



## PROGRAMME SPECIFICATION

### 1. General information

<b>Awarding body / institution</b>	<b>Leeds Trinity University</b>
<b>Teaching institution</b>	<b>Leeds Trinity University</b>
<b>'Parent' School</b> ( <i>ICE / SAC / SSHS</i> )	<b>SHSS</b>
<b>Academic Group</b>	<b>SHAPE</b>
<b>Professional accreditation body</b> ( <i>if applicable</i> )	<b>Students have the option to take additional Level 2 and Level 3 qualifications and then can apply to join the Register of Exercise Professionals</b>
<b>Final award</b> ( <i>eg. BA Hons</i> )	<b>BSc (Hons)</b>
<b>Title of programme(s)</b>	<b>Strength and Conditioning</b>
<b>Subsidiary award(s)</b> ( <i>if any</i> )	<b>CertHE, DipHE and BSc (fallback awards)</b>
<b>Honours type</b> ( <i>Single / Joint / Combined</i> )	<b>Single</b>
<b>Duration and mode(s) of study</b>	<b>3 years, full-time 6 years, part-time</b>
<b>Month/year of approval of programme</b>	<b>January 2019</b>
<b>Start date</b> ( <i>this version</i> ) ( <i>month and year</i> )	<b>September 2019</b>
<b>Periodic review next due</b> ( <i>academic year</i> )	<b>2012/22</b>
<b>JACS subject code(s)</b> ( <i>Level 3</i> ) (Please refer to HESA listing on AQO website)	<b>C600</b>
<b>HECoS (formerly JACS) subject code(s)</b> ( <i>Level 3</i> )	<b>100433 (100%)</b>
<b>UCAS course code &amp; route code</b> (available from Admissions)	<b>C6C3</b>
<b>SITS codes</b> ( <i>Course / Pathway / Route</i> ) (available from Student Administration)	<b>STRGCON</b>
<b>Delivery venue(s)</b>	<b>Leeds Trinity University</b>

### 2. Aims of the programme

#### **Rationale and general aims, including what is special about this programme (from the student's and a marketing perspective)**

This programme fuses the key areas of sport and exercise sciences: psychology, physiology and biomechanics with interdisciplinary content to provide graduates with the broad range of

knowledge and skills. Specifically, the programme places extra emphasis on strength and conditioning to provide would-be sport and exercise scientists with a domain of expertise.

The programme also incorporates professional development and employability skills to equip graduates with the experience required to succeed in the workplace or postgraduate study.

The general aims of the programme are to:

- i. Develop a sound understanding of the scientific and social scientific basis of sport and exercise sciences.
- ii. Develop intellectual skills of critical analysis, reflection, synthesis and problem solving.
- iii. Develop study skills for learning, and the ability to work effectively both independently and within teams.
- iv. Develop confidence in formal and informal communication.
- v. Develop a range of skills needed by those working in sport and exercise sciences contexts.
- vi. Provide grounding in selected areas of sport and exercise sciences, incorporating a range of teaching methods to broaden the variety of learning experiences.
- vii. Provide students with knowledge and understanding of key areas of the discipline and critically evaluate relevant research.
- viii. Enable students to develop scientific skills of inquiry, critical analysis and reporting.
- ix. Enable students to simultaneously work towards accreditation with the UK Strength and Conditioning Association as a Strength and Conditioning Coach.

### 3. Student learning outcomes of the programme

#### Learning outcomes in terms of:

- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **practical skills specific to the subject (P)**
- **employability skills (E)**

The 'K1', etc codes are used in section 7b) and module descriptors to refer to each of these learning outcomes.

On successful completion of the programme students will be able to:

- K1 Demonstrate knowledge and understanding of the scientific basis of sport and exercise performance.
- K2 Demonstrate knowledge and understanding of a range of research methods in sport and exercise sciences.
- K3 Demonstrate a critical awareness of issues within a sport and exercise sciences context.
- K4 Develop applied knowledge, understanding and problem solving skills within a professional context.
- K5 Demonstrate knowledge and understanding of strength and conditioning practice.
- I1 Critically assess and evaluate evidence.
- I2 Describe and analyse information.
- I3 Develop a reasoned argument and challenge assumptions.
- P1 Utilise subject-related skills within laboratory and field contexts.
- P2 Design, conduct and evaluate small scale research.
- P3 Apply theoretical knowledge of sport and exercise and/or strength and conditioning.

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Team-working** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify and use the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the generic objectives set out in section 4 below.

### 3a External benchmarks

#### **Statement of congruence with the relevant published subject benchmark statements**

*(including appropriate references to any PSRB, employer or legislative requirements)*

The programme objectives were developed with reference to the QAA Subject Benchmark Statement for Hospitality, Leisure, Sport and Tourism (2008), the QAA Framework for HE Qualifications, the Further and Higher Education Qualification Descriptors and the University Learning, Teaching and Assessment Strategy. Consideration was also given to the proposed updated QAA subject benchmarks for Events, Hospitality, Leisure, Sport and Tourism (2016).

In particular, programme outcomes relate to “human responses and adaptations to sport and exercise” and “the performance of sport and exercise and its enhancement, monitoring and analysis”.

### 4. Learning outcomes for subsidiary awards

Guidance	
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p>	<p><b>Generic Learning outcomes for the award of <u>Certificate of Higher Education</u>:</b></p> <p>On successful completion of 120 credits at Level 4, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> <li>i) interpret and evaluate data appropriate to the discipline;</li> <li>ii) make sound judgements in accordance with basic disciplinary theories and concepts;</li> <li>iii) evaluate the appropriateness of different approaches to solving problems within the discipline;</li> <li>iv) communicate the results of their work coherently;</li> </ul> <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 &amp; 5.</p>	<p><b>Generic Learning outcomes for the award of <u>Diploma of Higher Education</u>:</b></p> <p>On successful completion of 240 credits, including 120 at Level 5, students will have demonstrated, <b>in addition to the outcomes for a Certificate</b>:</p> <ul style="list-style-type: none"> <li>i) critical understanding of disciplinary principles;</li> <li>ii) application of concepts outside their initial context;</li> <li>iii) use of a range disciplinary techniques;</li> <li>iv) proficient communication of the results of their work;</li> </ul> <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school-based training component.</p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 &amp; 6.</p>	<p><b>Generic Learning outcomes for the award of an <u>Ordinary Degree</u>:</b></p> <p>On successful completion of 300 credits, including 60 at Level 6, students will have demonstrated, <b>in addition to the outcomes for a Diploma</b>:</p> <ul style="list-style-type: none"> <li>i) an ability to make flexible use of disciplinary concepts and techniques;</li> <li>ii) critical evaluation of approaches to solving problems in a disciplinary context;</li> <li>iii) an ability to work autonomously within a structured learning experience;</li> <li>iv) effective communication of the results of their work in a variety of forms;</li> </ul> <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional placements or school-based training placements.</p>

## 5. Content

### Summary of content by theme

(providing a 'vertical' view through the programme)

Content within this programme has been mapped to the core competencies required by both the UK Strength and Conditioning Association (UKSCA) and the National Strength and Conditioning Association (NSCA). This will enable students to complete their training as an accredited Strength and Conditioning Coach alongside their degree should they wish. The degree programme contains appropriately aligned theoretical content and practical application for students to complete the required exams, case studies and assessment days with the UKSCA. Students will be made aware of the assessment requirements for the UKSCA and advised when they are in a position to undertake assessments.

The research strand ensures that practical application of research methods is embedded across the curriculum at Level 4. Indicative content of the modules ensures that research and data analysis is the grounding for many modules. Appropriate research practices are also incorporated into summative assessment methods and enable students to contextualise the implications research have for practice especially aligning particular methods with specific disciplines. At Level 5 there is a module entitled *Research Methods* which consolidates the Level 4 content and provides focused guidance in preparation for composing a dissertation proposal and ethics application. Finally, the 40-credit dissertation at Level 6 requires students to complete a large scale independent research project in an area of their choosing, albeit related to the programme.

During Level 5, and particularly emphasised at Level 6, is the applied practice element of sport and exercise sciences, requiring more autonomous learning. There is the large focus on data collection, analysis, and practical application. The applied nature of the programme is especially evident in the applied modules at Level 6, where students make much use of their acquired knowledge to develop a case study documenting their professional approach to a scenario.

At Level 4, students will complete a number of compulsory modules across both semesters. This will provide them with the foundation in sport and exercise sciences, whilst also including a specialist module to introduce them to strength and conditioning. Students will complete a module which spans both semesters called Ethics, Society and Employability. This module will challenge them to think about how they can contribute to society and also provide students with important employability skills. This module is concluded with the first professional placement at the end of Semester 2. It is important that students have choice in their degree. Therefore, in the second semester students choose a module from a choice of two modules relating to Health and Fitness or Exercise Psychology. This allows them to experience different but related disciplines and will also allow students to switch programmes should they wish and still be eligible for relevant professional accreditation.

In Level 5, students will cover a number of modules which build on their knowledge of sport and exercise sciences from Level 4. Specifically they will develop knowledge in the strands of psychology, biomechanics and physiology and of course build on the programme's focus of strength and conditioning. Students will begin planning their dissertation project at this level in *Research Methods* and also complete a second placement. To provide students with flexibility, and reward any current voluntary work they are completing, students will have the option to choose either Volunteering if they regularly engage in related professional practice or Professional Development and Placement where students complete a full-time block of 6 weeks of professional practice.

By Level 6, students will have had the chance to experience a range of sport and exercise science subjects and will have identified their favourite areas. Therefore, in Level 6, students have the choice to choose two modules from five option modules. These option modules are also positioned in both semesters (for full-time programme) to allow students flexibility in managing their workload.

This is important as students will be completing a 40-credit dissertation in both semesters of the third year (of the full-time programme). This is, of course, complemented by the other compulsory modules in Level 6, for instance *Applied Strength and Conditioning*, where students will put their experience and knowledge to the test working in an applied setting and ensuring that they study Strength and Conditioning in increasing detail through all years of their degree.

## 6. Structure

### **BSc (Hons) Strength and Conditioning**

**Duration:** 3 years full-time

**Total credit rating:** 360

#### **Level 4** – with effect from September 2019

**Core:** Students are required to take:

SHN 4302	Introduction to Sport Psychology	Sem 1	20 credits
SHN 4282	Anatomy and Physiology	Sem 1	20 credits
SHN 4992	Ethics Society and Employability	Sem 1 & 2	20 credits
SHN 4312	Performance Analysis	Sem 2	20 credits
SHN 4412	Techniques in Strength and Conditioning	Sem 2	20 credits

**Option:** Students are required to choose 20 credits from the following:

SHN 4472	Exercise Psychology	Sem 2	20 credits
SHN 4502	Health and Fitness	Sem 2	20 credits

#### **Level 5** – with effect from September 2019

Progression requirements: minimum of 120 credits from Level 4

**Core:** Students are required to take:

SHN 5262	Sport Psychology: Theory to Practice	Sem 1	20 credits
SHN 5272	Strength and Conditioning in Practice	Sem 1	20 credits
SHN 5222	Biomechanical Analysis of Performance	Sem 2	20 credits
SHN 5142	Research Methods	Sem 2	20 credits
SHN 5172	Physiology of Training	Sem 2	20 credits

**Option:** Students are required to choose either of the following:

SHN 5152	Professional Development and Placement	Sem 1 & 2	20 credits
SHN 5162	Volunteering in SHN	Sem 1 & 2	20 credits

#### **Level 6** – with effect from September 2019

Progression requirements: minimum of 120 credits from Level 5

**Core:** Students are required to take:

SHN 6252	Advanced Nutrition for Sport and Exercise	Sem 1	20 credits
SHN 6164	Dissertation	Sem 1 & 2	40 credits
SHN 6302	Applied Strength and Conditioning	Sem 2	20 credits

**Option:** Students are required to choose 40 credits from the following:

SHN 6212	Performance Physiology	Sem 1	20 credits
SHN 6242	Applied Biomechanics and Movement Analysis	Sem 1	20 credits
SHN 6222	Sports Injury	Sem 1	20 credits
SHN 6192	Professional Learning Through Work	Sem 1 & 2	20 credits
SHN 6202	Physical Activity and Behaviour Change	Sem 2	20 credits
SHN 6402	Exercise Referral	Sem 2	20 credits

**Duration:** 6 years part-time

**Total credit rating:** 360

#### **Level 4** – with effect from September 2019

**Core:** Students are required to take:

##### **Year 1**

SHN 4282	Anatomy and Physiology	Sem 1	20 credits
SHN 4992	Ethics Society and Employability	Sem 1 & 2	20 credits

SHN 4412	Techniques in Strength and Conditioning	Sem 2	20 credits
<b><u>Year 2</u></b>			
SHN 4302	Introduction to Sport Psychology	Sem 1	20 credits
SHN 4312	Performance Analysis	Sem 2	20 credits
<b>Option:</b> Students are required to choose 20 credits from the following:			
<b><u>Year 2</u></b>			
SHN 4472	Exercise Psychology	Sem 2	20 credits
SHN 4502	Health and Fitness	Sem 2	20 credits
<b><u>Level 5</u></b> – with effect from September 2019 Progression requirements: minimum of 120 credits from Level 4			
<b>Core:</b> Students are required to take:			
<b><u>Year 3</u></b>			
SHN 5262	Sport Psychology: Theory to Practice	Sem 1	20 credits
SHN 5222	Biomechanical Analysis of Performance	Sem 2	20 credits
<b><u>Year 4</u></b>			
SHN 5272	Strength and Conditioning in Practice	Sem 1	20 credits
SHN 5142	Research Methods	Sem 2	20 credits
SHN 5172	Physiology of Training	Sem 2	20 credits
<b>Option:</b> Students are required to choose either of the following:			
<b><u>Year 3</u></b>			
SHN 5152	Professional Development and Placement	Sem 1 & 2	20 credits
SHN 5162	Volunteering in SHN	Sem 1 & 2	20 credits
<b><u>Level 6</u></b> – with effect from September 2019 Progression requirements: minimum of 120 credits from Level 5			
<b>Core:</b> Students are required to take:			
<b><u>Year 5</u></b>			
SHN 6252	Advanced Nutrition for Sport and Exercise	Sem 1	20 credits
SHN 6302	Applied Strength and Conditioning	Sem 2	20 credits
<b><u>Year 6</u></b>			
SHN 6164	Dissertation	Sem 1 & 2	40 credits
<b>Option:</b> Students are required to choose 40 credits from the following:			
<b><u>Year 5</u></b>			
SHN 6192	Professional Learning Through Work	Sem 1 & 2	20 credits
SHN 6212	Performance Physiology	Sem 1	20 credits
SHN 6242	Applied Biomechanics and Movement Analysis	Sem 1	20 credits
SHN 6402	Exercise Referral	Sem 2	20 credits
<b><u>Year 6</u></b>			
SHN 6222	Sport Injury	Sem 1	20 credits
SHN 6202	Physical Activity and Behaviour Change	Sem 2	20 credits

## 7. Learning, teaching and assessment

### 7a) Statement of the strategy for learning, teaching and assessment for the programme

The programme meets the requirements of relevant policy documents, particularly the QAA Framework for HE Qualifications, relevant QAA Subject Benchmark Statements, Leeds Trinity

## Mission Statement and Corporate Plan and Leeds Trinity Learning, Teaching and Assessment Strategy.

The structure and content of the modules are such that, from one level to the next, material is offered in a theoretically coherent fashion which progresses student learning and understanding of the subject. They relate one to each other in a manner which properly informs students of contemporary issues within sport and exercise sciences, while simultaneously working to raise students' intellectual capacities to higher levels of inquiry. The period of work-based learning provides the opportunity for students to apply their learning in a professional setting and develop and evaluate their key transferable skills.

Leeds Trinity University's Learning, Teaching and Assessment Strategy states that student learning will be applied, collaborative and engaged (ACE) (2015). The content of the programme modules are industry driven and will equip students with the attributes required to work as a sports and exercise scientist or within a variety of related domains (Goal D, LTA strategy, 2015).

The programme aims are reflective of the multi and interdisciplinary nature of sport science. This is evident in specific modules which encourages cross-discipline collaboration. Students are required to work to their strengths within an interdisciplinary team with a considerable element of peer learning encouraged. Additional modules which are shared with other subject areas will be scheduled to enable contextually relevant discussions within seminars and workshops. Modules are mainly single semester in duration. This enables compatibility with overseas universities and allows the option for study abroad.

Content will be delivered by a wide variety of methods including lectures, seminars, tutorials, laboratory classes, workshops, problem-based learning, case studies and directed and self-directed activities. Using this diverse approach to learning encourages students to develop problem solving, communication and personal skills. The use of group based collaborative learning and problem based learning facilitates active enquiry and encourages students to be responsible for their learning (Goal A, LTA strategy, 2015). There is an emphasis on work based learning. This is evident in core modules within Levels 4 and 5 and also the optional Professional Learning Through Work module in Level 6. Students will engage with a period of work within industry and are supported by taught content and placement preparation. Practical work, in the form of laboratory classes and workshop activities, forms an essential part of the programme and reflects the practical nature of the sports science industry. Furthermore, the use of reflective practice, which is an assessed component of a number of modules, will develop criticality and help students make informed decisions based on the analysis of previous experiences to inform future practice (Goal E, LTA strategy, 2015). At Level 4, students will complete an Integrated Assessment which is a multi-disciplinary project to link together the programme objectives. Integrated Assessment consists of a collaborative project (Goal A, LTA strategy, 2015) and will consolidate knowledge and analytical skills from two modules.

Moodle provides online access to a range of teaching, learning and assessment materials. The Panopto video casting platform is used to provide 'mini lectures' and subject summaries in support of the contact sessions, again providing a flexible learning environment. Additionally, Panopto enables the capture of lectures and also student presentations, which serve as a valuable resource (Goal B, LTA strategy, 2015).

Assessment methods for the programme have been selected to ensure the range of knowledge, understanding and skills are assessed appropriately. Assessment methods are diverse and typically include oral presentations, seminars, reports, case studies, laboratory reports, examinations, posters and the assessment of practical and professional skills. Assessment serves three purposes: summative, formative and diagnostic and these different types of assessment are included in the programme. The programme team will provide relevant and effective feedback on summative assessments and this will be given within 20 working days. A number of modules foster an environment which encourages peer feedback as part of the learning process. Peer learning



and feedback are promoted through a number of modules, where in-class presentations and debates receive both peer and lecturer feedback.

**7b) Programme learning outcomes covered**

	Assessed learning outcomes of the programme																				
	K1	K2	K3	K4	K5	I1	I2	I3	P1	P2	P3	E1	E2	E3	E4	E5	E6	E7	E8	E9	
Lighter or hatched shading indicates modules that are not core, ie. not all students on this programme will undertake these.	Knowledge and understanding of scientific basis	Knowledge and understanding of research methods	Critical awareness of issues within SPEX context	Apply knowledge, understanding and problem solving skills	Demonstrate knowledge and understanding of strength and conditioning practice	critically assess and evaluate evidence	describe and analyse information	develop a reasoned argument and challenge assumptions	Subject-related skills within laboratory and field contexts	design, conduct and evaluate small scale research	Apply knowledge of SPEX and/or strength and conditioning	Self-management	Team-working	Business and sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness	
SHN 4302 Introduction to Sport Psychology																					
SHN 4282 Anatomy and Physiology																					
SHN 4312 Performance Analysis																					
SHN 4412 Techniques in Strength and Conditioning																					
SHN 4992 Ethics, Society and Employability																					
SHN 4472 Exercise Psychology																					
SHN 4502 Health and Fitness																					
SHN 5262 Sport Psychology: Theory to Practice																					
SHN 5172 Physiology of Training																					



## 8. Entry requirements

### Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme:

5 academic or vocational qualifications, of which at least 2 should be GCE 'A' levels (or equivalent at level 3) and 3 should be GCSE English Language, Mathematics and Science at grade C (or equivalent).

Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus.

For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS) or equivalent test.

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Recognition of Prior Learning.

## 9. Progression, classification and award requirements

### Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, e.g. exclusion of Level 4 module marks from Foundation Degree classification)

The undergraduate Taught Course Academic Regulations apply.

## 10. Prerequisites

### Details of modules which must be passed before enrolment on a module at a higher level

*Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.*

SHN 4282 *Anatomy and Physiology* must be passed (20 credits and 35%) to progress on to SHN 5172 *Physiology of Training*. The underpinnings of human physiology gained within SHN 4282 are important foundations to build on in Level 5. Furthermore, fundamental laboratory skills are acquired in Level 4 which are required for the students to participate in data collection within Level 5.

Students must pass Skills Active Level 2 Gym-based instruction assessments to progress to Level 3 Advanced Training Methods or Level 3 Exercise Referral qualifications.

SHN 5222 *Biomechanical Analysis of Performance* must be passed (20 credits and 35%) to progress onto SHN 6242 *Applied Biomechanics and Movement Analysis*. SHN 6242 contains advanced motion capture and analysis which requires the foundation knowledge of theory and practical skills from Level 5. Furthermore, the applied nature of the module requires students to immediately build upon prior knowledge in designing and completing a student led case study.

## 11. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs are welcome and are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate students with additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.