

Programme Specification 2025-26

1.	Programme title	MSc Strength and Conditioning (Distance Education)
2.	Awarding institution	Middlesex University
3a	Teaching institution	Middlesex University London
3b	Language of study	English

4a	Valid intake dates and mode of study
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Mode of Study	Cohort	Delivery Location	Duration
Full-time (FT)	Semester 1	Hendon	1 Years
Part-time (PT)	Semester 1	Hendon	2 Years

4c	Delivery method	Distance Education
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5. Professional/Statutory/Regulatory body (if applicable)
National Strength and Conditioning Association (NSCA)

6.	Apprenticeship Standard (if applicable)	N/A
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7. Final qualification(s) available
Target Award Title(s)
MSc Strength and Conditioning (Distance Education)
Exit Award Title(s)
PGCert Strength and Conditioning (Distance Education)
PGDip Strength and Conditioning (Distance Education)

8. Academic year effective from	2025-26
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9. Criteria for admission to the programme
Students will require an undergraduate degree in a sport or exercise related field (2.2 or better). Students with undergraduate degrees in non-related areas will be considered

subject to relevant industry experience and professional qualifications. Relevant experience includes (but is not limited to) working as a strength and conditioning coach, physiotherapist or sport scientist within a professional club, governing body or private facility.

Students for whom English is a second language must have achieved IELTS 6.5 (with minimum 6.0 in all components) or equivalent. The University aims to ensure that its admissions processes are fair, open and transparent, and aims to admit students who, regardless of their background, demonstrate potential to successfully complete their chosen programme of study where a suitable place exist and where entry criteria are met. The University values diversity and is committed to equality in education and students are selected on the basis of their individual merits, abilities and aptitudes. The University ensures that the operation of admissions processes and application of entry criteria are undertaken in compliance with the Equality Act.

We take a personalized and fair approach to how we make offers. We feel it's important that our applicants continue to aspire to achieving great results and make offers which take into account pieces of information provided to us on the application form. This includes recognition of prior learning and experience. If you have been working, or you have other learning experience that is relevant to your programme, then we can count this towards your entry requirements and even certain modules once you start studying.

For further information please visit our: Accreditation of Prior Learning page (<https://www.mdx.ac.uk/study-with-us/undergraduate/entry-requirements-for-undergraduates/recognition-of-previous-learning>).

10. Aims of the programme

The programme aims to:

Our aim is to develop highly skilled, evidence-driven strength and conditioning coaches who can design sport-specific training interventions, effectively coach athletes, and critically evaluate performance testing data. We aim to foster a deep understanding of the latest research in the field, while cultivating essential soft skills and self-reflection practices. Through comprehensive training and preparation, we strive to equip students with the qualifications and practical expertise necessary to excel in the professional world of strength and conditioning and meet the certification standards of leading industry accreditation organisations.

The programme is aimed at students who have studied a sport-related undergraduate degree and those with relevant experience of working in the field may also be considered. Being based at StoneX Stadium in London, we are part of the elite few Universities to be based at the facilities of a professional sports organisation, ensuring we are at the cutting edge of high-performance sport.

11. Programme learning outcomes

Programme - Knowledge and Understanding

On completion of this programme the successful student will have a knowledge and understanding of:

1. The physiological functioning of the human body during and in response to exercise
2. The principles of strength and conditioning training and adaptation
3. The design and implementation of sport specific periodised programmes for a range of athletic populations.
4. Performance monitoring and testing including data analyses, feedback and its practical applications.
5. How to generate, report and analyse information relative to the creation of an independent project.
Programme - Skills On completion of this programme the successful student will be able to:
6. Critically appraise appropriate research and published literature.
7. Critically evaluate a range of training modalities and interventions, and their effects on human performance.
8. Critically evaluate, design and implement a series of performance testing and monitoring procedures.
9. Synthesise and critically evaluate technique and coaching across a wide variety of exercises.
10. Communicate complex theoretical information and performance testing data in simple, actionable ways, both verbally and visually.

12. Teaching/learning methods
The MSc Strength and Conditioning is an Education Recognised Programme (ERP) by the National Strength and Conditioning Association (NSCA), the leading international accrediting body for the discipline of strength and conditioning. This highlights our commitment to employer engagement and that both the teaching and learning methods utilised are committed to high quality delivery and content, which will assist with employability upon graduation. The on-campus programme adopts an on-campus teaching approach, supported with additional online materials, whilst learning for the distance education programme is undertaken via a range of online materials, tutorials and seminars with an optional residential. Resources for those unable to attend the residential on practice-based skills are available on the module pages. Students engage in a mix of synchronous and asynchronous learning through research-informed teaching, pre-recorded online content (in the form of key concept videos), seminars, workshops, and practice led-learning. A focus on active participation is central, with opportunities for students to lead discussions, collaborate in small groups, and engage in problem-solving tasks. This approach fosters inclusivity, co-leadership, digital literacy, and adaptability; while providing the flexibility for students to learn at their own pace through self-directed study. The curriculum is designed to encourage collaboration, peer learning, and the sustainable development of both academic and practical skills for both on-campus and distance education students, providing a holistic and agile approach to student learning, development, health and wellbeing.

Students' knowledge and competencies are assessed through both formative and summative methods, which include peer review, self-reflection, and a combination of practical and theoretical assessments. Students are encouraged to participate in curriculum design and lead student communities through co-leadership opportunities during the academic year, via group learning, student forums, programme voice groups and an ability to co-design their research methods and independent project assessments. This participatory approach supports the development of critical thinking, problem-solving, and leadership skills, all while ensuring students remain connected to the evolving field of strength and conditioning.

In addition to academic learning, the programme emphasises employability and practical application through a dedicated placement module. This allows students to apply theoretical knowledge into real-world settings, enhancing their professional development. The integration of employer engagement through authentic assessments, guest speakers, and employability initiatives strengthens the connection between academic content and industry practices, ensuring that graduates are well-prepared for careers in strength and conditioning. The inclusive and collaborative nature of the curriculum, alongside opportunities for practical learning, ensures students gain a well-rounded education that supports both their academic growth and future career success.

Approx. number of timetabled hours per week (at each level of study, as appropriate), including on-campus and online hours

FT8

PT4

Approx. number of hours of independent study per week (at each level of study, as appropriate)

FT32

PT16

Approx. number of hours on placement (including placement, work-based learning or year abroad, as appropriate).

FT50

PT50

13. Employability

13a Development of graduate competencies

13b Employability development

Approaches to learning ensure that graduate competencies are developed. Through problem-based learning approaches, students become adept at problem solving, develop into curious learners, working collaboratively with peers to innovate in group work. The course is designed to get students to apply innovative methodologies to address real-world issues and problems that affect their subject discipline. Technological agility is supported throughout with the use of various software and online platforms, which are integrated into group work, assessments and learning, as appropriate. The integration of group and individual presentations develops students' ability to communicate and become resilient and adaptable learners. Students are given the opportunity to develop their leadership and exert influence on their placements.

To further enhance student development, the curriculum will also encourage the cultivation of

entrepreneurial skills, preparing students to innovate and adapt within strength and conditioning. By fostering an entrepreneurial mindset, students will be equipped to identify opportunities, develop new services, and navigate the evolving landscape of the industry with confidence ensuring they are best prepared to achieve excellent graduate outcomes.

Collaborating with industry professionals and utilising the experiences of qualified staff that also consult within the field, ensures the curriculum remains relevant and aligned with market demands. Assessments for the core modules are also aligned with enabling the students to have the necessary skills to pass the NSCA certification and UKSCA accreditations; a key requirement for employability within the field, and a potential opportunity for career development for those already in the field. The development of skills will be dually focused on hard and soft skills, ensuring students are well versed in practical competency and communication.

A key component to enhance employability is the placement module in which applied experience is fostered through a case study and reflective practice. This is facilitated with applications to placement opportunities as and when available, allowing students to increase their networking opportunity. Further to this, connections with Middlesex University Sports Teams also provide opportunities internally, thus integrating the student further into the Middlesex University community.

13c Placement and work experience opportunities (if applicable)

Students are required to complete a compulsory minimum number of hours (50) for their work placement. Students are encouraged to explore organisations that work within the student's area of interest (but must be relevant to their programme) and suitable applications are supported by the programme leader.

Where a student is not already working within a field relevant to their programme of study, programme staff may be able to advise of suitable work placements and opportunities exclusive to the programme will be made available as and when we receive them. It is typical that interviews will be required for popular placements; therefore, the University offers no guarantee of work experience. Support is provided to students through the University employability services and by the programme team where appropriate.

13d Future careers / progression

Career opportunities (full-time and part-time) exist for strength and conditioning coaches in both professional and amateur sports, as well as private training facilities.

Previous graduates of the course are currently working in soccer (English Premier League, English Championship, the FA); Rugby (Premiership, Championship); multiple Olympic sports (working for the UK Sports Institute (UKSI) in sports such as taekwondo, wheelchair rugby, para-swimming, triathlon), National Football League (NFL Academy) and Cricket (County and international). Alumni have also had successful careers outside of sport working in private facilities and other aspects of physical performance such as the Royal Ballet and the Military.

Graduates will also be capable of establishing their own consultancy business or progressing to additional study/research including MPhil/PhD.

14. Assessment methods

Students' knowledge, understanding and skills is assessed via a range of assessment methods, such as: presentations, practical assessments, and coursework.

15. Programme Structure (level of study, modules, credits and progression requirements)

Structure is indicative for Part-time routes.

Students must take all of the compulsory modules and choose following programme requirements from the optional modules.

Non-compensatable modules are noted below.

Available Pathways

Not Applicable

Year 1

Year 1 Level 7 FT and PT

Code	Type	Module Title	Credits at FHEQ Level
SES4097	Compulsory	Independent Project 2025-26	60 at Level 7
SES4028	Compulsory	Applied Performance Coaching 2025-26	30 at Level 7
SES4013	Compulsory	Professional placement 2025-26	30 at Level 7
SES4030	Compulsory	Research Methods 2025-26	30 at Level 7
SES4014	Compulsory	Strength and Conditioning Science 2025-26	30 at Level 7

Year 2

Year 2 Level 7 PT

Code	Type	Module Title	Credits at FHEQ Level
SES4097	Compulsory	Independent Project 2026-27	60 at Level 7
SES4013	Compulsory	Professional placement 2026-27	30 at Level 7

*Please refer to your programme page on the website re availability of option modules

16. Programme-specific support for learning

Students studying on Middlesex University London programmes either on-campus at the StoneX campus or in Distance education modes, will have access to relevant programme-specific software relating to statistical analysis and office-suites.

Academic supervisors from the University are assigned to students to guide them through the shared modules for this programme.

Course content can also be accessed via the University MyMDX learning platform, where all learning materials are available. In addition, University wide services will be available on the same platform.

17. HECos code(s)

100433: Sport and Exercise Sciences

18. Relevant QAA subject benchmark(s)

19. University Regulations

This programme will run in line with general University Regulations: [Policies | Middlesex University](#)

This programme will run in line with general University regulations, which can be found here: [Policies | Middlesex University](#).

20. Reference points

Internal Documentation:

- Middlesex University Learning and Quality Enhancement Handbook - <https://www.mdx.ac.uk/about-us/policies/academic-quality/learning-and-quality-enhancement-handbook-lqeh/>
- Middlesex University Centre for Academic Practice Enhancement - Embedding Employability, Graduate Competencies, and Employer Engagement (2024) - <https://www.intra.mdx.ac.uk/about-us/services/centre-for-academic-practice-enhancement/quick-guides-to-support-learning-and-teaching/P5-Embedding-employability-Employer-engagement-and-Graduate-Competencies.pdf>
- Learning Frameworks principles <https://www.mdx.ac.uk/study/learning-framework/>

External Documentation:

- Quality Assurance Agency (2024) The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies, second edition. Gloucester: QAA - https://www.qaa.ac.uk/docs/qaa/quality-code/the-frameworks-for-higher-education-qualifications-of-uk-degree-awarding-bodies-2024.pdf?sfvrsn=3562b281_11
- Quality Assurance Agency (2024) UK Quality Code for Higher Education. Gloucester: QAA

- <https://www.qaa.ac.uk/the-quality-code/2024>
- United Nations Sustainable Development Goals and its 2030 Agenda for Sustainable Development - <https://sdgs.un.org/goals>
- QAA Master's Degrees Characteristics Statement: Characteristics Statement - Masters Degrees
- National Strength and Conditioning Association - Education Recognition Program (ERP)

21. Other information *(if applicable)*

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if they take full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

22a. Programme learning outcomes

A1	The physiological functioning of the human body during and in response to exercise.
A2	The principles of strength and conditioning training and adaptation.
A3	The design and implementation of sport specific periodised programmes for a range of athletic populations.
A4	Performance monitoring and testing including data analyses, feedback and its practical applications.
A5	How to generate, report and analyse information relative to the creation of an independent project.

B1	Critically appraise appropriate research and published literature.
B2	Critically evaluate a range of training modalities and interventions, and their effects on human performance.
B3	Critically evaluate, design and implement a series of performance testing and monitoring procedures.
B4	Synthesise and critically evaluate technique and coaching across a wide variety of exercises.
B5	Communicate complex theoretical information and performance testing data in simple, actionable ways, both verbally and visually.

[illegible]

Module Title	Module Code by Level of study	A 1	A 2	A 3	A 4	A 5	B 1	B 2	B 3	B 4	B 5
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Level 7												
Strength and Conditioning Science	SES4014	X	X					X	X		X	
Applied Performance Coaching	SES4028	X	X	X				X		X		
Research Methods (shared)	SES4030				X		X				X	
Professional Placement (shared)	SES4013			X	X			X	X	X		
Independent Project (shared)	SES4097				X	X	X				X	