



PART 1 – MSc STRENGTH AND CONDITIONING PROGRAMME SPECIFICATION		
1	Awarding institution	St Mary's University, Twickenham
2	Partner institution and location of teaching (if applicable)	N/A
3	Type of collaborative arrangement (if applicable)	N/A
4	Award title	Strength and Conditioning
5	Final award	MSc
6	Interim award(s) with award titles (if specific titles have been designated)	Postgraduate Certificate (PGCert) Postgraduate Diploma (PGDip)
7	School with responsibility for the programme	Sport, Health and Applied Science
8	Language of study	English
9	Joint Honours combinations	N/A
10	UCAS code	N/A
11	JACS code	C630
12	Professional, Statutory or Regulatory Body (PSRB) accreditation / recognition	<p>No external body accredits programmes in Strength and Conditioning specifically in the United Kingdom. However, the UK Strength and Conditioning Association (UKSCA) do publish professional accreditation competencies that should be considered in the delivery of educational programmes in the field. The content of this programme has been mapped to these competencies. In addition to this the programme maintains a cohort of teaching staff who possess professional accreditation with the UKSCA (currently 5 staff delivering on the programme are UKSCA accredited coaches).</p> <p>Internationally, the National Strength and Conditioning Association (NSCA – USA) does accredit programmes which meet its content requirements. This programme does, and is recognised under the NSCA's Education Recognition Programme (ERP).</p>
13	QAA subject benchmark or other relevant external reference point	Academic standards are maintained on the programme in line with the QAA Quality Code 2015 and QAA Master's Degree Characteristics (2010). The knowledge and skills of a typical graduate from this programme take into account those laid out in the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008) in addition to the competency guidelines of the UKSCA.



14	Normal completion time and maximum duration of study	<p>Normal completion time: Part-time study – 2-3 years Distance learning – 2-3 years</p> <p>The overall duration of study leading to a postgraduate certificate, diploma or Master of Science degree shall not exceed ten semesters, though individual applications for remission of this regulation may be approved by the University Postgraduate Examinations Board. Typically the minimum duration of part-time study should be 4 semesters. Full time study is available only on specific request and where it is deemed appropriate by the programme team.</p>
15	Mode of study	<p>The current academic year consists of thirty weeks divided into two semesters of fifteen weeks. This programme is delivered predominantly by distance learning over the course of the two semesters. In each year modules are long and thin, spanning both semesters, allowing students to progress learning at a manageable pace completing formative tasks at regular intervals through the year. In addition to this, there is a full time onsite element totalling approximately 3 weeks (cumulative across all modules); this is completed during the summer period (3 day initiation in September and the remainder at the end of each academic year in June). Where full time (1 year) study is permitted this would require a 4-day induction, the completion of all 6 modules concurrently and a 10 day onsite block in June prior to completion of an independent project between May and October.</p>
16	Mode of delivery	Blended learning
17	Date approved and name of authorised body	Summer 2017 by SHAS STLQEC
18	Applies to students commencing study in (month/year)	September 2017
PART 2 – CURRICULUM SPECIFIC DETAILS		
19	Summary of the programme	<p>To be an excellent strength and conditioning coach requires a wide knowledge across several domains and a number of different skill sets. These include:</p> <ul style="list-style-type: none"> • An extensive "toolbox" of training exercises and interventions • An understanding of movement and the ability to teach movement • An understanding of how the body adapts to training and how to organise training to maximise desirable adaptations • An ability to coach • The ability to understand various sources of evidence (including scientific evidence) and use it to inform your practice <p>Our Master's degree in Strength and Conditioning has been designed with these demands in mind and aims to support students in developing as excellent strength and conditioning coaches</p>
20	Aims of the programme	Aims



In line with the School's Teaching and Learning Strategy and University Mission, the Strength and Conditioning programme has the following main aims:

1. To provide a balanced, stimulating and academically sound education within the area of strength training and conditioning, allowing students to develop their academic and professional potential.
2. To provide a high quality vocationally orientated education that is intellectually rigorous, at the forefront of the academic discipline and professional practice, as well as relevant to the needs of those working in sport-related industry.
3. To develop a comprehensive understanding and critical awareness of the major domains of strength training and conditioning science and a capacity for originality in their application to athletic development.
4. To provide students with the opportunity to demonstrate creativity and autonomy in their approach to research, enquiry, learning and personal development.
5. To enable students to participate effectively within society through the development of transferable practical and cognitive skills.
6. To enable students to draw on the stimulus of the School's research activities to facilitate the development of personal/career orientated research interests.

Outcomes

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

- show a systematic understanding of knowledge, and critical awareness of the key concepts underlying strength and conditioning with some particular focus on biomechanics, physiology, skill acquisition and coaching pedagogy
- demonstrate the ability to critically analyse concepts, theories and research in the field and to communicate these analyses for a range of audiences
- show originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge within strength and conditioning
- critically evaluate current evidence to inform practice and enable sound judgements in the absence of complete data
- show a comprehensive understanding and competence to select and apply appropriate practical techniques following a thorough needs analysis
- apply the methods and techniques they have learned to extend knowledge and understanding through the development of new hypotheses and the



		<p>undertaking and dissemination of original research</p> <ul style="list-style-type: none"> • demonstrate qualities and transferable skills that can be applied in a wide range of employment situations including exercising initiative and personal responsibility, decision making in complex situations, and a proactive independent approach to personal development • show the ability to reflect upon, and critically evaluate their own knowledge, skills and performance and thus an appreciation of the concept of professionalism in their own scope of practice
21	Criteria for admission	<p>Programme entrance requirements</p> <ul style="list-style-type: none"> • The standard entry requirement for students is a first degree, normally in the upper second class category in sport science, physical education, sport rehabilitation, physiotherapy or other related field. Students will be considered with other appropriate qualifications or experience that is deemed equivalent. Specifically the programme has a non-graduate entrance pathway for experienced practitioners (minimum 5 years of experience) which involves completion of 2 entrance essays. These essays permit some judgement to be made on an individual's ability to form clear arguments, their existing knowledge base, and their ability to show a basic grasp of appropriate application of evidence. • In addition to an academic entry requirement, applicants are also required to meet an applied entry requirement. That is that they should be gaining relevant experience amounting to at least 10 hours of strength and conditioning coaching contact per week. This requirement is designed to support employability on graduation and also to ensure students have context in which to evaluate course material. This requirement is waived where applicants are not pursuing a career as a strength and conditioning coach, but instead are simply seeking development pertinent to an allied profession (e.g. physiotherapy). • Students whose first language is not English are required to satisfy the English Language Requirements of the UKVI and the University. Students are required to achieve an IELTS score of 6.0 overall with no less than 5.5 in any section. Further detail on other accepted English language qualifications are available on the St Mary's website here: https://www.stmarys.ac.uk/international/english-language/overview.aspx <p>Credit Accumulation & Transfer and Accreditation of Prior Learning</p> <ul style="list-style-type: none"> • Relevant credits, i.e. credits at an appropriate level and in an appropriate subject, earned in another institution or in other institutions in the European community or elsewhere, may merit exemption from a proportion of the programme. Applications will be considered, in the first instance, at programme level and by the Academic Registrar. In line with academic regulations a maximum of 90 taught credits could be imported. In practice for this programme, with 20 credit modules, a limit of 80 credits could be imported replacing 4 taught modules.



<p>22</p>	<p>Scheduled learning time (the number of guided learning hours (GLH) is 10 hours per 1 credit http://www.qaa.ac.uk/en/Publications/Documents/contact-hours-student.pdf)</p>	<table border="1" data-bbox="451 383 1318 741"> <thead> <tr> <th>Type of learning time</th> <th>Number of hours</th> <th>Expressed as %</th> </tr> </thead> <tbody> <tr> <td>Contact time</td> <td>120</td> <td>7%</td> </tr> <tr> <td>Placement/work-based learning hours</td> <td>0</td> <td>0</td> </tr> <tr> <td>Guided learning hours</td> <td>1680</td> <td>93%</td> </tr> <tr> <td>Independent study time</td> <td>0</td> <td>0</td> </tr> <tr> <td>TOTAL</td> <td>1800</td> <td>100</td> </tr> </tbody> </table> <p>Please note that the low number of contact hours on our programme is due to the method of delivery – that is through online learning resources such as online lectures. These have been recorded as guided learning hours rather than contact time.</p>	Type of learning time	Number of hours	Expressed as %	Contact time	120	7%	Placement/work-based learning hours	0	0	Guided learning hours	1680	93%	Independent study time	0	0	TOTAL	1800	100
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<p>23</p>	<p>Programme learning outcomes</p>	<p>The programme provides opportunities for students to achieve and demonstrate the following learning and educational outcomes. These are formulated with reference to the SEEC Credit Level Descriptors for Higher Education (2010).</p> <p>On successful completion of this programme, students will be able to:</p> <p>Knowledge and understanding</p> <ol style="list-style-type: none"> 1. A deep and systematic understanding of the sport science disciplines that underpin strength training and conditioning practice and the enhancement of sport performance. 2. A deep and systematic understanding of ethical issues influencing strength and conditioning practice and research. 3. A thorough understanding of professional practice in strength and conditioning. 4. A thorough understanding of theoretical and methodological approaches and how these affect the way the knowledge base is interpreted in the strength and conditioning field. <p>Cognitive skills</p> <ol style="list-style-type: none"> 5. An ability to think logically in increasingly abstract terms and to show originality in the application of knowledge when addressing current problems in strength and conditioning. 6. An ability to critically evaluate and appraise current research in relation to strength and conditioning, including where evidence is incomplete. 7. An ability to evaluate/critique methodologies and where appropriate, develop new hypotheses. 8. A sound appreciation of ethical dilemmas likely to arise in research/professional practice and an ability to formulate appropriate solutions. <p>Performance and practice</p>																		



		<p>9. Demonstrates autonomy in recognising best practice and evaluating own practice enabling adaptable, context appropriate behaviour and programming.</p> <p>10. Show an ability to work effectively in a group setting, both in leading tasks and as a team member.</p> <p>11. Clearly incorporates ethical considerations in practice and makes ethical judgements that support appropriate professional practice.</p> <p>12. If studying for the MSc, an ability to plan, design and conduct research and produce a high quality substantive research report.</p> <p>13. Communicate ideas, principles, theories and data effectively by oral, written and visual means.</p> <p>14. Use information technology including the Internet, databases, spreadsheets and word processing.</p> <p>15. Apply advanced statistical and numerical skills to quantitative information.</p> <p>Personal and enabling skills</p> <p>16. Demonstrate a capacity for personal reflection in evaluating actions and personal perspectives.</p> <p>17. Recognises extent of existing knowledge and is open to change.</p> <p>18. Capable of autonomy in evaluating professional skills and seeking appropriate on-going developmental opportunities.</p>																									
24	<p>Programme structure and module requirements</p>	<p>Students may complete the formative, zero credit module SAC7000 Study Skills focussed on study skills.</p> <p>In order to qualify for the Postgraduate Certificate, students must complete three optional credit holding modules.</p> <p>In order to qualify for the Postgraduate Diploma, students must complete the six core modules.</p> <p>In order to qualify for the MSc, students must complete all six core modules in addition to the Independent Project.</p> <p>FHEQ Level 7 Modules</p> <table border="1" data-bbox="453 1541 1445 2018"> <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>SAC7108</td> <td>Practical Techniques in Strength and Conditioning</td> <td>20</td> <td>Across both S1 & S2</td> <td>Core (PGDip/MSc) Option (PGCert)</td> </tr> <tr> <td>SAC7102</td> <td>Research Methods and Evidence Based Practice</td> <td>20</td> <td>Across both S1 & S2</td> <td>Core (PGDip/MSc) Option (PGCert)</td> </tr> <tr> <td>SAC7103</td> <td>Biomechanics and Skill Acquisition in Strength and Conditioning</td> <td>20</td> <td>Across both S1 & S2</td> <td>Core (PGDip/MSc) Option (PGCert)</td> </tr> <tr> <td>SAC7104</td> <td>Physiology of Training</td> <td>20</td> <td>Across</td> <td>Core</td> </tr> </tbody> </table>	Code	Title	No. of credits	Sem of delivery	Module status	SAC7108	Practical Techniques in Strength and Conditioning	20	Across both S1 & S2	Core (PGDip/MSc) Option (PGCert)	SAC7102	Research Methods and Evidence Based Practice	20	Across both S1 & S2	Core (PGDip/MSc) Option (PGCert)	SAC7103	Biomechanics and Skill Acquisition in Strength and Conditioning	20	Across both S1 & S2	Core (PGDip/MSc) Option (PGCert)	SAC7104	Physiology of Training	20	Across	Core
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				both S1 & S2	(PGDip/MSc) Option (PGCert)	
		SAC7105	Programme Design, Planning and Monitoring	20	Across both S1 & S2	Core (PGDip/MSc) Option (PGCert)
		SAC7106	Topical Issues in Strength and Conditioning	20	Across both S1 & S2	Core (PGDip/MSc) Option (PGCert)
		SAC7107	Independent Project	60	Across both S1 & S2	Core for MSc only
25	Work placements or study abroad	<p>To enhance learning in context and improve employability a key demand of the course is the minimum hours of ongoing professional experience required. Offers of a place on the MSc are typically conditional on demonstration of ongoing coaching experience amounting to at least 10 hours per week. These conditions of entry are only waived where individuals are utilising the course as continued professional development for a career in a related field (e.g. physiotherapy, injury rehabilitation).</p> <p>Assessment taking place within a recognised relevant and equivalent International University Co-operation Programme under the auspices of a Socrates scheme will be given full recognition by the Examinations Board of this postgraduate programme in terms of the credit values of the modules.</p>				
26	Links to industry and employability	<p>The programme is designed to equip students with the knowledge and practical expertise to progress as practicing professionals in the industry and staff aim to ensure the programme meets all indicators listed in Chapter B4 of the QAA Quality Code (Enabling Student Development and Achievement - QAA Quality Code). Specifically the distance learning format of the course is designed to permit individuals to stay in work, or pursue experience, in the strength and conditioning sector whilst studying.</p> <p>Professional skills are explicitly covered in the programme (themes include relationship building, conflict management, networking). Students prepare a personal coaching philosophy document and the programme utilizes a broad range of assessment methodologies with some specific focus on practical transferable skills such as web site design, coaching practice, presentations, programme management using excel, and data handling.</p>				
27	Programme awards	<p>This programme conforms to the University Academic Regulations.</p> <p>Students successfully completing 60 FHEQ Level 7 credits will be eligible for the award of Postgraduate Certificate in Strength and Conditioning.</p> <p>Students successfully completing 120 FHEQ Level 7 credits will be eligible for</p>				



		<p>the award of Postgraduate Diploma in Strength and Conditioning.</p> <p>Students successfully completing all 180 FHEQ Level 7 credits, 60 of which will be the Independent Project (60SAC7107), will be awarded the MSc in Strength and Conditioning.</p>
PART 3 – TEACHING, LEARNING & ASSESSMENT		
28	<p>Programme teaching and learning strategies</p>	<p>Research - Enriched Teaching and Learning</p> <p>In line with the university's Research-Enriched Teaching and Learning Policy all teaching is underpinned by scholarship and research, both in terms of pedagogy and content. The programme team seek to utilise evidence-based rationales for teaching practice and academic staff complete a pedagogic research project as part of their required postgraduate certificate in educational practice. 4 members of the teaching team are fellows of the Higher Education Academy. Members of the teaching team are also involved in subject specific research and scholarly activity, and specialised interests are included throughout the curriculum.</p> <p>Skills of enquiry and investigation are further fostered through the course structure of online forums and formative tasks. Lecture content is designed to present an initial framework of content that precedes related readings and discussions that take place. There is a mix of open, structured and group-based formative enquiry and discussion and the group are encouraged from the outset of the course to be active in this important two-way process within the peer group. Students are encouraged to take part in research projects whenever possible, including those of staff as well as projects undertaken by other students. Students may be involved as participants or involved in data collection and recording as appropriate.</p> <p>Many modules involve data collection and analysis, the interpretation of published research, and discussion of results in the context of that research. There is a research module (SAC7102) that supports research informed teaching and the development of evidence based practice throughout the programme, and prepares students for the independent research project (SAC7107). These modules cover all aspects of the research process, ethical considerations, research methods, data analysis and dissemination.</p> <p>Teaching and Learning Methods</p> <p>The programme uses a variety of teaching methods and provides the students with the opportunity of learning from practical as well as theoretical perspectives. Such an approach allows students to enhance various skills such as informed debate with peers and self-directed study. Online lectures are delivered at times that suit the student via online systems and students are expected to regard the information gained as a guideline/basis for further research and study. In online discussions, the aim is to get students to read more widely and then input to discussion on a regular basis over a period of several days. These discussions attempt to clarify student comprehension of the chosen topic and to encourage the development of argument and debate effectively and constructively. A combination of staff judgement and student feedback has resulted in a current position that no penalty will be applied to students whose involvement with</p>



		<p>formative discussions is poor.</p> <p>Practical sessions and face-to-face seminars will take place during onsite periods of the course. With guidance, students are expected to develop practical, analytical, data handling, and scientific reporting skills. In each of the sessions students are made aware of and are expected to follow health and safety regulations and ethical considerations. Poster and oral presentations are employed to enable students to research a topic and present it in a clear oral/visual format. The aim is to enhance skills of information presentation to a level suitable for an academic conference and/or professional communication. Poster and oral presentations are delivered by students to small groups of peers in addition to staff. Case studies are undertaken to allow students to undertake individual research and consequently apply theoretical knowledge to the analysis of their research.</p> <p>All teaching is underpinned by the practical, professional, and research expertise of the staff involved in the programme.</p>
29	<p>Programme assessment strategy</p>	<p>Strategy for Assessment</p> <p>The assessment strategy is informed by, and falls in line with, the University's assessment policy (2012) and the QAA Quality Code (In particular Chapter B6). Each module in the programme is assessed by between one and three pieces of work. There are no traditional recall based written examinations, however a number of modules employ viva voce examinations or timed assignment. At this level, traditional examination-based assessment is thought to be less appropriate, as the ability of students to memorise and recall information under examination conditions is not one of the cognitive skills the programme aims to develop. Assessment at postgraduate level should provide students with the opportunity to demonstrate critical analysis, deep and insightful thought and the application of knowledge. Coursework not only optimises the student learning experience but also enables the aforementioned skills, together with the transferable and practical/professional skills that are developed and learnt throughout modules, to be effectively evaluated.</p> <p>A wide variety of assessment modes are employed including practical demonstrations, viva voce examination, essays, web site design, video production, case study, data analysis, research report or meta-analysis, critical review of key literature and research proposal.</p> <p>The University uses standardised criteria for marking which apply across all types of assessment. These are published on the VLE for students. Specific criteria for each piece of coursework are published on the VLE for each module. Coursework feedback provides marks and written feedback according to the marking criteria as well as an overall mark. Anonymous marking in Turnitin Grademark software is employed for written work to minimise the influence of expectations and personal bias. Formative tasks are also incorporated in all modules including group research and discussion, peer review, and video logs. No grading structure is applied to formative assessments. The University has a 3</p>



		<p>week turnaround expectation for feedback to students.</p> <p>Rationale for Assessment</p> <p>Several modes of assessment have been employed in order to effectively and rigorously assess a student's knowledge and understanding, cognitive skills, professional/practical skills as appropriate to the learning outcomes of the individual modules. Some novel modes of assessment are incorporated including the timed production of a research report, production of a coaching video and of an educational website. These assessments are specifically directed at developing some of the practical transferable skills demanded of coaches in the strength and conditioning industry. The practical viva assessment falls in line with the professional accreditation standards set by the UKSCA.</p>
PART 4 – UNIVERSITY SUPPORT		
30	Student support and guidance	<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 & Advice & Guidance. Each student is allocated a Personal Tutor who can assist with any academic advice and support with any personal issues.</p>
31	Quality management arrangements	<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"> • Five yearly cycle of revalidation • Ongoing monitoring through the Programme Review process • Programme Boards • Consideration of marks and graduate profiles at Exam Boards • Engagement with approved external examiners