-Performance Strength and Conditioning Coach
XS4002 Strength and Conditioning Project

Exit options:

Successful completion of both XS4004 and XS4005, along with XS4204 will allow for the award of a PG Certificate in Strength and Conditioning.

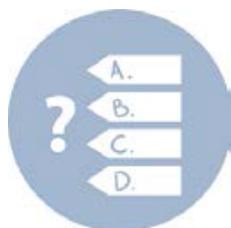
Successful completion of single modules (XS4004, XS4005, XS4006, XS4007, XS4204 and XS4008) results in a PG Diploma in Strength & Conditioning.

Successful completion of all six modules, and the Project (XS4002) will ensure the award of an MSc in Strength & Conditioning

Before we move on a quick explanation of some of the jargon you will encounter.

- Module** A unit of study with its own title, learning outcomes and assessment schedule, for which one grade is awarded at the end. Students take 180 credits in total. However, the term "module" is used to refer to separate units of study and also to their *value*. This will be a mix of half, single and double modules. Much of this handbook is about explaining which nine modules (180 credits) you need to do.
- Semester** The academic year is split into three semesters. Semester 1 starts in September with induction week. Examinations (if any) are held at the end of the semester. Semester 2 starts in late January. Examinations are held at the end of the semester. Modules may be 1 semester or may run across two semesters, and are referred to as 'year-long', with examination at the end of Semester 2. Semester 3 runs between May and August. Semester dates and examination weeks are included on the **University Academic Calendar**, on the web.

Detail of the optional modules will be given by tutors during the first week of the programme



2.3 Course requirements

You must pass all modules. You complete modules that provide 180 credits. All modules are 20, 40 or 60 credits. There are no restricted combinations related to optional/elective module choice on this programme.

2.4 Module Registration Options

N/A

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

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. While the course is a primarily distance learning course, there are a series of on-line lectures and group discussions each week of usually 2 to 3 hours per week, split fairly equally. Towards the end of each module there will be a 3 day intensive block of on-campus work that consists of lab sessions, lifting workshops, track work, and practical competency development.



2.5.3 Attendance Requirements

The MSc in Strength and Conditioning is essentially a distance learning course. However there are several on-campus intensive study periods which complete each of the Strength and the Conditioning modules (four lots of 3-day visits in total). All on-campus study periods will be provided at the start of your studies, enabling you to book time off work in advance.

We will notify you of these study periods at the beginning the academic programme, to allow such programming to occur. Despite the programme being distance learning, our innovative use of digital technologies very much provides a format for 'normal' lecture engagement. This includes the use of online delivery, normally at a time to suit the group, that will allow for online interaction with tutors and colleagues. This will be supplemented by pre-recorded lecture content, allied to online review tasks and assessments. It is your responsibility to ensure you are fully conversant with the online support timetable.

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.

The School of Sport, & Health Sciences will monitor your attendance on a weekly basis to ensure that you are continuing to fully engage in your programme of study, if your attendance is poor than you will be referred and asked to attend a meeting with your course team, it is important that you respond to any correspondence regarding this.

You will be able to check your own attendance record through your myUCLan.

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.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

The MSc in Strength & Conditioning has been designed as a distance learning postgraduate degree with complimentary campus-based periods of intensive study. Thus the study format will be predominantly online material consisting of on-line interactive learning packages (Adobe Connect, PowerPoint). Interaction with the module and course leader will be made possible through on-line platforms, such as, Adobe Connect and Microsoft Office Mix, enabling multiple users to interact in learning tasks. Additional on-campus learning formats will include competency development sessions in coaching, Olympic lifting, speed and power development. Key on-campus learning environments will include laboratory settings, field-based work, workshops, and the high-performance lifting suite. There is also a strong emphasis on independent learning and reflective practice.

3.2 Study skills

The development of study skills are supported throughout the programmes in a number of ways, with the most significant of these being through the use of Personal Development Planning (PDP).

PDP is inherent within all our programmes so as to equip you with the essential skills required to successfully undertake the course and to develop additional skills which will enhance your future employability. In addition to this bespoke service which we offer within the School, you are also able to obtain further additional assistance from university wide services such as WISER and the Library.

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

Study Skills - 'Ask Your Librarian'

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.

The LIS provide an extensive range of resources and support particularly relevant for this course. The link below will take you to the LIS page for the School of Sport, Tourism and The Outdoors where you can see subject guides and find how to access a range of on-line databases. If you need any specific help with the LIS you should contact the specialist subject liaison officer for our area – Ian Sheridan. His email address is isheridan@uclan.ac.uk

http://www.uclan.ac.uk/students/library/sport_tourism_outdoors_resources.php

3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

Furthermore, interactive learning packages will be made available on Blackboard to support your studies.

LIS has recently subscribed to an exciting new interactive e-learning resource offering in-depth modules on four core study skills:-

Writing skills

Reading and Note-Making

Critical Thinking Skills

Referencing and Plagiarism.

3.4 Personal development planning

The programme provides an intellectually rigorous programme of academic study and enables students to demonstrate a depth of understanding in issues central to Strength and Conditioning both theoretically and practically.

The modules on personal development enable students to develop professional and personal skills in order to enhance future career prospects. Students will evaluate their core skills and assess their personal, academic and professional competencies with the view of developing appropriate strategies to enhance these in the context of a service sector environment- PDP resources.

4. Student Support

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



4.1 Academic Advisors

Your Academic advisor will want to meet with you at least twice per year. They are here to work with you to help you understand your assignment feedback and help you reflect and action plan in order to improve your performance within and across academic years. They will be able to help you plan for your intended future careers and encourage you to take up additional qualifications and opportunities that are available. They will help you collect evidence to create and dress CV's

Your Academic advisor will work with you to create an individualised learning/development plan that will see you becoming active, global citizens as per the UCLan Medium Term Strategy.

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 - 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.

4.2.1 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

The disability contact for the School is:

Nick Passenger

Gr128

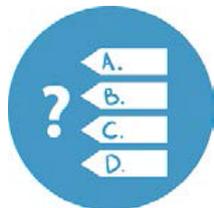
NSPassenger@uclan.ac.uk

0177289495890

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 sport industry in mind. The emphasis towards group work and presentational skills 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.

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.

The need to reference occurs at either of two specific moments. If any ideas "that belong to an author" is being expressed, it must be identified as belonging to that author. If any words are being written from the words of the author, then these must be clearly identified as not the students' but the author. There must be no doubt in the examiners mind as to when your words and ideas start and finish and where the words and ideas of others are included.

Another key moment is when specific ideas that are being presented in assignments need substantiating and justifying. This can often be done by using the work of others to provide evidence and support for the ideas that are being presented.

Throughout your masters, referencing should, for the most part, occur in the majority of written work (and presentations too). If there is any doubt, students must seek guidance from their module tutors.

Referencing within assignments can take many different forms. The Harvard style of referencing is the style that must be adopted in your academic work unless it has been specified otherwise. The following are some of the more common approaches and techniques within the style.

A common approach is to directly or explicitly quote the work of other academic(s) or author(s). It is normal for the direct quotation to be placed in quotation marks, followed by the surname of the author(s), the year of the publication and the page number(s) where the quote may be found. Where the extract is longer than three lines of normal text, it is convention to have the quote as a separate paragraph indented from the left and right margins without quotation marks.

An alternative is to make reference to the work of others indirectly. In this case quotations marks are not used and the page number is omitted. When writing scientific reports or papers, essays it is common practice to reference indirectly and this is what will be expected many of your assignments.

The list of references that has been used in compiling the work follows the conclusion to a piece of academic work. Note: This is not called a bibliography. The reference list will include all the references that have been used in the study. In addition, it should NOT include additional reading that has not been referred to or referenced in the study. All entries in the reference list must be in alphabetical order.

Further information regarding "How to Reference" can be found at

http://www.uclan.ac.uk/students/wiser/referencing_guides.php
It is strongly recommended that you visit this website.

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.

5.5 Cheating, plagiarism, collusion or re-presentation

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. You will be required give a declaration indicating that individual work submitted for an assessment is your own.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence - section 6.6 of the University Student Handbook for full definitions.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in Appendix 6.6.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Representation is an attempt to gain credit twice for the same piece of work.

“It is important to acknowledge all of the sources utilised in an assignment to avoid being accused of plagiarism. Therefore, it is important to keep accurate records of where information is obtained in order to incorporate it into the assignment .

In the case of a single offence of cheating, plagiarism or re-presentation:

- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark (ie 40% for undergraduate work, 50% for postgraduate work).
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

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.

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 ongoing 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.

Student feedback informs the curriculum and its diversity offered within our teaching, learning and assessment strategy. For example, a new research methods module was written specifically for sport in response to student concerns about the generic research methods module encompassing sport, tourism and hospitality being too wide ranging. In addition the biomechanical skills module was similarly introduced in order to address student needs.

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), and members of Students' Council 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.

Moreover, there will be regular opportunities to provide feedback on a modular level. It is expected that you complete a Module Evaluation Questionnaire after each module.

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 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 the Student Liaison Officer, Students Union and the Course Leader. Schedules of SSLC meetings are then circulated to the representatives through the 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

2. Awarding Institution / Body	University of Central Lancashire
3. Teaching Institution and Location of Delivery	University of Central Lancashire, Preston Campus
4. University Department/Centre	School of Sport and Health Sciences
5. External Accreditation	None
6. Title of Final Award	MSc Strength & Conditioning
7. Modes of Attendance offered	Part-time Blended (distance/on-campus)
8. a UCAS Code b JACS Code	N/A C630 C600
9. Relevant Subject Benchmarking Group(s)	Events, Hospitality, Leisure, Sport and Tourism, 2016 Benchmark Statement British Weightlifting Coaching for Weightlifting Guidelines UK Strength and Conditioning Association Accreditation Standards
10. Other external influences	UKSCA, BWL, BASES, NSCA, ACSM
11. Date of production/revision of this form	March 2017

12. Aims of the Programme

2. To develop the knowledge, understanding and professional skills necessary to administer advanced strength and conditioning interventions.
3. To develop competency in the design and execution of scientific research.
4. To engender the critical application of strength and conditioning theories, informed by Research-Informed Teaching.

5. To provide a learning environment enabling the development of independent study, collaboration with others in team settings, a broad International perspective and an awareness of Sustainability issues relating to the promotion of health and wellness.
6. To develop a reflective and critical evaluation of their own practice, thereby enhancing performance of both the self and the performer.
7. To support the personal development of students, in relation to career prospects and contribution in the workplace, thereby supporting Employability and Enterprise.

13. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
A1. Apply an in-depth knowledge and critical application of contemporary issues/theories in strength and conditioning, with a focus on high level coaching, biomechanics, functional anatomy and physiological aspects of the discipline.
A2. Synthesise advanced theory/knowledge to new situations, relating to strength and conditioning practice.
A3. Debate the key philosophical and ethical issues involved in the study and application of strength and conditioning
Teaching and Learning Methods
The MSc in Strength & Conditioning has been designed as a distance learning postgraduate degree with complimentary campus-based periods of intensive study. Thus the study format will be predominantly online material consisting of on-line interactive learning packages. Interaction with the module and course leader will be made possible through on-line platforms, such as Adobe Presenter/Connect and PowerPoint Media Recording, enabling multiple users to interact in learning tasks. Additional on-campus learning formats will include competency development sessions in coaching, Olympic lifting, speed and power development. Key on-campus learning environments will include laboratory settings, field-based work, workshops, and the high-performance lifting suite. There is also a strong emphasis on independent learning and reflective practice.
Assessment methods
Competency assessments in coaching, lifting, performance assessment, Portfolio development and Case Study submissions (audio, visual, written), laboratory and field based testing; essays, reports of various types e.g. practical reports, summaries, data analysis; individual presentations
B. Subject-specific skills
B1. Examine critically the essential health, safety and ethical aspects to be considered when undertaking applied strength and conditioning research investigations and practical development sessions.
B2. Manipulate, interpret and report conclusions related to a range of data and applied problems.
B3. Evaluate critically a variety of laboratory and field-based methods necessary for research and practice.
B4. Integrate advanced scientific and professional skills in the context of the professional strength & conditioning coach.
Teaching and Learning Methods
Modes of delivery include video recordings, on-line scenarios and case studies, and interactive seminars. The on-campus intensive study periods will also make use of practical laboratory experiences, field-based scientific work, practical workshops, and simulated coaching sessions. Student learning is encouraged and supported by Blackboard (web-based virtual learning environment), reflective practice and study groups.
Assessment methods
Competency assessment, case study reports, portfolio submission, reports, summaries, data analysis, individual presentations.
C. Thinking Skills

C1. Use and integrate discipline specific theories, concepts and principles in the arena of strength and conditioning.
C2. Evaluate critically a range of data and information derived either experimentally or from professional practice, and supported by logical and structured argument.
C3. Deconstruct and integrate differing anecdotal, traditional and contemporary coaching principles to develop and test theories, hypotheses and concepts.
C4. Apply knowledge and understanding to address familiar and unfamiliar problems.
Teaching and Learning Methods
Thinking skills are developed throughout all modules. Students will develop these skills through a combination of review and experimental academic work. The variety of teaching and learning experiences offered will facilitate the students experience greatly. Reflective elements of several assessments, allied to online support material, will allow for greater reflective review.
Assessment methods
Workbooks, essays, reflective diaries, case studies, research project.
D. Other skills relevant to employability and personal development
D1. Provide a critical reflection of their practitioner philosophy, and relate these to his/her strength and conditioning practice.
D2. Exhibit interpersonal and teamwork skills, necessary for advanced practitioner status.
D3. Apply knowledge/theory to new situations such as the formulation of hypotheses, application of contemporary intervention solutions, and innovative experimental design.
D4. Identify competency limitations and future intended career progression, and construct an action plan to address individual needs during and following completion of the MSc
Teaching and Learning Methods
The variety of teaching and learning experiences offered will facilitate the students experience and creativeness greatly. Students will also evidence management and organisation skills through the creation, provision and review of support services, and their unique interpretation and solution to a variety of problems.
Assessment methods
Workbooks, essays, individual presentations, practical sessions, reflective diaries, case studies, written reports.

13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 7	XS4002	Strength & Conditioning Project	60	Masters Degree Strength and Conditioning Requires 180 credits at Level 7
	XS4004	Developing Strength 1**	20	
	XS4005	Advanced Conditioning 1**	20	
	XS4204	Contemporary Issues in S&C**	20	Postgraduate Diploma Strength & Conditioning# Requires 120 credits at Level 7
	XS4006	Developing Strength 2#	20	
	XS4007	Advanced Conditioning 2#	20	
	XS4008	High-Performance Strength and Conditioning Coach#	20	
				Postgraduate Certificate Strength and Conditioning* Requires 60 credits at Level 7

15. Professional Development and Competency

Ongoing professional development is a core learning process for all levels of higher education, work-based learning and continuing professional development activities. The University is committed to this in every course at all levels. At postgraduate level continued professional development is about students developing skills of reflection on their academic, personal and professional development, and self awareness of their skills and attitudes, thereby improving their learning and performance by taking responsibility for their development, and developing independent learning skills. It is important, therefore, for students to identify their strengths and weaknesses, set goal and action plans for developing, and compile their own records of learning experiences and achievements, as well as reflect and review continuously in order to assess their progress and managing their future career development and lifelong learning.

16. Admissions criteria

- 1) A minimum of a lower second class honours degree of a UK university or its equivalent in a discipline associated with advanced strength and conditioning.
- 2) A qualification or experience deemed to be equivalent to the above. This includes evidence of professional standing.

Those applicants seeking entry with appropriate experiences will be required to demonstrate the suitability of this experience both on application and at interview.

17. Key sources of information about the programme

- www.uclan.ac.uk - Main UCLan website.
- http://www.uclan.ac.uk/schools/ssto/about_the_school/sport/cases/index.php
- UK Strength and Conditioning Association www.ukzca.co.uk
- British Weightlifting <http://britishweightlifting.org/>
- Fact sheet
- Prospectus
- www.bases.co.uk – course finder of the British Association of Sport and Exercise Sciences
- Outside the University – QAA website, including the Unit 25 benchmarks statements; UCAS handbooks and web site; National Occupational Standards

18. Curriculum Skills Map – MSc Sport and Exercise Science

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

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																
				Knowledge and understanding				Subject-specific Skills				Thinking Skills				Other skills relevant to employability and personal development				
				A1	A2	A3		B1	B2	B3	B4	C1	C2	C3	C4		D1	D2	D3	D4
LEVEL 7	XS4002	Strength & Conditioning Project	COMP	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓
	XS4004	Developing Strength 1	COMP	✓	✓			✓		✓	✓	✓		✓					✓	
	XS4005	Advanced Conditioning 1	COMP	✓	✓			✓		✓	✓	✓		✓					✓	
	XS4204	Contemporary Issues in S&C	COMP	✓	✓				✓	✓		✓							✓	
	XS4006	Developing Strength 2	COMP	✓		✓		✓		✓	✓	✓			✓				✓	✓
	XS4007	Advanced Conditioning 2	COMP	✓		✓		✓		✓	✓	✓			✓				✓	✓
	XS4008	High-Performance Strength and Conditioning Coach	COMP	✓	✓	✓					✓	✓		✓	✓		✓	✓	✓	✓

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 Postgraduate Certificate in Strength & Conditioning
A. Knowledge and Understanding
A1. Apply knowledge and critical application of contemporary issues/theories in strength and conditioning, with a focus on high level coaching, biomechanics, functional anatomy and physiological aspects of the discipline.
A2. Synthesise advanced theory/knowledge to new situations, relating to strength and conditioning practice.
B. Subject-specific skills
B1. Examine critically the essential health, safety and ethical aspects to be considered when undertaking applied strength and conditioning research investigations and practical development sessions.
B2. Manipulate, interpret and report conclusions related to a range of data and applied problems.
B3. Evaluate critically a variety of laboratory and field-based methods necessary for research and practice.
B4. Integrate advanced scientific and professional skills in the context of the professional strength & conditioning coach.
C. Thinking Skills
C1. Use and integrate discipline specific theories, concepts and principles in the arena of strength and conditioning.
C3. Deconstruct and integrate differing anecdotal, traditional and contemporary coaching principles to develop and test theories, hypotheses and concepts.
D. Other skills relevant to employability and personal development
D3. Apply knowledge/theory to new situations such as the formulation of hypotheses, application of contemporary intervention solutions, and innovative experimental design.

Learning Outcomes for Postgraduate Diploma in Strength & Conditioning
A. Knowledge and Understanding
A1. Apply an in-depth knowledge and critical application of contemporary issues/theories in strength and conditioning, with a focus on high level coaching, biomechanics, functional anatomy and physiological aspects of the discipline.
A2. Synthesise advanced theory/knowledge to new situations, relating to strength and conditioning practice.
A3. Debate the key philosophical and ethical issues involved in the study and application of strength and conditioning
B. Subject-specific skills
B1. Examine critically the essential health, safety and ethical aspects to be considered when undertaking applied strength and conditioning research investigations and practical development sessions.
B2. Manipulate, interpret and report conclusions related to a range of data and applied problems.
B3. Evaluate critically a variety of laboratory and field-based methods necessary for research and practice.
B4. Integrate advanced scientific and professional skills in the context of the professional strength & conditioning coach.
C. Thinking Skills
C1. Use and integrate discipline specific theories, concepts and principles in the arena of strength and conditioning.
C3. Deconstruct and integrate differing anecdotal, traditional and contemporary coaching principles to develop and test theories, hypotheses and concepts.
C4. Apply knowledge and understanding to address familiar and unfamiliar problems.

D. Other skills relevant to employability and personal development

D1. Provide a critical reflection of their practitioner philosophy, and relate these to his/her strength and conditioning practice.

D2. Exhibit interpersonal and teamwork skills, necessary for advanced practitioner status.
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D3. Apply knowledge/theory to new situations such as the formulation of hypotheses, application of contemporary intervention solutions, and innovative experimental design.

D4. Identify competency limitations and future intended career progression, and construct an action plan to address individual needs during and following completion of the postgraduate diploma.
