



Approved July 2017

Effective for BSc (Hons) Strength and Conditioning from September 2017 (for one intake only) (new programme starting September 2018)

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
'Parent' School (ICE / SAC / SSHS)	SHS
Professional accreditation body (if applicable)	-
Final award (eg. BA Hons)	BSc (Hons)
Title of programme(s)	Strength and Conditioning
Subsidiary award(s) (if any)	CertHE/DipHE/BSc (fallback awards)
Honours type (Single / Joint / Combined)	Single
Duration and mode(s) of study	3 years, full-time 6 years, part time
Start date (this version) (month and year)	September 2014
Periodic review next due (acad. year)	2021/22
JACS subject code(s) (Level 3) (Please refer to HESA listing on AQO website)	C600
UCAS course code & code name	C6C3
SITS codes (Course / Pathway / Route)	STRGCON
Delivery venue(s)	Leeds Trinity University

2. Aims of the programme

Rationale and general aims, including what is special about this programme
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 7c) 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 – ability to manage themselves and their development - readiness to

<p>E1</p>	<p>accept responsibility, proactivity, flexibility, resilience, appropriate assertiveness, time management, readiness to improve own performance based on feedback/reflective learning.</p>
<p>E2</p>	<p>Teamworking – respecting others, co-operating, negotiating/persuading, contributing to discussions, and awareness of interdependence with others.</p>
<p>E3</p>	<p>Problem solving – analysing facts and situations and applying creative thinking to develop appropriate solutions.</p>
<p>E4</p>	<p>Communication and literacy – application of literacy, ability to produce clear, structured written work and oral literacy – including listening and questioning.</p>
<p>E5</p>	<p>Application of numeracy – manipulation of numbers, general mathematical awareness and its application in practical contexts (e.g. measuring, weighing, estimating and applying formulae).</p>
<p>E6</p>	<p>Application of information technology – basic IT skills, including familiarity with word processing, spreadsheets, file management and use of internet search engines.</p>
<p>E7</p>	<p>Entrepreneurship/enterprise: broadly, an ability to demonstrate an innovative approach, creativity, collaboration and risk taking. An individual with these attributes can make a huge difference to any business.</p>
<p>E8</p>	<p>World of work /business/customer awareness – demonstrate an awareness of an industry, sector or business. Understanding the environment in which the business/organisations operate and the need to provide customer satisfaction and build customer loyalty.</p>
<p>See also the generic objectives set out in section 4 below.</p>	

3a External benchmarks

<p>Statement of congruence with the relevant published subject benchmark statements <i>(including appropriate references to the FHEQ and any PSRB, employer or legislative requirements)</i></p>
<p>The learning outcomes for the Sport and Exercise Sciences scheme are congruent with the QAA subject benchmarks statement for Hospitality, Leisure, Sport and Tourism (2008).</p> <p>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”.</p>

4. Learning outcomes for subsidiary awards

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

<p>Summary of content by theme (providing a 'vertical' view through the programme)</p> <p>Content within this programme has been mapped to the core competencies required by the UK Strength and Conditioning Association (UKSCA). This will enable students to complete their training as an accredited Strength and Conditioning Coach alongside their degree should they wish. Students will be made aware of the assessment requirements for the UKSCA and advised when they are in a position to undertake assessments.</p> <p>The three core aspects of sport and exercise sciences develop from underpinning theory at Level 4 to applied practice at Level 6. Some modules included within these strands also encourage an interdisciplinary approach to sport and exercise sciences.</p> <p>During Level 5, and particularly emphasised at Level 6 is the 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.</p> <p>At Level 4 students will complete a number of compulsory modules across both semesters. This will provide them with the foundation in sport sciences whilst also including a specialist module</p>

to introduce students to strength and conditioning. Students will complete a module which spans two semesters called Ethics, Society and Employability. This module will challenge them to think about how they can contribute to society and also provide them with important employability skills. This module is concluded with the first professional placement.

During Level 5 students will cover a number of modules which build on their knowledge of sport sciences from Level 4. Specifically, students 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. Students are provided with flexibility, and rewarded for any current voluntary work they are undertaking, via the option to choose either Volunteering involving regular engagement in related professional practice or Professional Development and Placement where students complete a full-time block of 6 weeks professional practice.

By Level 6, students will have had a chance to experience a range of sport and exercise science subjects and will have identified their favourite areas. Therefore, in Level 6, students choose one option module. 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 (for full-time students). 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 three years of their degree.

6. Structure

BSc (Hons) Strength and Conditioning

Duration: 3 years full-time/6 years part-time

Total credit rating: 360

Level 4 – with effect from September 2013

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 4312	Performance Analysis	Sem 2	20 credits
SHN 4412	Techniques in Strength and Conditioning	Sem 2	20 credits
SHN 4142	Research Methods 1	Sem 2	20 credits
SHN 4992	Ethics Society and Employability	Sem 1 & 2	20 credits

Programme-level Assessment: Level 4 students will study modules worth 120 credits and at the end of the year will also take a Programme Level Assessment (PLA). This takes place over two weeks and brings together the skills and knowledge you have developed across all of the modules studied.

Level 5 – with effect from September 2014

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 2	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 2	Sem 1 & 2	20 credits
SHN 5162	Volunteering in SHN	Sem 1 & 2	20 credits

Level 6 – with effect from September 2015

Progression requirements: minimum of 120 credits from Level 5

Core: Students are required to take:

SHN 6302	Applied Strength and Conditioning	Sem 2	20 credits
SHN 6164	Dissertation	Sem 1 & 2	40 credits

Option: Students are required to choose 60 credits from the following:

SHN 6252	Advanced Sport and Performance Nutrition	Sem 1	20 credits
SHN 6212	Performance Physiology	Sem 1	20 credits
SHN 6242	Applied Biomechanics and Movement Analysis	Sem 1	20 credits
SHN 6222	Sport Injury	Sem 1	20 credits
SHN 6202	Physical Activity and Behaviour Change	Sem 2	20 credits
SHN 6192	Professional Learning Through Work	Sem 1 & 2	20 credits

BSc (Hons) Strength and Conditioning

Duration: 6 years part-time

Total credit rating: 360

Level 4 – with effect from September 2017

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
SHN 4142	Research Methods 1	Sem 2	20 credits

Year 2

SHN 4302	Introduction to Sport Psychology	Sem 1	20 credits
SHN 4312	Performance Analysis	Sem 2	20 credits
SHN 4000	Programme level assessment		0 credit

Level 5 – with effect from September 2019

Progression requirements: minimum of 120 credits from Level 4

Core: Students are required to take:

Year 3

SHN 5262	Sport Psychology: Theory to Practice	Sem 1	20 credits
SHN 5222	Biomechanical Analysis of Performance	Sem 2	20 credits

Year 4

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

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

Year 3

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 2021

Progression requirements: minimum of 120 credits from Level 5

Core: Students are required to take:

Year 5

SHN 6302	Applied Strength and Conditioning	Sem 2	20 credits
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<u>Year 6</u>			
SHN 6164	Dissertation	Sem 1 & 2	40 credits
Option: Students are required to choose 40 credits from the following:			
<u>Year 5</u>			
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 6252	Advanced Sport and Performance Nutrition	Sem 1	20 credits
<u>Year 6</u>			
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 students' 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 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 a Programme Level Assessment which is a multi-disciplinary project to link together the programme objectives. Programme Level Assessment consists of a collaborative project (Goal A, LTA strategy, 2015) and will consolidate knowledge and analytical skills from a number of 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.

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7b) Programme learning outcomes covered

	Assessed learning outcomes of the programme											Skills development								
	K1	K2	K3	K4	K5	I1	I2	I3	P1	P2	P3	E1	E2	E3	E4	E5	E6	E7	E8	
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 & 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	Problem-solving	Communication and literacy	Application of numeracy	Application of IT	Entrepreneurship / enterprise	World of work / business / customer awareness	
SHN 4282 Anatomy and Physiology																				
SHN 4312 Performance Analysis																				
SHN 4412 Techniques in Strength and Conditioning																				
SHN 4142 Research Methods 1																				
SHN 4992 Ethics Society and Employability																				
SHN 5262 Sport Psychology: Theory to Practice																				
SHN 5172 Physiology of Training																				
SHN 5222 Biomechanical Analysis of Performance																				
SHN 5272 Strength and Conditioning in																				

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Practice																		
SHN 5142 Research Methods 2																		
SHN 5152 Professional Development and Placement 2																		
SHN 5162 Volunteering in SHN																		
SHN 6302 Applied Strength and Conditioning																		
SHN 6164 Dissertation																		
SHN 6212 Performance Physiology																		
SHN 6242 Applied Biomechanics and Movement Analysis																		
SHN 6222 Sport Injury																		
SHN 6202 Physical Activity and Behaviour Change																		
SHN 6192 Professional Learning Through Work																		

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, eg. 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

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.

SHN 5222 *Biomechanical Analysis of Performance* must be passed (20 credits and 35%) to progress on to 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. External examining arrangements

External examining arrangements

(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each; any PSRB requirements)

Dr A Faull is the external examiner for Sport and Exercise Sciences programmes.

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees, constraints on out-of-programme optional module choices)

The Sport and Exercise Sciences scheme contains a five-week professional placement in Level 4 and a six-week professional attachment in Level 5.

Students are not limited in the range of experience they may gain by this placement but suitability must be agreed between the student and the module leader prior to the placement.

Dissertations are encouraged to be specific to the fundamental subject areas covered within the programme.

For any students undertaking any part of their programme as study abroad, the Taught Course Academic Regulations will apply.

13. 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.