

## Programme Specification

| Part 1: Basic Data                                     |   |                                  |  |
|--|---|----------------------------------|--|
| <b>Awarding Institution</b>                            | Hartpury University   |                                  |  |
| <b>Teaching Institution</b>                            | Hartpury  |                                  |  |
| <b>Delivery Location</b>                               | Hartpury  |                                  |  |
| <b>Study abroad / Exchange / Credit recognition</b>    | None  |                                  |  |
| <b>Department responsible for programme</b>            | Sport   |                                  |  |
| <b>Programme Title</b>                                 | BSc (Hons) Strength and Conditioning  |                                  |  |
| <b>Professional Statutory or Regulatory Body Links</b> | None  |                                  |  |
| <b>Highest Award Title</b>                             | BSc (Hons) Strength and Conditioning<br>BSc (Hons) Strength and Conditioning with Integrated Placement Year   |                                  |  |
| <b>Default Award Title</b>                             | None  |                                  |  |
| <b>Interim Award Titles</b>                            | BSc Strength and Conditioning with Integrated Placement Year<br>BSc Strength and Conditioning<br>BSc Sport Studies with Integrated Placement Year<br>BSc Sport Studies<br>Diploma of Higher Education in Sport Studies<br>Certificate of Higher Education in Sport Studies<br>Certificate in Sport Studies<br>Higher Education Foundation Certificate |                                  |  |
| <b>Mode(s) of Study</b>                                | Full Time / Part Time   |                                  |  |
| <b>Codes</b>   | <b>UCAS:</b> Year 1: G60G<br>Foundation Year: GF0G  | <b>UNIT-e:</b> BSHSSTCX          |  |
| <b>Relevant QAA Subject Benchmark Statements</b>       | Events, Hospitality, Leisure, Sport and Tourism   |                                  |  |
| <b>Last Major Approval Date</b>                        | V6.1 31 August 2018<br>V7.0 27 February 2019  | <b>Due for re-validation by:</b> | 01 September 2024  |
| <b>Amendment Approval Date</b>                         | V7.1 – 3 March 2020   | <b>Amended with effect from</b>  | V6.1 01 September 2018<br>V7.0 01 September 2019<br>V7.1 01 September 2020 |
| <b>Version</b>   | 7.1   |                                  |  |

## **Part 2: Educational Aims of the Programme**

The BSc (Hons) Strength and Conditioning programme provides the student with the opportunity to develop critical insight and skills to become a knowledgeable and experienced strength and conditioning coach and competent in what is needed to enhance the performance of the athletes under their care including post-injury. Part of this development will entail the very important experience gained working alongside professionals from various sporting disciplines.

The programme seeks to underpin the institution's principle that the graduates not only serve the applied industry, but also aid in the development of that industry. The programme seeks to support the university's ambitions for its graduates by challenging current processes and practices and exploring new concepts. It is important that the student is encouraged to challenge orthodox thinking about concepts relating to strength and conditioning. Students will be encouraged to think creatively, to solve problems in a variety of ways, and to look for new ways of defining systems and problems. This is embedded within the context of the sports industry and the recent changes therein.

Not only should the student acquire and challenge contextual information, they should also develop a range of key skills to enable them to communicate effectively through a variety of media. The experiences students gain while studying on the programme has been designed to enable them to develop self-confidence. Student-centred learning has been employed which encourages students to develop an enquiring mind: a feature of this programme being the application of the subject in a practical context.

Students are encouraged to be well read within their subject and beyond to ensure that they will be prepared to solve intellectual and practical problems within the context of the applied sport industry and as such, the teaching and learning process aims to enable students to develop:

1. Creative and analytical thinking arising from an intellectual understanding of sport science and strength and conditioning literature.
2. Personal qualities and interpersonal skills necessary for successful engagement in the strength and conditioning industry.
3. Knowledge and understanding of research based and evidence based practice within the strength and conditioning industry.
4. Appropriate practical and technical skills in the delivery of strength conditioning programmes.
5. Ethical awareness arising from an understanding of the strength and conditioning industry.
6. Self-evaluation and reflective skills necessary for personal development and accomplishment in the sports industry.
7. Practical competencies in relevant academic disciplines in preparation for a career in the strength and conditioning industry.
8. Self-confidence to contribute to local, national and/or international society through the development of lifelong learning skills.

### **Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)**

The skills and knowledge that the BSc (Hons) Strength and Conditioning graduate will acquire can enable them to assist sports-people to optimise physical performance and robustness to injury throughout the athletic lifecycle. A key element of the programme of study relates to enabling graduates to display excellence in how they deploy specific training tools based on the needs of the individual athlete. When working within a multidisciplinary team alongside other sports science and medical professionals, the graduate sports conditioner will therefore have a clear understanding of their role delineation and practice.

### Part 3: Programme Structure for : BSc (Hons) Strength and Conditioning

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:

- 1 level and credit requirements
- 2 award requirements that are additional to those described in the Hartpury Academic Regulations
- 3 module diet, including compulsory and optional modules

|                 | Compulsory Modules  | Optional Modules   | Awards  |
|-----------------|---|--|---|
| Foundation Year | HANV8B-30-3<br>Academic Skills in Practice<br><br>HANV8E-30-3<br>Foundation Biological Principles<br><br>HANV8A-30-3<br>Foundation Skills Development<br><br>HANV8F-15-3<br>Foundation Sports Science<br><br>HANV8C-15-3<br>Reviewing Literature  | Not applicable.  | <u>Higher Education Foundation Certificate</u><br><br><u>Cert Sport Studies</u><br><br><u>Cert HE Sport Studies</u><br><br><u>Dip HE Sport Studies</u><br><br><u>BSc Sport Studies</u>  |
| Year 1          | HSPVB7-30-4<br>Fundamentals of Strength and Conditioning<br><br>HSPXL7-15-4<br>Introduction to Exercise Physiology<br><br>HSPXL8-30-4<br>Introduction to Functional Anatomy and Sports Biomechanics<br><br>HSPXLE-15-4<br>Introduction to Sport and Exercise Psychology<br><br>HSPVC4-30-4<br>The Sport and Exercise Professional | Not applicable.  | <u>BSc Sport Studies (IP)</u><br>Must include the Year Work Placement module.<br><br><u>BSc Strength and Conditioning</u><br>Must include all compulsory modules except undergraduate dissertation.<br><br><u>BSc Strength and Conditioning (IP)</u><br>Must include all compulsory modules except undergraduate dissertation, and must include the Year Work Placement module. |
| Year 2          | HSPXSA-30-5<br>Applied Strength and Conditioning<br><br>HSPXSB-15-5<br>Exercise Physiology<br><br>HSPV5Y-30-5<br>The Sport and Exercise Scientist<br><br>HSPV6J-15-5<br>Youth Physical Development  | Students are normally required to select 30 credits from the optional modules listed below:<br><br>HSPV5X-15-5<br>Applied Biomechanics in Sport<br><br>HSPXS5-15-5<br>Health Related Exercise<br><br>HANXRX-15-5<br>Independent Report<br><br>HANXRR-45-5<br>International Academic Study Extended Project<br><br>HANXRP-15-5<br>International Academic Study Portfolio<br><br>HANXRQ-30-5<br>International Academic Study Project<br><br>HSPXTX-15-5<br>New Venture Creation<br><br>HSPVA3-15-5<br>Pedagogy in Action<br><br>HSPXS9-15-5<br>Sports Nutrition<br><br>HSPXS6-15-5<br>Study Trip | <u>BSc (Hons) Strength and Conditioning</u><br>Must include all compulsory modules.<br><br><u>BSc (Hons) Strength and Conditioning (IP)</u><br>Must include all compulsory modules and the Year Work Placement module.  |

|   |                  |  |   |  |
|---|------------------|--|---|--|
|   | Optional<br>Year | Year Work Placement (HANVK6-15-5)  |   |  |
|   | Year 3           | HSPV3T-15-6<br>Applied Sport and Exercise<br>Physiology<br><br>HSPVAV-15-6<br>Professional Practice in Strength and<br>Conditioning<br><br>HSPV5G-15-6<br>Recovery and Monitoring for Sport<br>Performance<br><br>HSPV49-15-6<br>Screening and Prevention<br><br>HANV3R-45-6<br>Undergraduate Dissertation | Students are normally required to<br>select 15 credits from the optional<br>modules listed below:<br><br>HSPVA6-15-6<br>Biomechanics in Sport Practice<br><br>HSPVA7-15-6<br>High Performing Teams<br><br>HSPV55-15-6<br>Special Populations<br><br>HSPV4C-15-6<br>Sports Conditioning and Return-to-<br>Play |  |
| <p><b>Part time:</b><br/>         The part time student journey from Entry through to Graduation is individually negotiated with the student.</p> |                  |  |   |  |

## Part 4: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

| <i>Learning Outcomes:</i> |  | Introduction to Functional Anatomy and Sports Biomechanics | Introduction to Exercise Physiology | Fundamentals of Strength and Conditioning | Introduction to Sport and Exercise Psychology | The Sport and Exercise Professional | Applied Strength and Conditioning | Exercise Physiology | The Sport and Exercise Scientist | Youth Physical Development | Pedagogy in Action | Health Related Exercise | Sports Nutrition | New Venture Creation | Applied Biomechanics in Sport | Independent Report | Study Trip | International Academic Study Portfolio | International Academic Study Project | International Academic Study Extended Project | Year Work Placement | Undergraduate Dissertation | Applied Sport and Exercise Physiology | Screening and Prevention | Recovery and Monitoring for Sport Performance | Professional Practice in Strength and Conditioning | Special Populations | High Performing Teams | Biomechanics in Sport Practice | Sports Conditioning and Return to Play |
|---------------------------|--|--|-------------------------------------|---|---|-------------------------------------|-----------------------------------|---------------------|----------------------------------|----------------------------|--------------------|-------------------------|------------------|----------------------|-------------------------------|--------------------|------------|--|--------------------------------------|---|---------------------|----------------------------|---------------------------------------|--------------------------|---|--|---------------------|-----------------------|--------------------------------|--|
|                           |  | A) Knowledge and Understanding of:                         |                                     |   |   |                                     |                                   |                     |                                  |                            |                    |                         |                  |                      |                               |                    |            |  |                                      |   |                     |                            |                                       |                          |   |  |                     |                       |                                |  |
| 1                         | The theoretical basis of sports science principles underpinning effective strength and conditioning including the disciplines of anatomy, physiology, sports psychology and sports biomechanics. | √  | √                                   | √   | √   |                                     | √                                 | √                   | √                                |                            | √                  | √                       |                  | √                    | √                             | √                  | √          | √                                      | √                                    | √   |                     | √                          | √                                     | √                        | √   | √  | √                   | √                     | √                              | √                                      |
| 2                         | The contribution of academic and applied knowledge to ensure and enhance competency in the subject specific professional/practical skills.   |  | √                                   |   |   |                                     | √                                 |                     | √                                | √                          |                    |                         | √                | √                    | √                             | √                  | √          | √                                      | √                                    | √   | √                   | √                          | √                                     | √                        | √   |  | √                   | √                     | √                              |  |
| 3                         | The role of a strength and conditioning practitioner within the interdisciplinary nature of the sports science support team.   |  | √                                   | √   |   |                                     | √                                 |                     | √                                | √                          |                    |                         |                  |                      | √                             | √                  | √          | √                                      | √                                    | √   | √                   | √                          | √                                     | √                        | √   |  |                     |                       | √                              |  |
| 4                         | Current academic developments in strength and conditioning related disciplines which would combine to support continuing best practice.  |  | √                                   |   |   |                                     | √                                 |                     | √                                |                            |                    |                         |                  |                      | √                             | √                  | √          | √                                      | √                                    | √   | √                   | √                          | √                                     | √                        | √   |  | √                   |                       | √                              |  |
| 5                         | How sports science disciplines interact to improve performance.  |  |                                     |   | √   |                                     |                                   | √                   |                                  |                            |                    |                         |                  |                      | √                             | √                  | √          | √                                      | √                                    | √   | √                   | √                          |                                       |                          | √   | √  | √                   |                       | √                              |  |
| B) Intellectual Skills    |  |  |                                     |   |   |                                     |                                   |                     |                                  |                            |                    |                         |                  |                      |                               |                    |            |  |                                      |   |                     |                            |                                       |                          |   |  |                     |                       |                                |  |
| 1                         | Demonstrate an ability to fully engage in and contribute to academic enquiry.  | √  | √                                   | √   | √   |                                     | √                                 | √                   | √                                | √                          | √                  | √                       | √                | √                    | √                             | √                  | √          | √                                      | √                                    | √   | √                   |                            | √                                     | √                        | √   | √  | √                   | √                     | √                              | √                                      |
| 2                         | Evaluate the effectiveness of strength and conditioning strategies, and contribute to formulation of action plans for further industrial enhancement related to sport.                           |  | √                                   |   |   |                                     |                                   |                     | √                                |                            |                    |                         |                  |                      | √                             | √                  | √          | √                                      | √                                    | √   | √                   | √                          | √                                     | √                        | √   | √  |                     |                       |                                |  |
| 3                         | Identify, develop and implement discipline specific evidence-based problem-solving strategies.   | √  | √                                   | √   | √   |                                     | √                                 | √                   | √                                | √                          | √                  | √                       |                  |                      | √                             | √                  | √          | √                                      | √                                    | √   | √                   | √                          | √                                     | √                        | √   | √  | √                   | √                     | √                              |  |
| 4                         | Critically appraise current practice to underpin discipline specific best practice.  |  |                                     |   | √   |                                     |                                   | √                   |                                  | √                          |                    | √                       | √                | √                    | √                             | √                  | √          | √                                      | √                                    | √   | √                   | √                          | √                                     | √                        | √   | √  | √                   | √                     | √                              |  |
| 5                         | Promote equality to individuals by adopting a sound ethical framework  |  |                                     |   |   |                                     |                                   |                     | √                                |                            |                    |                         |                  |                      |                               |                    |            |  |                                      |   | √                   | √                          |                                       |                          |   |  |                     |                       |                                |  |

|  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | which guides discipline specific best practice.  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 6  | Synthesise information from multiple sources to demonstrate a depth of understanding in the application of theory to practice.                               | √ |   | √ |   | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| <b>C) Subject/Professional/Practical Skills</b>    |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1  | Demonstrate service delivery skills in strength and conditioning and apply subject discipline theory/knowledge in a conditioning/injury management scenario. | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 2  | Plan, design, implement and evaluate effective strength and conditioning programmes.   | √ |   | √ |   | √ |   |   |   | √ |   | √ | √ | √ | √ | √ | √ |   | √ |
| 3  | Evaluate current research and codes of conduct in developing personal philosophies.  | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 4  | Function effectively as an integral member of a sports science support team using a problem-based and case study approach to formulate intervention plans.   | √ |   | √ |   | √ | √ | √ |   | √ |   | √ | √ | √ | √ | √ | √ | √ | √ |
| 5  | Evidence continued professional development activities.  |   |   | √ |   | √ | √ |   |   |   |   | √ | √ | √ | √ |   |   | √ |   |
| <b>D) Transferable skills and other attributes</b> |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1  | Select and use subject specific techniques and tools for the most effective benefit of an inter-disciplinary team.   | √ |   | √ |   | √ | √ | √ |   | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 2  | Reflect on, analyse and evaluate their own academic, vocational and professional performance.  |   |   | √ |   | √ | √ |   |   |   | √ | √ | √ | √ | √ |   |   | √ |   |
| 3  | Recognise the needs, priorities and goals of learning and practice.  | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 4  | Demonstrate an ability to manage time effectively.   | √ |   | √ | √ | √ | √ |   |   |   |   | √ | √ | √ | √ | √ |   | √ |   |
| 5  | Demonstrate appropriate IT skills.   |   |   | √ |   | √ | √ |   |   |   |   |   |   | √ | √ |   |   | √ |   |
| 6  | Communicate effectively and appropriately through verbal and non-verbal means with a range of personnel including clients, peers, colleagues and managers.   | √ |   | √ | √ | √ | √ | √ |   | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 7  | Transfer skills and knowledge across a range of settings.  | √ |   | √ | √ | √ | √ | √ |   | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| 8  | Undertake an in depth and sustained piece of work with minimal supervision.  |   |   |   |   | √ |   |   |   | √ |   | √ | √ | √ | √ | √ |   |   |   |

## Part 5: Student Learning and Student Support

### Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

There is a policy for a minimum average requirement of 15 hours / week in year one and 12 hours / week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face: face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the BSc (Hons) Strength and Conditioning programme teaching is a mix of scheduled, independent and work based learning.

#### ***Scheduled Learning***

May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices made.

#### ***Independent Learning***

May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices made.

#### ***Placement Learning***

May include a practice placement or other placement. Students will have the opportunity to engage in an Integrated placement year between level two and three if they so wish. It is envisaged that those that do not choose to do this, will be required to do a practical placement within their third year.

#### ***Virtual Learning Environment (VLE)***

This specification is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within VLE.

#### ***International Academic Study***

Within this programme there is an opportunity to gain academic credit for a period of studying abroad. The student would be supported to identify an opportunity of interest, which may be with established the institution's partners or by individual arrangement. All periods of study abroad would have to meet the institution's requirements before enrolment on the International Academic Study opportunity modules.

#### ***Careers***

To support learner's career preparations, careers personnel are available and the students can access online resources. Tutors will also offer subject specific careers advice through module sessions or individual tutorials. Careers Fairs are arranged periodically to allow students to engage directly with employers from the industry sector.

### Description of any Distinctive Features

It is of paramount importance that the student feels supported through their educational journey, which is assisted by the existence of a comprehensive framework of supporting documentation. Alongside the institution's documentation that details the institution's regulations and procedures, students receive a student planner from the institution, which introduces 'student life at the institution and 'academic life at the institution along with an academic year diary for the students' use. A programme handbook detailing the programme aims and an overview of the programme, programme teaching team biographies, guidelines for written work (faculty wide), guidelines on citations and referencing, guidelines on assessment offences and guidelines for study and

examination preparation is also provided to all students. In support of this, students receive a guide for each module that they study on the programme which provides information on the module aims and learning approach, the module timetable (scheme of work), a guide to study tours and visits relevant to the module and assessment guidelines. Each module guide also contains the current module descriptor assessment.

Having entry points into both a Foundation Year and Level One, enables the programme experience to facilitate the development of a successful undergraduate supporting a wide range of study backgrounds. The Foundation Year will prepare students with general study skills and opportunities to develop subject specific skills and knowledge. Additionally the Foundation year includes an internship enabling a student to put their skills into practice and develop an early appreciation of employment opportunities and attributes necessary for enhanced employability.

Students have access to a wide range of high class facilities including two all-weather 3G sports pitches, grass pitches, sports halls, human performance laboratory, strength and conditioning gym(power gym), cardiovascular gym, rubber crumb, squash court, tennis court and sports pitches) within the institution's Academy of Sport are fully utilised to support the teaching and learning experience. Other facilities and resources which support the student experience include performance and notational analysis software, rehabilitation suite and use of audio-visual equipment.

In addition to the above, the vast majority of your practical based learning sessions will take place in the teaching specific strength and conditioning suite.

Students engage in practical coaching sessions, laboratory sessions and work-related learning to encourage the contextualisation of learning to real-world conditioning practice. This is further enhanced through the students working alongside the strength and conditioning coaches, sports therapists and sports masseurs in supporting the various sports teams during their preparation for and while competing in the various Academy sports. Valuable experience is also gained in assisting staff and students in the cardiovascular and power gyms and sports injury clinic. Provision has also been made for students to be able to engage in an industry related, additional credit-bearing, Integrated year of placement. Students wishing to do this would complete this between year 2 and 3 of the degree. The BSc Strength and Conditioning degree at the institution will provide you with a number of internship and placement opportunities at the likes of our partners, Gloucester Rugby, and other professional sports teams and institution's to ensure that you are given the best opportunities possible to develop your skill-set and future career prospects.

Students are also encouraged to show initiative in finding other placements both internally and externally during their years of study. These experiences will be supported by staff through tutorials as the students' reflect on their progression. A more formal assessed reflection is included in their third year. All work placements are risk assessed as part of an approval process to ensure that they provide a safe and educational setting for the students to experience how the skills that they acquire during their academic programme can be applied within the work place. The dedicated Work Placement Co-ordinator will support the student through the approval process and work with academic colleagues to encourage it to be fully integrated within the curriculum.

Students will undertake compulsory and core modules which are fundamental to the programme with the opportunity to undertake optional credits. The learning and teaching strategy of the institution provides the opportunity for students to engage in a number of different learning environments.

Staff understand that people learn through a variety of styles, therefore a range of methods are used including but not limited to lectures, practical coaching sessions within a variety of groups/populations, debates, laboratory (practical and computer based) sessions, practical application forums, work-related learning and seminar / discussion sessions centred around current published literature. Assessment also comes in many guises so that students experience



a range of opportunities in which they may excel, from written assignments and portfolios through to coaching practical exams and applied work with professional athletes.

The institution ensures that appropriate arrangements are in place to ensure equality of opportunity in formative and summative assessment for all students with special educational needs. We are committed to ensuring that the delivery and assessment methods of a module take account of students with specific educational needs, and this is addressed from the beginning of the module delivery period. Alternative forms of assessment may be recommended by module teams approved by the field concerned and notified to students at the beginning of the module delivery period. It is the responsibility of the student concerned to ensure that medical or other evidence is provided to establish the need for, and the nature of, any special arrangements which may be required.

The institution uses VLE which provides an electronic resource, accessible remotely and administered by the programme and module teams. This resource provides students with blended approach to learning with access to academic materials relevant to their modules and programme. Students can be kept up to date with information via the notice board areas on VLE, email, or via the SMS text service which the institution has engaged with. Students engage in face-to-face tutorials with their allocated personal tutor which serves to support the student academically. Student advisors are also in place to provide support in other factors that might be involved in their academic journey.

This programme offers the opportunity for students to undertake an approved Exchange Programme, for an agreed period (one/two semesters), of overseas study at a higher education institution studying modules appropriate to their programme aims and which have been pre-approved by the Programme Manager. The Exchange Programme is dependent on an approved agreement between the institution and an approved International Institution for BSc (Hons) Strength and Conditioning.

The library service is very supportive of the academic disciplines within the programme and provides an extensive range of paper (book and periodical) and electronic based (e-book, periodical and database) resources relevant to the discipline of study. The library service is in constant contact with the programme team to provide up-to-date, relevant material which supports the students' academic journey.

## **Part 6: Assessment**

This module will be assessed according to the Academic Regulations published for the academic year on the website [www.hartpury.ac.uk](http://www.hartpury.ac.uk)

The distinctive module used by the Programme Examination Board to inform recommending differential awards for students when considering borderline performance profiles will be:  
Undergraduate Dissertation

### **Assessment Strategy**

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Assessment within the Foundation Year had been designed to prepare a student for the assessment to come in following years. As such, it demonstrates a breadth of type and gradual introduction to the expectations for HE level study.

Individuals learn through different methods, hence a range of teaching and assessment techniques are used throughout the programme. Theoretical lectures, practicals, seminars and debates and guest speakers from within the industry enhance the students' academic knowledge, whilst giving the student the opportunity to practice and develop applied skills needed for industry. A wide range of assessment types are utilised within the modules offering students the opportunity to excel through written examinations and assignments, oral assessments and practical application.

**Part 6: Assessment**

**Assessment Map**

The programme encompasses a range of **assessment methods** and these are detailed in the following assessment map:

**Assessment Map for BSc (Hons) Strength and Conditioning; and  
BSc (Hons) Strength and Conditioning (IP)**

|   |  | Type of Assessment* |                        |                       |                |                             |                                     |                    |                |              |           |
|---|--|---------------------|------------------------|-----------------------|----------------|-----------------------------|-------------------------------------|--------------------|----------------|--------------|-----------|
|   |  | Unseen Written Exam | Open Book Written Exam | In-class Written Test | Practical Exam | Practical Skills Assessment | Oral assessment and/or presentation | Written Assignment | Report/Project | Dissertation | Portfolio |
| <b>Compulsory Modules Foundation Year</b> | Foundation Skills Development                              | A (25)              |                        |                       |                | B (75)                      |                                     |                    |                |              |           |
|   | Academic Skills in Practice                                |                     |                        |                       |                |                             | A (25)                              | B (75)             |                |              |           |
|   | Reviewing Literature                                       |                     |                        |                       |                |                             |                                     | A (100)            |                |              |           |
|   | Foundation Biological Principles                           |                     |                        |                       | A (50)         |                             |                                     |                    |                | B (50)       |           |
|   | Foundation Sports Science                                  |                     |                        | B (50)                |                |                             | A (50)                              |                    |                |              |           |
| <b>Compulsory Modules Level 4</b>         | Introduction to Functional Anatomy and Sports Biomechanics |                     |                        |                       |                | B (50)                      | A (50)                              |                    |                |              |           |
|   | Introduction to Exercise Physiology                        | A (100)             |                        |                       |                |                             |                                     |                    |                |              |           |
|   | Fundamentals of Strength and Conditioning                  | A (50)              |                        |                       |                | B (50)                      |                                     |                    |                |              |           |
|   | Introduction to Sport and Exercise Psychology              | A (50)              |                        |                       |                |                             |                                     | B (50)             |                |              |           |
|   | The Sport and Exercise Professional                        |                     |                        |                       |                | B (75)                      | A (25)                              |                    |                |              |           |
| <b>Compulsory Modules Level 5</b>         | Applied Strength and Conditioning                          |                     |                        |                       |                | A (50)                      |                                     | B (50)             |                |              |           |
|   | Exercise Physiology  | A (50)              |                        |                       |                |                             |                                     | B (50)             |                |              |           |
|   | Youth Physical Development                                 |                     |                        |                       |                | A (100)                     |                                     |                    |                |              |           |
|   | The Sport and Exercise Scientist                           |                     |                        |                       |                | B (75)                      | A (25)                              |                    |                |              |           |
| <b>Optional Modules Level 5</b>           | Sports Nutrition   | A (40)              |                        |                       |                |                             |                                     | B (60)             |                |              |           |
|   | Health Related Exercise                                    | A (50)              |                        |                       |                |                             |                                     |                    |                | B (50)       |           |
|   | Independent Report   |                     |                        |                       |                |                             |                                     |                    | A (100)        |              |           |
|   | New Venture Creation                                       |                     |                        |                       |                |                             | A (100)                             |                    |                |              |           |
|   | Pedagogy in Action   |                     |                        |                       |                |                             |                                     | A (100)            |                |              |           |
|   | Applied Biomechanics in Sport                              |                     | A (100)                |                       |                |                             |                                     |                    |                |              |           |
|   | Study Trip   |                     |                        |                       |                |                             | A (100)                             |                    |                |              |           |
|   | International Academic Study Portfolio                     |                     |                        |                       |                |                             |                                     |                    |                | A (100)      |           |

## Part 6: Assessment

|                                   |  |         |  |  |        |         |        |         |  |         |
|-----------------------------------|--|---------|--|--|--------|---------|--------|---------|--|---------|
|                                   | International Academic Study Project               |         |  |  |        | A (25)  |        |         |  | B (75)  |
|                                   | International Academic Study Extended Project      |         |  |  |        | A (25)  |        |         |  | A (75)  |
| <b>Optional Year</b>              | Year Work Placement                                |         |  |  |        |         |        |         |  | A (100) |
| <b>Compulsory Modules Level 6</b> | Undergraduate Dissertation                         |         |  |  |        |         |        | A (100) |  |         |
|                                   | Applied Sport and Exercise Physiology              |         |  |  |        |         |        |         |  | A (100) |
|                                   | Screening and Prevention                           |         |  |  | A (50) |         |        | B (50)  |  |         |
|                                   | Professional Practice in Strength and Conditioning |         |  |  |        | A (100) |        |         |  |         |
|                                   | Recovery and Monitoring for Sport Performance      |         |  |  |        |         |        |         |  | A (100) |
| <b>Optional Modules Level 6</b>   | Special Populations                                |         |  |  |        |         |        | A (100) |  |         |
|                                   | Sports Conditioning and Return-to-Play             |         |  |  | A (50) |         | B (50) |         |  |         |
|                                   | Biomechanics in Sport Practice                     |         |  |  |        | A (100) |        |         |  |         |
|                                   | High Performing Teams                              | A (100) |  |  |        |         |        |         |  |         |

\*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

## Part 7: Entry Requirements

Applicants will have achieved entry criteria appropriate for the year of entry, which can be found through the Hartpury website ([www.hartpury.ac.uk](http://www.hartpury.ac.uk)).

Applicants must provide evidence which demonstrates that they can benefit from study on this programme and are likely to achieve the required standard.

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. Applicants will be considered on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of an undergraduate degree programme. Applicants with non-standard entry criteria may be reviewed on an individual basis. This may take the form of an individual interview with members of the programme team and possibly the completion of a set task such as a written assignment.

Where appropriate experience or learning has been gained prior to enrolment on the programme, Hartpury will consider applications for advanced entry, e.g. into year two or three of a programme. More details on how to apply for this can be found through the Hartpury website.


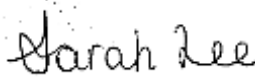
Applicants whose first language is not English must also gain a minimum IELTS score of 6.0 prior to entry onto the programme.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the Institution's website.

**Programme Amendment Log**

|                                 |  |
|---------------------------------|--|
| <b>Programme Title:</b>         | BSc (Hons) Strength and Conditioning   |
| <b>Programme Code:</b>          | C600/BSHSSTCX                          |
| <b>Initial Approval Date:</b>   | 01 September 2017                      |
| <b>Approved by:</b>             | Hartpury Curriculum Approval Committee |
| <b>Approved until:</b>          | 01 September 2023                      |
| <b>Original version number:</b> | V2.0                                   |

Changes *Most recent at the top*

|  |                               |
|--|-------------------------------|
| <b>Current version number: 7.0</b>   |                               |
| <b>Outline Change Details:</b><br>Part 6: Assessment for Level 5 optional module Independent Report (HANXR-15-5) changed from 25% exam and 75% coursework to 100% coursework, in line with amendment to module.<br><br>Interim awards updated in Parts 1 and 3: Higher Education Foundation Certificate added.   |                               |
| <b>Material Alteration:</b> No   |                               |
| <b>Rationale:</b> to ensure accuracy   |                               |
| <b>Change requested by: Ben Brilot</b><br><input type="checkbox"/> I can confirm that all programme managers have been consulted and support this change<br><input type="checkbox"/> I can confirm that student representatives have been consulted about this change<br><input type="checkbox"/> I have retained evidence of this consultation which has been placed in the Module File |                               |
| <b>Signature:</b>   | <b>Date:</b> 28/02/20         |
| <b>Name of Head of Department:</b><br><input type="checkbox"/> I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department   |                               |
| <b>Signature:</b>   | <b>Date:</b> 02/03/2020       |
| <b>Approval Committee and Date:</b>  | CVC Chair's action 2020 03 03 |
| <b>Change approved with effect from:</b>   | 1 September 2020              |
| <b>Resulting new version number:</b>   | 7.1 (intakes 2019+)           |

**Current version number:** 6.1

**Outline Change Details:**

**Part 1 and Part 3**

Interim awards have been updated

**Level 4**

Removed:

Principles of Strength and Conditioning (HSPXM3-15-4)

Sports Injury and Pathology (HSPXM7-15-4)

Academic Skills for Sport (HSPXKY 15-4)

Fundamentals of Strength and Power in Performance (HSPV5E-15-4)

Skills Acquisition (HSPXM4-15-4)

Added:

Fundamentals of Strength and Conditioning (HSPVB7-30-4)

The Sport and Exercise Professional (HSPVC4-30-4)

Introduction to Sport and Exercise Psychology (HSPXLE-15-4)

**Level 5**

Removed:

Soft Tissue Techniques (HSPXSC 15 5)

Undergraduate Research Process (HANXU5 15 5)

Coaching Olympic Weight Lifting (HSPV6K-15-5)

Added:

The Sport and Exercise Scientist (HSPV5Y-30-5)

Applied Biomechanics in Sport (HSPV5X-15-5)

Pedagogy in Action (HSPVA3-15-5)

Name Change: Training the Youth Athlete (HSPV6J-15-5) to Youth Physical Development (HSPV6J-15-5)

**Level 6**

Removed:

Current Issues in Strength and Conditioning (HSPV47-15-6)

Sport Science for Coaches (HSPV4B-15-6)

Added:

Professional Practice in Strength and Conditioning (HSPVAV-15-6)

High Performing Teams (HSPVA7-15-6)

Biomechanics in Sport Practice (HSPVA6-15-6)


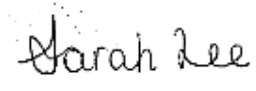
**Part 4**

A4 was edited with text being removed.

Before: Critically appraise current practice and undertake systematic rigorous research to underpin discipline specific best practice.

A2 - Text was deleted from learning outcome to clarify meaning:

Before: Plan, design, implement and evaluate effective programmes of intervention in strength and conditioning.

|  |                                    |
|--|------------------------------------|
| <b>Part 6</b><br>Modules and assessment matrix updated   |                                    |
| <b>Part 7</b><br>Text updated  |                                    |
| <b>Part 8</b><br>has been removed.   |                                    |
| <b>Material Alteration: Yes and is accompanied by the relevant course information sheets.</b>  |                                    |
| <b>Rationale:</b> Changes have been made in line with recommendations from the Sport PCR   |                                    |
| <b>Change requested by: Jason Moran</b>  |                                    |
| <input checked="" type="checkbox"/> I can confirm that student representatives have been consulted about this change<br><input checked="" type="checkbox"/> I can confirm that colleagues impacted by this change have been consulted<br><input checked="" type="checkbox"/> I have retained evidence of these consultations, which will be summarized within the Programme Enhancement Report |                                    |
| <b>Signature:</b>   | <b>Date:</b> 11/02/2019            |
| <b>Name of Head of Department: Sarah Lee</b>   |                                    |
| <input type="checkbox"/> I confirm that this change does not require additional resources beyond the scope of those already present or planned for by the department.  |                                    |
| <b>Signature:</b>   | <b>Date:</b> 11.02.19              |
| <b>Approval Committee and Date:</b>  | CVC 2019 02 27                     |
| <b>Change approved with effect from:</b>   | 1 September 2019 (for 2019 intake) |
| <b>Resulting new version number:</b>   | 7.0                                |

#### Version 6.1

|   |                    |
|---|--------------------|
| <b>Rationale:</b> After the successful application for University Title, amendments were required to all specifications.  |                    |
| <b>Material Alteration:</b> Yes and Course Information Sheet amended appropriately: Not required  |                    |
| <b>Outline Change Details:</b> 1. Part 1: Basic Data requires the Awarding Body to be amended from Hartpury College to Hartpury University. 2. Award Titles amended to replace (SW) with (IP) 3. Subject Benchmark Statements updated where required. |                    |
| <b>Change requested by:</b>   | Academic Registrar |
| <b>CVC approval date:</b>   | 31 August 2018     |
| <b>Change approved with effect from:</b>  | 01 September 2018  |
| <b>New version number:</b>  | 6.1                |

#### Version v4

|   |  |
|---|--|
| <b>Rationale:</b> The programme team have reviewed enrichment activity and therefore it is not appropriate to state this specific course will be available as an opportunity. |  |
| <b>Material Alteration:</b> YES and Course Information Sheet amended appropriately: Yes/No  |  |
| <b>Outline Change Details:</b> Amendment within 'Description of any Distinctive Features' section   |  |
| The following statement has been removed in accordance with changes to enrichment activity.   |  |

“Furthermore, as a student studying the BSc Strength and Conditioning degree at the institution you will have the distinct opportunity become a certified British Weight Lifting Coach (BWL) – a qualification that is held in high esteem by employers within the field.”

|  |                       |
|--|-----------------------|
| <b>Change requested by:</b>              | <b>Alice Tocknell</b> |
| <b>CVC approval date:</b>                | <b>6 August 2018</b>  |
| <b>Change approved with effect from:</b> | 01 September 2019     |
| <b>New version number:</b>               | <b>V4.1</b>           |

**Version 4 (2018 intake) Periodic Curriculum Review**

|   |                   |
|---|-------------------|
| <b>Outline Change Details:</b> Update of valid to/from dates.   |                   |
| <b>Rationale:</b> The Sport Periodic Curriculum Review (PCR) on 2 <sup>nd</sup> May 2018 confirmed revalidation of the programme. |                   |
| <b>Change requested by:</b>   | PCR 02 May 2018   |
| <b>PCR approval date:</b>   | 02 May 2018       |
| <b>Change approved with effect from:</b>  | 01 September 2018 |