



<b>PART 1 – BSc STRENGTH AND CONDITIONING SCIENCE PROGRAMME SPECIFICATION</b>		
<b>1</b>	<b>Awarding institution</b>	St Mary's University, Twickenham
<b>2</b>	<b>Partner institution and location of teaching (if applicable)</b>	N/A
<b>3</b>	<b>Type of collaborative arrangement (if applicable)</b>	N/A
<b>4</b>	<b>Award title</b>	Strength and Conditioning Science
<b>5</b>	<b>Final award</b>	BSc (Hons)
<b>6</b>	<b>Interim award(s) with award titles (if specific titles have been designated)</b>	Certificate of Higher Education (CertHE) Diploma of Higher Education (DipHE)
<b>7</b>	<b>Faculty with responsibility for the programme</b>	Sport, Health and Applied Science
<b>8</b>	<b>Language of study</b>	English
<b>9</b>	<b>Joint Honours combinations</b>	N/A
<b>10</b>	<b>UCAS code</b>	C607
<b>11</b>	<b>JACS code</b>	B120, B830, C600, G310
<b>12</b>	<b>Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition</b>	Two key professional accreditation processes exist for strength and conditioning coaches in the UK. These are offered by the UKSCA and the National Strength and Conditioning Association (USA). The programme content covers all sections of the UKSCA competency document and all assessed topics within the NSCA examinations.
<b>13</b>	<b>QAA subject benchmark or other relevant external reference point</b>	QAA Benchmarking Statement for Sport, Leisure and Tourism
<b>14</b>	<b>Normal completion time and maximum duration of study</b>	Normal completion time: Full-time study – three years  BSc degrees shall not exceed 4 consecutive semesters for FHEQ Level 4, 5 consecutive semesters for FHEQ Level 5, and 5 consecutive semesters for Year 3 (FHEQ Level 6).  For all Undergraduate Honours Degree Programmes, the overall duration of study shall not exceed 14 consecutive semesters.



15	<b>Mode of study</b>	Full time
16	<b>Mode of delivery</b>	Face to face
17	<b>Date approved and name of authorised body</b>	FADC, September 2019
18	<b>Applies to students commencing study in (month/year)</b>	September 2019
<b>PART 2 – CURRICULUM SPECIFIC DETAILS</b>		
19	<b>Summary of the programme</b>	Strength and Conditioning Science is associated with the physical preparation and coaching of sports performers. Students on this course will gain the practical skills and evidence-based knowledge to become an applied practitioner who can work in a variety of sports. Our problem-based approach to teaching allows the students to analyse and find solutions to coaching situations, allowing them to plan and programme for optimal performance.
20	<b>Aims of the programme</b>	<p><b>Primary aims and outcomes of the programme</b></p> <p>In line with the University Mission and the QAA Benchmarking Statement, the primary aims are:</p> <ul style="list-style-type: none"> <li>• To provide a balanced, stimulating and academically sound education within the area of Strength Training and Conditioning Science which allows students to develop their academic and professional potential.</li> <li>• To develop students' knowledge and critical understanding of the major elements of Strength Training and Conditioning Science and their application to the enhancement of sport performance.</li> <li>• To enable students to participate effectively within society through the development of transferable, practical and cognitive skills in dedicated skills modules and other modules in which skill acquisition is fostered and assessed.</li> </ul> <p>The programme provides opportunities for students to achieve and demonstrate the following learning outcomes:</p> <ul style="list-style-type: none"> <li>• Developed knowledge and understanding of the key concepts underlying the science of strength training and conditioning and apply in practical contexts.</li> <li>• Built on pre-existing key skills associated with learning, study and researching, and developed them to a more advanced level.</li> <li>• Developed the ability to critically analyse concepts, theories and data sets and apply in a logical but reasoned manner when solving problems relevant to strength training and conditioning.</li> </ul>



		<ul style="list-style-type: none"> <li>• Undertaken active, critical and practical participation in the learning process and be equipped for further study/research and continuing professional development in the field of strength and conditioning.</li> <li>• Developed the ability to reflect on, and critically evaluate, their own performance within a wider professional and academic framework.</li> <li>• Undertake an independent study of a topic relating to strength and conditioning science, involving planning, research, analysis, practical work and construction of a written report.</li> </ul>			
21	Criteria for admission	<p><b>Programme entrance requirements</b></p> <ul style="list-style-type: none"> <li>• Applicants must satisfy the General Entrance Regulations of St Mary's University (see <a href="http://www.stmarys.ac.uk/admissions-policy">www.stmarys.ac.uk/admissions-policy</a>). Standard offers will normally be made at 280 points, of which 200 must include at least two B grades at GCE A-Level (one science subject) or equivalent including vocational A-Levels (VCEs), AS Levels, BTEC or Access. Candidates must have at least one 6-unit qualification.</li> <li>• Offers may be made in some cases where applicants do not hold these qualifications, for example for mature students or where a candidate's academic profile is offset by high sporting achievement.</li> <li>• Students whose first language is not English must have achieved an overall score of 6.0 in IELTS (International English Language Testing System) with no less than 5.5 in any section.</li> </ul> <p><b>Credit Accumulation and Transfer, and Accreditation of Prior Learning</b></p> <ul style="list-style-type: none"> <li>• Students who have undertaken study or learning elsewhere may apply for exemption from a proportion of a University programme of study and be given entry with advanced standing (e.g. at a point beyond the beginning of FHEQ Level 4) and exemption from parts of their programme. The learning which may merit advanced standing is as follows:             <ul style="list-style-type: none"> <li>○ Relevant credits, i.e. credits at an appropriate level and in an appropriate subject, earned in another institution or in other institutions;</li> <li>○ Relevant certificated prior learning.</li> </ul> </li> <li>• The relevance, status and currency of the prior learning will be considered by the Academic Registrar on the advice of the Programme Director. The University will accept applications for accreditation of prior experiential or uncertificated learning for entry as determined by the Programme Director on the advice of the Academic Registrar. The University will accept applications for the accreditation of prior uncertificated learning for particular modules as outlined in the regulations for programmes of study.</li> </ul>			
22	Scheduled learning time (the number of guided learning	<table border="1" data-bbox="464 1939 1331 2011"> <thead> <tr> <th data-bbox="464 1939 807 2011">Type of learning time</th> <th data-bbox="807 1939 1038 2011">Number of hours</th> <th data-bbox="1038 1939 1331 2011">Expressed as %</th> </tr> </thead> </table>	Type of learning time	Number of hours	Expressed as %
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	<p>hours (GLH) is 10 hours per 1 credit <a href="http://www.qaa.ac.uk/en/Publications/Documents/contact-hours-student.pdf">http://www.qaa.ac.uk/en/Publications/Documents/contact-hours-student.pdf</a></p>	<p><b>Contact time</b></p>	<p>660</p>	<p>18%</p>	
		<p><b>Placement/work-based learning hours</b></p>	<p>60</p>	<p>2%</p>	
		<p><b>Guided learning hours</b></p>	<p>1440</p>	<p>40%</p>	
		<p><b>Independent study time</b></p>	<p>1440</p>	<p>40%</p>	
		<p><b>TOTAL</b></p>	<p>3600</p>	<p>100%</p>	
<p><b>23</b></p>	<p><b>Programme learning outcomes</b></p>	<p>The programme provides opportunities for students to achieve and demonstrate the following learning and educational outcomes.</p> <p>On successful completion of this programme, students will be able to:</p> <p><b>Knowledge and understanding:</b></p> <ol style="list-style-type: none"> <li>1. Knowledge and understanding of the sport science disciplines which underpin strength training and conditioning.</li> <li>2. Knowledge and understanding of the factors which influence and enhance sport performance.</li> <li>3. Critical understanding of issues relating to the development of physical abilities.</li> <li>4. Ability to apply empirical scientific knowledge in a range of settings, so enabling enhancement of sport performance in an evidence-based manner.</li> </ol> <p><b>Cognitive skills:</b></p> <ol style="list-style-type: none"> <li>5. Apply the theoretical concepts of strength and conditioning science in practical contexts.</li> <li>6. Think logically and in increasingly abstract terms when addressing particular issues and solving problems relevant to strength training and conditioning.</li> <li>7. Adopt a critical approach to the collection and analysis of data, including the correct choice of methods in the recording, presentation and evaluation of data.</li> <li>8. Critically analyse and evaluate a range of literature in the field of strength training and conditioning.</li> </ol> <p><b>Performance &amp; Practice:</b></p> <ol style="list-style-type: none"> <li>9. Demonstrate/Supervise/Coach practical activities using appropriate laboratory, experimental and field-based skills.</li> <li>10. Plan and prepare advanced goal-oriented training programmes.</li> <li>11. Undertake coaching/practicals/assignments/ investigations with due regard for safety and risk assessment.</li> </ol>			



		<p>12. Recognise and respond to ethical/moral issues relating to strength training and conditioning.</p> <p>13. Plan, design, execute and communicate a sustained piece of independent research work using appropriate media and techniques.</p> <p><b>Personal &amp; Enabling Skills:</b></p> <p>14. Communicate ideas in writing in a fluent and articulate manner.</p> <p>15. Communicate orally in an effective manner.</p> <p>16. Plan and manage learning either independently or as part of a team.</p> <p>17. Make appropriate use of information technology.</p>																																																																						
24	<p><b>Programme structure and module requirements</b></p>	<p>In order to qualify for the degree of Bachelor of Science, students will be required to accumulate 360 credits, 120 at each of levels 4, 5 and 6. With the exception of the Research Project in the final year, the duration of each module is one semester of thirteen weeks.</p> <p>Students will be required to take the following 120 core credits at level 4.</p> <p><b>FHEQ Level 4 Modules</b></p> <table border="1" data-bbox="464 1149 1458 1592"> <thead> <tr> <th>Code</th> <th>Title</th> <th>No. of credits</th> <th>Sem of delivery</th> <th>Module status</th> </tr> </thead> <tbody> <tr> <td>SPS4000</td> <td>Introduction to Research</td> <td>20</td> <td>1</td> <td>Core</td> </tr> <tr> <td>STC4004</td> <td>Fundamentals of Strength and Conditioning</td> <td>20</td> <td>1</td> <td>Core</td> </tr> <tr> <td>STC4002</td> <td>Field Based Training Techniques</td> <td>20</td> <td>2</td> <td>Core</td> </tr> <tr> <td>STC4006</td> <td>Strength Training Techniques</td> <td>20</td> <td>2</td> <td>Core</td> </tr> <tr> <td>SPS4011</td> <td>Physiology of Exercise</td> <td>20</td> <td>2</td> <td>Core</td> </tr> <tr> <td>SPS4023</td> <td>Introduction to Sport Psychology and Skill Acquisition</td> <td>20</td> <td>1</td> <td>Core</td> </tr> </tbody> </table> <p>Students will be required to take the following 120 core credits at level 5.</p> <p><b>FHEQ Level 5 Modules</b></p> <table border="1" data-bbox="464 1727 1458 1991"> <thead> <tr> <th>Code</th> <th>Title</th> <th>No. of credits</th> <th>Sem of delivery</th> <th>Module status</th> </tr> </thead> <tbody> <tr> <td>SPS5000</td> <td>Research Methods</td> <td>20</td> <td>2</td> <td>Core</td> </tr> <tr> <td>STC5001</td> <td>Science in Practice</td> <td>20</td> <td>2</td> <td>Core</td> </tr> <tr> <td>STC5003</td> <td>Muscle Physiology</td> <td>20</td> <td>2</td> <td>Core</td> </tr> <tr> <td>SPS5011</td> <td>Physiology of Training</td> <td>20</td> <td>1</td> <td>Core</td> </tr> <tr> <td>SPS5041</td> <td>Sports Biomechanics</td> <td>20</td> <td>1</td> <td>Core</td> </tr> <tr> <td>SCS5023</td> <td>Skill Acquisition I</td> <td>20</td> <td>1</td> <td>Core</td> </tr> </tbody> </table>	Code	Title	No. of credits	Sem of delivery	Module status	SPS4000	Introduction to Research	20	1	Core	STC4004	Fundamentals of Strength and Conditioning	20	1	Core	STC4002	Field Based Training Techniques	20	2	Core	STC4006	Strength Training Techniques	20	2	Core	SPS4011	Physiology of Exercise	20	2	Core	SPS4023	Introduction to Sport Psychology and Skill Acquisition	20	1	Core	Code	Title	No. of credits	Sem of delivery	Module status	SPS5000	Research Methods	20	2	Core	STC5001	Science in Practice	20	2	Core	STC5003	Muscle Physiology	20	2	Core	SPS5011	Physiology of Training	20	1	Core	SPS5041	Sports Biomechanics	20	1	Core	SCS5023	Skill Acquisition I	20	1	Core
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		<p>At level 6 students will be required to take 60 credits from the Strength and Conditioning Science programme plus a 40 credit Research Project. The remaining 20 Level 6 credits may be selected from one of two modules in the Sport Science curriculum.</p> <p><b>FHEQ Level 6 Modules</b></p> <table border="1"> <thead> <tr> <th>Code</th> <th>Title</th> <th>No. of credits</th> <th>Sem of delivery</th> <th>Module status</th> </tr> </thead> <tbody> <tr> <td>SPS6001</td> <td>Research Project</td> <td>40</td> <td>1 &amp; 2</td> <td>Core</td> </tr> <tr> <td>STC6001</td> <td>Organisation of Training</td> <td>20</td> <td>1</td> <td>Core</td> </tr> <tr> <td>STC6006</td> <td>Management of Specific Populations</td> <td>20</td> <td>2</td> <td>Core</td> </tr> <tr> <td>STC6003</td> <td>Science in the Workplace</td> <td>20</td> <td>1 &amp; 2</td> <td>Core</td> </tr> <tr> <td>SPS6011</td> <td>Applied Sport and Exercise Physiology</td> <td>20</td> <td>1</td> <td>Option</td> </tr> <tr> <td>SPS6043</td> <td>Experimental Biomechanics</td> <td>20</td> <td>1</td> <td>Option</td> </tr> <tr> <td>SCS6022</td> <td>Skill Acquisition II</td> <td>20</td> <td>2</td> <td>Option</td> </tr> </tbody> </table>	Code	Title	No. of credits	Sem of delivery	Module status	SPS6001	Research Project	40	1 & 2	Core	STC6001	Organisation of Training	20	1	Core	STC6006	Management of Specific Populations	20	2	Core	STC6003	Science in the Workplace	20	1 & 2	Core	SPS6011	Applied Sport and Exercise Physiology	20	1	Option	SPS6043	Experimental Biomechanics	20	1	Option	SCS6022	Skill Acquisition II	20	2	Option
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<p><b>25</b></p>	<p><b>Work placements or study abroad</b></p>	<p>Students in their second year have the opportunity to study abroad during semester 1. The international office provides guidance on how to apply for the exchange, and choosing modules which match those back here at St Mary's. Students have the option of attending universities in the USA, Canada, and Australia.</p> <p>As part of their STC6003 Science in the Workplace module, students are required to take part in a minimum of 60 hours' worth of work placement. This culminates in an assessed 15 minute presentation on their experience, discussing their development. Currently, students have the option to apply for work placements in many elite settings in football, rugby, cricket and other sports. Students also have the option to split their 3<sup>rd</sup> year so they can undertake longer work placement programmes. The STC6003 module is not delivered online, so they have the option of doing a yearlong work placement alongside STC6003, before returning the following year to finish their other 3<sup>rd</sup> year modules.</p>																																								
<p><b>26</b></p>	<p><b>Links to industry and employability</b></p>	<p>Two key professional accreditation processes exist for strength and conditioning coaches in the UK. These are offered by the UKSCA and the National Strength and Conditioning Association (USA). The proposed programme content covers all sections of the UKSCA competency document and all assessed topics within the NSCA examinations.</p> <p>The currency and vocational relevance of the programme have been enhanced through strong links with sports teams and external organisations such as the EIS, London Marathon, London Irish, London Scottish and Harlequins rugby clubs, Watford, Chelsea and Fulham football clubs, and the Lawn Tennis Association. Internship and work placement opportunities are ongoing and have led to students securing full-time employment upon graduation from the programme at their respective placement.</p> <p>The Programme Team also work closely with the Careers Service to provide relevant careers advice and workshops. The uptake of these opportunities has increased year on year especially as at least one a year is provided during</p>																																								



		<p>timetabled sessions, in addition some sessions are provided during PDP week. The week has also included workshops which aim to prepare students for each assessment component of UKSCA accreditation. Attendance during this week has been improved by requiring students to attend a meeting with their academic tutor for the return of assessment marks and the opportunity to discuss feedback.</p> <p>The professional observation component of the STC6003 'Science in the Workplace' module allows students to undertake 40 hours of work experience at level 6. This provides students with exposure to an applied sports setting where they can critically evaluate coaching practices and, importantly, is a networking opportunity for future employment. This module has received excellent feedback from external examiners as it provides a vocational context for the students' learning.</p>
27	<b>Programme awards</b>	<p>This programme conforms to the <a href="#">University Academic Regulations</a>.</p> <p>In order to qualify for the degree of Bachelor of Science students will be required to accumulate 360 credits, with 120 credits to be achieved at each of Levels 4, 5, and 6.</p>
<b>PART 3 – TEACHING, LEARNING &amp; ASSESSMENT</b>		
28	<b>Programme teaching and learning strategies</b>	<p><b>Research informed teaching</b></p> <p>All teaching is underpinned by scholarship and research. During progression through the levels of the degree the emphasis shifts away from textbooks to recent research articles. This is reflected in how material is presented in lectures and other teaching sessions and also in expectations of students. Level 4 tends to be underpinned by more established theory and knowledge, whereas level 5 is based on published research, and level 6 requires critical evaluation of that research, culminating in the final year independent research project. Many modules involve data collection and analysis, the interpretation of published research, and discussion of results in the context of that research. There is also a core research module at each level which supports research informed teaching throughout the programme, and prepares students for their final year project. These modules cover all aspects of the research process, research methods, and data analysis.</p> <p>All of the teaching team are involved in research and scholarly activity, and their specialised research interests are included in the curriculum as appropriate. Students are encouraged to take part in research projects whenever possible - including those of staff as well as projects undertaken by other students at both undergraduate and postgraduate levels.</p> <p>Core knowledge and understanding (learning outcomes 1-4) is acquired via lectures, practicals, seminars and guided independent study.</p> <p>Cognitive skills (learning outcomes 5-8) are promoted via lectures, practicals, group discussions, individual tutorials and guided independent study.</p> <p>Practical skills (learning outcomes 9-13) are promoted through practical work including individual, group and class activities.</p>



		<p>Key skills (learning outcomes 14-17) are promoted throughout the programme in practicals, seminars, lectures and guided independent study.</p>
29	<b>Programme assessment strategy</b>	<p><b>Strategy for assessment</b></p> <p>In line with the School's Teaching and Learning Strategy, the intention is to ensure that students are exposed to a range of assessment methods no matter which selection of modules is chosen at Level 6. To this end, the teaching team reviews the assessment pattern for all modules. Details of the assessment for each module are provided for students in module guides and posted on simmsCAPital. All assessments are designed to demonstrate achievement of stated module learning outcomes. Assessment criteria are published for each module in line with the University Assessment Criteria. These are available to students in the student handbook.</p> <p>Assessment for the programme is through examination, coursework or a combination of both. Examinations take the form of unseen written examinations, oral vivas and practical vivas. There are a variety of coursework assessment modes including essays, proposals, pamphlets, laboratory reports, reflective logs and oral presentations. Certain modular assessments have been mapped to the modes of assessment for UKSCA accreditation.</p> <p>Broad guidelines for assessment loads have been agreed but there may be some variation in recognition of the particular demands of different types of work. In accordance with the modular scheme, written examination assessment is carried out at the end of the semester in which the module is delivered. Other modes of assessment are staggered, where possible, throughout each semester.</p> <p><b>Assessment submission and feedback</b></p> <p>All coursework is submitted by means of a secure handing in system; the School won the St Henry Walpole Prize for excellence in learning and teaching for the management of coursework. Students are also required to submit an electronic copy of their coursework to the software programme 'Turnitin' which is used to detect cases of plagiarism from other sources.</p> <p>Feedback on written examinations is made available to students prior to starting the following semester. Feedback on all other assessments is provided within three weeks by means of a standard marking criteria sheet. Many modules on the Strength and Conditioning Science programme utilise electronic feedback which students receive via their student e-mail account. The programme uses marking criteria sheets for all pieces of assessment which detail how marks were awarded and identifies areas of improvement. It also includes a section for student self-reflection. The marking criteria sheets (with the exception of examination assessments) are included in module guides which are available electronically through simmsCAPital, from the start of each semester.</p> <p>In terms of formative feedback, present practice is to have sessions devoted to the assessment in each module and one-to-one tutorials are available to gain formative feedback on drafts of assessments. In some modules at level 4,</p>



		<p>students complete written formative assessments as a way of gauging academic standards.</p> <p>The School places great emphasis on the monitoring and evaluation of the effectiveness of assessment strategies and module convenors review the assessment pattern annually.</p>
<b>PART 4 – UNIVERSITY SUPPORT</b>		
<b>30</b>	<b>Student support and guidance</b>	<p>We have a dedicated Student Centre in the heart of the University. Our aim is to assist, guide and support students throughout their period of study. The Student Wellbeing Service provides personal 1-1 Counselling in addition to group workshops such as mindfulness. The Disability Service includes both physical disabilities and learning support such as Dyslexia. Mental Health Advisors and Mentors together with an on-site Health Centre. Our Student Life and Guidance Team includes; the Accommodation Services, Student Funding, Pastoral Care &amp; Advice &amp; Guidance. Each student is allocated a Personal Tutor who can assist with any academic advice and support with any personal issues.</p>
<b>31</b>	<b>Quality management arrangements</b>	<p>This programme aligns with the quality assurance requirements of St Mary's University through the following processes:</p> <ul style="list-style-type: none"><li>• Five yearly cycle of revalidation</li><li>• Ongoing monitoring through the Programme Review process</li><li>• Programme Boards</li><li>• Consideration of marks and graduate profiles at Exam Boards</li><li>• Engagement with programme student representatives</li><li>• Engagement with approved external examiners</li></ul>