

## Programme Specification Definitive Document

### 1. Basic Information

<b>1.1 Awarding Institution:</b>	Plymouth Marjon University
<b>1.2 Teaching Institution:</b>	Plymouth Marjon University
<b>1.3 Locus of Delivery:</b>	Plymouth Marjon University
<b>1.4 Final Award Title:</b>	Bachelor of Science
<b>1.5 FHEQ Level:</b>	4, 5 and 6
<b>1.6 Programme Title:</b>	Strength and Conditioning
<b>1.7 Mode and Duration of Study:</b>	Full Time – 3 years Part Time – 6 years
<b>1.8 School:</b>	Sport, Exercise & Rehabilitation
<b>1.9 HECoS Code:</b>	101319
<b>1.10 Collaborative Provision Arrangement:</b>	None
<b>1.11 UCAS Code(s):</b>	C632
<b>1.12 Admission Criteria:</b>	Level 3 qualifications (e.g. A level) in pertinent area of study ie <ul style="list-style-type: none"> <li>▪ A level BBC – ABB; BTEC: DMM – DDM; Access to HE – Pass with 42-45 level 3 credits at Merit or Distinction</li> <li>▪ GCSE English Language, Grade C or above or an acceptable equivalent qualification</li> </ul> <p>Applications from non-traditional learners will be considered on an individual basis.</p> <p>International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.</p>
<b>1.13 Accrediting Professional Body/PSRB:</b>	None
<b>1.14 QAA Subject Benchmarking Group(s):</b>	Hospitality, Leisure, Sport and Tourism (2008)
<b>1.15 Other External Points of Reference:</b>	The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)

[QAA UK Quality Code for Higher Education](#)

[British Association of Sport and Exercise Sciences Undergraduate endorsement scheme](#)

[British Association of Sport and Exercise Sciences Supervised Experience Competency profile](#)

[National Occupational Standards: Sport Science](#)

[UKSCA technical competencies](#)

<b>1.16 Language of Study (for learning, teaching and assessment):</b>	English
<b>1.17 Work-Based Learning Arrangements:</b>	STCD90 – Work-based Learning
<b>1.18 Foundation Degree Progression Routes:</b>	None
<b>1.19 Arrangements for Distance Learning:</b>	N/A
<b>1.20 Original Date of Production:</b>	November 2015
<b>1.21 Date of Commencement:</b>	September 2016 (re-validation)
<b>1.22 Review Date:</b>	September 2022

## 2. Programme Outline

The overarching aim of this programme is to provide students with the necessary skills to practice as a strength and conditioning coach within the sport and/or fitness industry. Strength and conditioning is still a relatively new area of sport science support that focuses upon the physical preparation of athletes to optimise sport performance. Strength and conditioning is now formally recognised within the UK and is overseen by the UK Strength and Conditioning Association (UKSCA) whose remit is to accredit coaches and maintain high professional standards. In addition, the teaching team's working relationship with KBT Education will allow students to gain level 1 and 2 qualifications in strength and conditioning alongside their programme of study.

With this in mind, the specific programme outcomes will enable BSc (Hons) Strength and conditioning graduates to undertake a comprehensive needs analysis of athletic performance, design appropriate training with solid scientific principles whilst implementing effective monitoring strategies. The range of modules and the practical application of theory will allow graduates to be able to deliver safe and effective delivery of strength and conditioning.

### 2.1 Integrating Sustainability into the Curriculum

The programme team are responsible for embedding sustainability into the curriculum. The overarching aim is to empower students to become global citizens while also increasing their employability. This is implemented through adherence to the broad term of sustainability which outlines respect for human rights, equality, social and economic justice, intergenerational responsibilities and cultural diversity. The programme team work alongside other university-wide agendas such as employability and student engagement to further embed these concepts.

Higher Education is recognised as an important ground for application of these essential skills. The 'instructor-learner' relationship is a unique one where learners apply, and instructors observe, "sustainability-in-action" in the context of a variety of strength and conditioning disciplines. The curriculum has been thoughtfully aligned and made relevant to ensure these principles are being implemented.

### 3. Distinctive Features

The revalidation of the BSc (Hons) Strength and Conditioning programme is designed to enable students to undertake a comprehensive needs analysis of athletic performance, design appropriate training with solid scientific principles whilst implementing effective monitoring strategies. The programme retains the strongest aspects from previous provision and builds upon this to provide a robust learning experience that is vocationally driven.

Specifically, students will be able to:

- Develop a critical understanding of the concepts, theories and principles of strength and conditioning.
- Develop a critical understanding of human response and adaptations to strength and conditioning.
- Allow students to design, implement and evaluate safe and effective strength and conditioning training programmes that are transferable and not limited to the performance-orientated environment.

The Strength and conditioning programme is designed to draw upon core content from sport and exercise science and extend these concepts into applied conditioning practice.

The special features of the programme include:

- The opportunity to be mentored by accredited coaches whilst becoming proficient in technical S&C competencies
- The inclusion of REPS level 2 gym instructor and level 3 personal trainer qualifications within STCC01 and STCD01 respectively
- The opportunity to work as part of a conditioning support team delivering conditioning to a range of athletes
- Access and use of a state of the art S&C facility during taught modules
- Engagement in student led weightlifting workshops to embed and reinforce technical coaching knowledge across all 3 years
- The opportunity to complete a semester of study abroad in year 2 in collaboration with Bloomsburg University, Florida
- The option to apply for a full term internship position with KBT Education.

The programme has been designed to meet the new curriculum model through the delivery of an entirely prescribed programme. In addition, the final year of the programme can be taken as a part time flexible route where modules are intensified and delivered in 8h blocks (Military prescribed route). This is an attractive option to those in full time employments or for elite sport scholars who have demanding competition and training regimes.

The programme has been designed around a back bone of core knowledge running through all levels of the degree. These modules provide a unique programme perspective aimed at ensuring an excellent student experience and enable more effective ways of managing staff workloads to create greater capacity for research, knowledge exchange and scholarship.

Subject modules have been designed in different ways to enable continuity of learning through and across modules which will enable students to develop interconnected knowledge rather than pigeon hole learning in modules. To that end there are a series of 20 credit modules delivered in a combination of long and thin and traditional duration, assessed in a variety of ways.

The programme is specifically focused towards developing knowledge of sport and exercise science, and applying this to a strength and conditioning context.

## 4. Programme Aims

The Programme aims to:

- Develop students' critical thought, intellectual reasoning and practical precision for application to diverse settings.
- Help students from varied cultural and social backgrounds to fulfil their potential in both intellectual and practical domains.
- Provide a stimulating and caring learning environment in which students feel secure and motivated to learn.
- Prepare students for employment or postgraduate study by equipping them with a diverse range of skills.

Specific Programme aims are to:

- Develop a critical understanding of the concepts, theories and principles of strength and conditioning.
- Develop a critical understanding of human response and adaptations to strength and conditioning.
- Allow students to design, implement and evaluate safe and effective strength and conditioning training programmes that are transferable and not limited to the performance-orientated environment.
- Allow students to develop and apply their research skills within strength and conditioning, with an appreciation of moral, ethical, education and legal issues.
- Allow students to become technically proficient in an array of practical strength and conditioning techniques.

## 5. Programme Learning Outcomes

### **Knowledge & understanding:**

By the end of this programme students should be able to demonstrate:

1. Demonstrate a comprehensive understanding of the theory underpinning human structure, function and performance.
2. Demonstrate a critical understanding of the training principles and adaptations to strength and conditioning.
3. Critically plan and evaluate periodised strength and conditioning coaching practice.
4. Appreciate and demonstrate an understanding of the moral, ethical, educational and legal issues which underpin professional practice
5. Attain comprehensive knowledge of strength and conditioning techniques that are transferable and not limited to, the performance-orientated environment.

### **Intellectual skills:**

By the end of this programme students should be able to demonstrate:

6. Critically assess and evaluate evidence to develop reasoned and informed argument
7. Describe, analyse and interpret data using a variety of appropriate techniques
8. Use and interpret knowledge and information to solve problems in theoretical and practical contexts.
9. Research and critically evaluate theories, principles and concepts in strength and conditioning with minimal supervision.
10. Apply existing theories, concepts and techniques to solve new problems.
11. Take responsibility for their learning and continuing professional development.

### Transferable / key skills:

By the end of this programme students should be able to:

12. Communicate effectively in a variety of forms.
13. Critically reflect and evaluate personal strengths and weaknesses.
14. Work effectively as a member of a team and take responsibility for leadership where appropriate.
15. Select and manage information using appropriate ICT, including the internet, word processing, spreadsheets and statistical software packages.
16. Select and use appropriate quantitative and qualitative techniques for data collection, presentation, analysis and problem solving.
17. Have confidence to challenge received opinion and debate in a professional manner

### Practical skills:

By the end of this programme students should be able to demonstrate:

18. Demonstrate safe and effective laboratory and field based practice; to include risk assessment and the identification of emergency procedures.
19. Undertake appropriate needs analysis to inform progressive training design for athletic performance in different populations
20. Demonstrate technical proficiency across weightlifting, plyometrics, speed, agility, endurance and flexibility practice.
21. Demonstrate competence in the monitoring of procedures to evaluate strength and conditioning effectiveness.
22. Demonstrate effective communication with athletes and other members of the athlete support team where appropriate manner

## 6. Learning and Teaching Methods

The following teaching and learning methods are used to engage students in the learning process and to support student achievement of the programme aims including:

<b>Case Studies</b>	A group of people, or an individual, engaged in study or work, based on a 'real life' situation in a practical field. Case study or scenario based learning activities.
<b>Computer based learning / E-learning</b>	Computer and network enabled transfer of skills and knowledge, using electronic applications and processes to learn.
<b>Individual / Group Critique</b>	The presentation of work in progress to peers and/or staff / professionals in order to gain constructive criticism to enable development.
<b>Critical reflection:</b>	Students engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and weakness.
<b>Directed Study and reading</b>	Specific reading task set by the lecturer for students.
<b>Electronic material</b>	This includes VLE based exercises and other software
<b>Field work</b>	Visits or Offsite sessions for the purposes of research. This would encompass data collection sessions together with visits to relevant organisations. An investigation carried out in the field rather than in a laboratory or lectures room

<b>Group discussions</b>	A focus group work together to discuss opinions and gauge their responses to specific stimuli.
<b>Group Work</b>	Students work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the larger module group.
<b>Guest speaker</b>	Using specialists from the field to present to students. Typically refers to when a learner, guest speaker, explains or shows some content to a learning audience; similar to a lecture.
<b>Independent learning/directed self-study</b>	Activities where an individual learner conducts research, or carries out a learning activity, on their own.
<b>Lectures/whole group lecturers</b>	Subject introduced and delivered by the teacher in a specific time which transmits information
<b>Observation (methods)</b>	Learners observe selected practices related to their area of study and reflect and review them in relation to other models and processes as a means of learning.
<b>Peer group study</b>	A learning event in which one learner, or a small group of learners, helps other learners with a particular subject
<b>Personal and professional development planning:</b>	Students take part in activities that contribute towards the creation of a personal and professional action plan to achieve stated personal and career related objectives.
<b>Practical sessions (including Field and Laboratory based investigations)</b>	Student activity, e.g. learning a skill or group work. This can also include laboratory sessions, coaching sessions in the sports hall and conditioning sessions in the fitness suite.
<b>Presentations</b>	Typically refers to when a learner, guest speaker, explains or shows some content to a learning audience; similar to a lecture.
<b>Seminar groups</b>	These are an opportunity for students to have a non-teacher led session, where they may analyse data in detail and discuss it in groups or may work on a topic with a view to giving a short presentation on a topic, adding detail to a lecture, or reporting back on some data collection task, for example.
<b>Student-led presentations</b>	Where used, these may not be assessed. However, where they occur in LEL modules with an exam, students are assured of an exam question on their presentation topic. Thus work on their presentation has an 'end'.
<b>Tutorials</b>	One-to-one teaching (student to lecturer) usually for counselling purposes based on the student's work.
<b>Video viewing and analysis</b>	Students view instructional/educational videos for academic content
<b>Virtual Learning Environment</b>	A software system designed to support teaching and learning in an educational setting.
<b>Work based tasks</b>	Learning events which take place within a working environment enabling learners to develop 'real' skills and practices

<b>Workshops</b>	A group of people engaged in intensive study or work normally in a creative or practical field.
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## 6.1 Learning Enhancement

The BSc (Hons) Strength and conditioning curriculum adopts key aspects of the institutional Learning, Teaching and Assessment Strategy including the need to address issues of inclusivity and vocationality. It has a practice based focus underpinned by academic knowledge and understanding. A range of learning teaching and assessment approaches are utilised to enable flexible, student-centred learning, including the adoption of some of the opportunities offered by technology enhanced learning, such as the creative use of the virtual learning environment and social media. The strategies used aim to develop student approaches to learning which will facilitate reflection and analysis, aid application of theory to practice and develop critical awareness of the multi-dimensional influences of sport and exercise science to professional practice.

Modules in the strength and conditioning programme carry a duty of care statement that students are fit to study. In particular, practical, applied and experiential modules require a professional commitment and compulsory attendance to ensure that the students' delivery meets the required professional standards and underpinning health and safety standards. All practical and off-site activities are risk assessed by the respective academic staff.

The learning, teaching and assessment strategies employed enhance and contribute directly to the development of key and transferable skills and professional practice skills, enabling students to monitor their achievements and identify their learning needs and targets for personal development. To achieve this, the course employs a variety of approaches, such as field based assessment, laboratory based assessment, guest speakers, applied practice with industry, project work, industry placements, promoting voluntary placements, and access to and promotion of additional practitioner qualifications. The activities and events across the programme are visible to all students via the Virtual Learning Environment (VLE). The VLE allows students to have an overview of learning opportunities that are integrated in their programme, but decoupled from modules, allowing access to a wide range of learning opportunities e.g. national governing body awards, sport and exercise science support, voluntary experiences.

## 6.2 e-Learning

The strength and conditioning programme team recognise the increasing contribution that digital resources make to the learning experience of students. The team utilises the virtual learning environment to provide access to resources, discussion groups and other learning materials, such as audio files, learning objects, lecture capture, and performance analysis technology. The programme also has a twitter feed that encourages dissemination of practical sport development information from professional organisations and the development of professional networks. In addition, students have open access to extensive computer facilities within the University to support their studies.

## 7. Modes of Assessment

The assessment strategy of the BSc (Hons) Strength and Conditioning programme is to utilise a range of assessment methods that are in line with accreditation requirements from several key organisations (UKSCA, NSCA and KBT Education).

Achievement of learning outcomes is through responses to practice and directed tasks, and the accumulation of portfolio evidence from work based learning. The student is required to draw on these experiences to inform summative assessments, thus providing the opportunity for

cumulative learning and critical reflection and to demonstrate the whole of their learning. Module learning outcomes are explicitly stated in module teaching programmes and incorporated into assignment marking criteria to guide the student.

A broad range of assessment strategies are used in the programme to support the development of knowledge and understanding and professional and practical skills as well as providing opportunities to foster key and transferable skills. Throughout the taught modules formative assessment will be employed to support students in their learning and development.

Students will be required to reflect on their own practice within assignments and therefore they will be personal to their own circumstances and learning journey. This will support an objective approach to assessment against the academic criteria. The university uses Turnitin electronic assessment submission, which allows students to submit assignments electronically without the need to be physically present on campus. Turnitin deters plagiarism and supports staff identifying poor practice and malpractice. The typed feedback via Turnitin allows students to be able to read feedback clearly avoiding a range of handwriting styles on assessment forms.

The following are assessment methods utilised within the strength and conditioning programme:

**Learning agreement:** A contract style agreement evidencing an action plan for improving specific aspects of learning in an HE environment.

**Developmental Project:** An independent study, approved by the module leader, which should indicate clear improvement and development specific to a learning environment.

**Research project:** An independent study, approved by the module leader, following a topic of the students' choice, which should indicate the capacity to synthesise the different elements of sport and exercise science.

**Case study:** An analysis of a real-life example within the field of sport and exercise science.

**Critical review:** A critique of a selected text (usually a chapter from a book or an article from a journal), activity or organisation. An essay style assignment critically evaluating literature pertinent to a topic.

**Honours Project:** An in-depth independent study of 10000 words (or equivalent), approved by the module leader, following a topic of the students' choice, which should indicate the capacity to synthesise the different elements of sport and exercise science.

**Essay:** A written response to a question based on synthesis and analysis. These may be negotiated with an academic tutor.

**Formal examination (online exam):** Usually takes the form of essay questions, but also other forms, such as multiple choice questions, short answer questions, or any combination, which are taken under examination conditions.

**Report / Laboratory Report:** A written response structured in an agreed format, based on individual research of a selected topic. This may include practical research. A structured written account of a laboratory practical with analysis and discussion of results.



**Oral Presentation:** A talk illustrated/supported by a variety of audio-visual aids, which demonstrates knowledge and understanding of a selected topic. They could be individual or group.

**Portfolio / E-Portfolio / Resource File/Online Reflective diary:** A collection of assessments covering the learning outcomes of a module, which usually takes several different forms such as essays, reports, presentations and task sheets and may use digital media. A compilation of weekly tasks, brief laboratory reports, reflective diary and evaluations as evidence of students' achievement.

**Poster Presentation:** Presentation of data/information/critical analysis in a visual 'poster' format to include brief verbal delivery and defence of questions posed on the topic specific to the information contained in the poster. Assesses knowledge of the selected topic and communication skills.

**Practical Examination/Assessment:** Examination of personal performance in for example instructing, coaching, leading lab sessions, ICT.

**Research proposal:** A brief written plan which indicates clearly and succinctly how the student wishes to proceed in a piece of research.

## **8. Exemptions to University Regulations**

None

## **9. Work-Based Learning/Placement Learning**

The strength and conditioning programme provides opportunities for students to apply their knowledge and understanding in vocationally relevant workplaces and gain additional skills and experiences that will enhance their future employability. Students will have access to an array of S&C opportunities working with peers, external athletes and clubs to reinforce their practical competencies.

All students that engage in work based modules are allocated a University Placement Advisor who confirms the appropriateness of the student's placement and agrees the focus of the placement. Students negotiate their placement aims with the host organisation and their university placement advisor. All placements adhere to the University Policy on Placement Learning. The specific work based module runs for the whole of the second academic year. Students are guided to work within an organisation that reflects and aligns to their future career aspirations.

The programme is vocationally orientated and students review their career aspirations in year 1 and complete a Career Development Plan to ensure they maximise opportunities to enhance their future employability, via direct opportunities at university and via external opportunities. Understanding the S&C industry, and specifically the role of a S&C coach within an integrated sport science and medicine framework, is integral to the programme.

The programme structure that follows feature modules that are all prescribed. Year 1 of the programme is prescribed with the non-condonable module noted in line with the University curriculum model and policy. Year 2 of the programme includes two non-condonable modules, one of which is the Work Based Learning (WBL) module in line with University policy. The remaining compulsory and non-condonable module is the research methods module which is considered integral to successful completion of a 40 credit Honours project in year 3. Year 2 features an extension of the existing strength and conditioning provision through the design of a new strength and conditioning module (STCD02).

In year 3 the Honours Project (40 credits) is compulsory and non-condonable. The Honours Project is an accumulation and a culmination of subject knowledge and understanding, transferable skills, practical skills and intellectual skills gained through the sport and exercise programme. The completion of an honours project is therefore a reflection on a skill set, specific to sport and exercise science, which will aid future employability. Successful completion is imperative in order to ensure graduates have every opportunity to succeed in their chosen careers. Two strength and conditioning specific modules extend the concepts covered throughout years 1 and 2.

Modules STCD01 and STCH01 are non-condonable.

## 10. Programme Structure

### Full Time

#### Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">STCC90</a>	Engaging with learning: Strength and Conditioning	20	100% Coursework	Semester X	Compulsory	Condonable
<a href="#">SHSC01</a>	Foundations of applied practice in sport and exercise science	20	40% Coursework 60% Practical	Semester X	Compulsory	Condonable
<a href="#">SHSC02</a>	Anatomy and physiology for sport and exercise	20	30% Coursework 40% Exam 30% Practical	Semester A	Compulsory	Condonable
<a href="#">STCC01</a>	Strength and conditioning principles for sport and exercise	20	40% Exam 60% Practical	Semester B	Compulsory	Condonable
<a href="#">SHSC03</a>	Introduction to sport, exercise and health psychology	20	50% Coursework 50% Exam	Semester A	Compulsory	Condonable
<a href="#">SESC01</a>	Introduction to human	20	100% Coursework	Semester B	Compulsory	Condonable

	movement and biomechanics					
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### Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">SHSD01</a>	Research methods and analysis in sport and health sciences	20	100% Coursework	Semester X	Compulsory	Non- Condonable
<a href="#">STCD90</a>	Work-based Learning: Strength and Conditioning	20	100% Coursework	Semester X	Compulsory	Non- Condonable
<a href="#">SESD01</a>	Performance and technique analysis for sport	20	60% Coursework 40% Practical	Semester A	Compulsory	Condonable
<a href="#">SHSD02</a>	Sport and exercise physiology	20	100% Coursework	Semester B	Compulsory	Condonable
<a href="#">STCD01</a>	Applied strength and conditioning for sport and exercise I	20	50% Coursework 50% Practical	Semester A	Compulsory	Condonable
<a href="#">STCD02</a>	Applied strength and conditioning for sport and exercise II	20	30% Coursework 20% Exam 50% Practical	Semester B	Compulsory	Condonable

### Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
<a href="#">SHSHP1</a>	Honours Project	40	100% Coursework	Semester X	Compulsory	Non- Condonable
<a href="#">SESH01</a>	Performance biomechanics	20	60% Coursework 40% Practical	Semester A	Compulsory	Condonable
<a href="#">SHSH01</a>	Applied exercise physiology	20	35% Coursework 65% Practical	Semester A	Compulsory	Condonable
<a href="#">STCH01</a>	Advances in strength and conditioning	20	70% Coursework 30% Practical	Semester B	Compulsory	Condonable
<a href="#">STCH02</a>	Nutrition for strength and conditioning	20	60% Coursework 40% Practical	Semester B	Compulsory	Condonable

<a href="#">SESH06</a>	Work Based Learning	20	100% Coursework	Semester X	Optional	Condonable
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Key: Semester X = A & B

- A definitive module descriptor is required for each module

## **11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)**

N/A

## **12. Professional Advisory Group**

An informal professionally based advisory team provides valuable guidance regarding the on-going development of the programme, placement opportunities and career opportunities for students. The professional participants of the team were consulted regarding this provision and provided additional advice on employability skills and their importance within the programme. Participants within the professional team provide placement opportunities for the students.

## **13. Academic Progression Opportunities**

Students with a BSc Honours degree will have the opportunity to pursue post graduate education. Students may access the University's Post Graduate Certificate in Education with a specialism in either Primary or Secondary physical education; Masters level study; MRes or PhD studentships. Students will be made aware that post graduate progression is available within the context of lifelong learning and relationships with the Alumni often results in further study in the future.

## **14. Employability and Career Progression Opportunities**

Since the formation of the UKSCA, the industry has seen improvements in facilities and an increase in the number of strength and conditioning coaches in full time employment. There have been more coaches employed in the past few years than any other member of the sport science support team demonstrating that the profession has been previously undervalued.

Specific employability and career opportunities include:

- Working as a S&C coach to support performance (internship offered to one graduate from KBT Education)
- Working as an exercise and fitness professional to support health and fitness in the private sector
- Working as a S&C coach to support rehab and prehab procedures in sport medicine
- Continuation into postgraduate study
- Teaching following a programme of post graduate certificate of education in primary or secondary education.

Furthermore the Universities UK and CBI (2009) recommendations about how opportunities for 'employability skills' can be delivered are addressed in several ways within the strength and conditioning programme.

- Integrated into curriculum (use of case studies, team presentations, rewarding evidence of skills, personal development planning (PDP), accredited modules)
- Additional on/off campus activities (summer experiences, enterprise and entrepreneurship, sport and exercise science support teams, volunteering)
- Work placements
- Careers advice

The integration of employability skills into the curriculum has been ensured by mapping the modular content, pedagogy and assessment to CBI (2011) most desired skills by employers of:

- Business and customer awareness
- Self-management
- Team work
- Problem solving
- literacy and numeracy
- Positive attitude
- Use of IT

Alongside the 'enterprise' skills identified by the Pedagogy for Employability Group (2006) of:

- Initiative
- Creativity
- Identifying and working on opportunities
- Leadership
- Acting resourcefully
- Responding to challenges

## **15. Support for Students and for Student Learning**

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

In addition the Student Union offers support, guidance and pastoral advice to all students across an array of situations.

Strength and conditioning students have dedicated support from the programme team from the first day they arrive, during induction and throughout the duration of study. The team aims to support academic progress within strength and conditioning and the development of transferable skills. Students will be encouraged to have regular contact whenever support is needed.

## **16. Student Feedback Mechanisms**

The programme team seek to develop positive relationships with students to ensure there is an on-going and continuous dialogue on a weekly basis to allow for regular communication and feedback. The team aim to develop an environment where students see that their feedback directly influences the programme to continue to drive improvement and refine the student experience.

Formal feedback aims to be transparent where two-way reporting is apparent to students. Feedback mechanisms include:

- Module evaluations from students and module reports are available to students.
- Staff Student Liaison Committee (SSLC) made up of elected student representatives. Minutes and Action Points are available via the virtual learning environment and actions from previous meetings are formally followed up at subsequent meetings.
- Programme Reports and the External Examiners report, and response, are made available to students and are discussed formally at SSLC.
- The programme team use social media to engage with students online. This includes publicly visible information via a programme Twitter Feed to communicate via a more informal platform.
- Student feedback on specific issues, e.g. through module evaluations or via discussions at the SSLC, are evidenced via minor modification processes that require student engagement as part of the quality assurance mechanisms.
- The development of the new curriculum was discussed at the SSLC in order to seek the views of students.
- Students are made aware of the summative nature of the National Student Survey and issues identified by students are disseminated via Programme Reports and discussed via the SSLC. This evidences student feedback and how that influences the continuous development of the programme.

## **17. Other Stakeholder Feedback**

In addition to existing student feedback, advice from employers, previous external examiners and other accredited S&C coaches was sought. The focus of the feedback was around the development of the strength and conditioning modules in relation to better preparing graduates for the work environment in order to best prescribe conditioning.

Feedback from employers concurred with the existing student feedback to expand periodisation content at level 5 and further outline the need for students to engage with learning: personal and professional skills, aspects within the foundations of applied practice such as leadership skills and in the compulsory work based learning module in year 2.

## **18. Quality and Enhancement Mechanisms**

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring

processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.





