

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	Faculty responsible for the programme Faculty of Health and Social Sciences
Final award(s), title(s) and credits BSc (Hons) Sport Therapy (360 credits; 120 (60 ECTS) Level 4, 120 (60 ECTS) Level 5, 120 (60 ECTS) Level 6)	
Intermediate award(s), title(s) and credits Dip HE Health and Exercise Studies (240 credits; 120 (60 ECTS) Level 4, 120 (60 ECTS) Level 5) Cert HE Health and Exercise Studies (120 credits (60 ECTS) Level 4)	
UCAS Programme Code(s)	HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load. <i>Core subjects only</i> 100475 (100%)
External reference points <ul style="list-style-type: none"> - QAA UK Quality Code for Higher Education (2023) - Quality Assurance Agency for Higher Education Subject Benchmark Statements for Events, Hospitality, Leisure, Sport and Tourism (2019) - UK Quality Code for Higher Education Part A: Setting and maintaining academic standards (2014) - Society of Sports Therapists Standards of Proficiency (2008) - UN Sustainable Development Goals. 	
Professional, Statutory and Regulatory Body (PSRB) links The Society of Sports Therapists	
Places of delivery Bournemouth University, Lansdowne Campus & Talbot Campus	
Mode(s) of delivery Full-time/ full-time sandwich	Language of delivery English
Typical duration 3 years full time 4 years full time with Sandwich placement	
Date of first intake September 2025	Expected start dates September only
Maximum student numbers N/A	Placements Compulsory 200 hours of supervised placement at Level 6 plus an optional 30 week supervised sandwich placement. It is the responsibility of the student to source suitable placements at Level 6 and for the sandwich year (if applicable). The Professional Practice Lead and/or Placement Coordinator must agree all placement settings and supervisors before placements are commenced.
Partner(s) Not applicable	Partnership model Not applicable
Date of this Programme Specification July 2024	
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PROGRAMME STRUCTURE

Programme Award and Title: BSc (Hons) Sports Therapy								
Year 1/Level 4 Students are required to complete all 6 core units.								
Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
			Exam 1	Cwk 1	Cwk 2			
Introduction to Sports Therapy	Core	20	100%*			36	1.0	100475 100%
Introduction to Anatomy and Physiology	Core	20	100%			36	1.0	100264 100262 Balanced
Introduction to Research	Core	20	100%			36	1.0	100962 100%
Introduction to Injury	Core	20		100%		36	1.0	100475 100%
Applied Anatomy and Physiology	Core	20	100%*			36	1.0	100264 100262 Balanced
Therapeutic Modalities	Core	20	50%*	50%		36	1.0	100475 100%
*Practical exam Progression requirements: Requires 120 credits at Level 4 Exit qualification: Cert HE Health and Exercise Studies (requires 120 credits at Level 4) The professional body for the BSc (Hons) Sports Therapy programme, The Society of Sports Therapists, stipulates that all students must have a minimum of 80% attendance at all practical teaching sessions (Introduction to Sports Therapy, Applied Anatomy and Physiology, & Therapeutic Modalities units) to automatically be eligible to undertake any practical assessment. Students who do not meet the 80% attendance threshold must pass 'safe to proceed' testing prior to undertaking the practical assessment.								

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Year 2/Level 5

Students are required to complete all 6 core units.

Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code (plus balanced or major/ minor load)
			Exam 1	Cwk 1	Cwk 2			
Lower Limb Assessment and Treatment	Core	20	100%*			36	1.0	100475 100%
Upper Limb Assessment and Treatment	Core	20	100%*			36	1.0	100475 100%
Conducting Research	Core	20		100%		36	2.0	100962 100%
Spinal Assessment and Treatment	Core	20	100%*			36	1.0	100475 100%
Injury Rehabilitation	Core	20	50%*	50%		36	1.0	100475 100%
Exercise Prescription for Sport and Health	Core	20		100%		36	1.0	101319 100%

*Practical exam

Progression requirements: Requires 120 credits at Level 4 and 120 credits at Level 5.

Exit qualification: Dip HE Health and Exercise Studies (requires 120 credits at Level 4 and 120 credits at Level 5)

The professional body for the BSc (Hons) Sports Therapy programme, The Society of Sports Therapists, stipulates that all students must have a minimum of 80% attendance at all practical teaching sessions (Lower Limb Assessment and Treatment, Upper Limb Assessment and Treatment, Spinal Assessment and Treatment, & Injury Rehabilitation units) to automatically be eligible to undertake any practical assessment. Students who do not meet the 80% attendance threshold must pass 'safe to proceed' testing prior to undertaking the practical assessment.

Year 3/Level P - Optional placement year in industry/business:

0 credits

Students who successfully complete the one-year placement will be awarded a degree in sandwich mode.

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Year 3/Level 6

Students are required to complete all 4 core units and choose 2 optional units.

Unit Name	Core/ Option	No. of Credits	Assessment Element Weightings			Expected Contact hours per unit	Unit Version No.	HECoS Code
			Exam 1	Cwk 1	Cwk 2			
Advanced Rehabilitation and Return to Performance	Core	20		100%		36	1.0	100475 100%
Contemporary Issues in Sport and Exercise	Core	20		100%		36	1.0	100475 100%
Research for Practice	Core	20		100%		36	1.0	100962 100%
Applied Sports Therapy Practice	Core	20	60%*		40%	36	1.0	100475 100%
Advanced Sports Trauma and Injury Management	Optional	20	100%*			36	1.0	100475 100%
Advanced Exercise Prescription for Health	Optional	20	100%*			36	1.0	101319 100%
Sport and Exercise Nutrition	Optional	20		100%		36	1.0	100247 100%

*Practical exam

Exit qualification: BSc (Hons) Sports Therapy

Sandwich UG award: Requires 120 credits at Level 4, 120 credits at Level 5, 120 credits at Level 6 plus successful completion of a 30 week placement year.

Full-time UG award: Requires 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6.

The professional body for the BSc (Hons) Sports Therapy programme, The Society of Sports Therapists, stipulates that all students must have a minimum of 80% attendance at all practical teaching sessions (Advanced Sports Trauma and Injury Management, & Advanced Exercise Prescription for Health units) to automatically be eligible to undertake any practical assessment. Students who do not meet the 80% attendance threshold must pass 'safe to proceed' testing prior to undertaking the practical assessment.

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

This programme aims to develop critically informed, reflective, adaptable graduates, who:

- have the versatility and personal qualities to work across health and sports settings for optimum application of sports therapy practice;
- are aware of the wider impact of sports therapy within the context of health and sport;
- understand their own role and the role of the inter-professional team in a variety of health and sports settings;
- are able to manage and reflect on their own personal development and lifelong learning;
- are practitioners with excellent clinical judgment skills, who are able to assess, implement, and evaluate evidence to inform sports therapy practice;
- have the professional skills and experiences necessary to apply for full membership of The Society of Sports Therapists.

Externally the BSc (Hons) Sports Therapy has been developed with reference to The UK Quality Code for Higher Education (QAA), in particular the Qualifications Frameworks and Characteristics Statements. Of most relevance to the development of this updated programme for Sports Therapy, BU has worked in partnership with The Society of Sports Therapists resulting in their accreditation and endorsement of this degree. This programme of study therefore not only ensures the development of analytical academic skills but also industry focused skills covering each of The Society of Sports Therapists five areas of competency related to injury and illness in the sport and exercise environment. These are:

- Prevention;
- Recognition & evaluation;
- Management, treatment & referral;
- Rehabilitation;
- Education & professional practice issues.

The BSc (Hons) Sports Therapy programme has been designed to provide the graduate an exceptional student experience through the fusion of education, research and professional practice. Graduates will be eligible to apply for full membership of The Society of Sports Therapists.

In addition to The Society of Sports Therapists five areas of competency, the Sports Therapy programme embeds professionalism, communication, reflection, and data analysis throughout all units and across levels. The programme aims to teach the core competencies applicable to all individuals across the lifespan.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

BSc (Hons) Sports Therapy is aligned with Bournemouth University's 2025 (BU2025) strategic vision to be recognised world-wide as a leading university for inspiring learning, advancing knowledge and enriching society through the fusion of education, research and practice. Whilst all BU2025 themes can be reflected in aspects of this Sports Therapy degree programme, it most strongly reflected is the theme of *Health and Wellbeing*. The BU2025 core values of excellence, inclusivity, creativity and responsibility in order to impact society are explicitly reflected in the aims and outcomes of the Sports Therapy degree which seeks to develop graduates who, not only have the detailed knowledge and understanding of the

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theory unpinning the five areas of competency for Sports Therapy, but have the skills to apply this knowledge to meet the diverse needs of different populations within various sport and exercise contexts. At the heart of BU's vision is Fusion which combines inspirational teaching, world-class research and the latest thinking in professional practice to create a continuous and fruitful exchange of knowledge. BU are committed to including the UN Sustainable Development Goals (SDGs) and climate and ecological crisis in all its courses. The Sports Therapy programme aligns itself with the SDGs with all programme units mapped against at least one UN SDG, and climate specific UN SDGs mapped across each programme level.

The BU vision is to provide a personalised student experience, where students are actively engaged in all aspects of their learning:

- they will receive an excellent education, through a range of interactions with academics who are at the top of their field, and through the opportunity to work collaboratively and share knowledge with their peers;
- they will be involved in, and aware of, research relevant to their subject areas so that they develop critical thinking skills, appreciate the importance of knowledge generation and experience the joy of discovery;
- they will have the opportunity to engage in a placement to develop transferable skills for employment (minimum 200 hours during L6 and optional 30 week sandwich placement);
- they will have the opportunity for interdisciplinary learning within programme units of study with students from the BSc (Hons) Physiotherapy, BSc (Hons) Sport and Exercise Science, BSc (Hons) Nutrition and BSc (Hons) Occupational Therapy programmes, underpinned by the competencies required by The Society of Sports Therapists.

Employability

Employability skills will be developed through the units of study embedded within the programme, as presented in the unit specifications. All students will develop their professional practice by completing the 200 placement hours at Level 6, with the additional option of the sandwich year for further placement opportunities.

Student placements and sharing of education and research with employers enables staff to benchmark the skills required by employers and integrate them into the programmes. Key graduate skills for Sports Therapy have been mapped across all units within the unit specifications.

Entrepreneurship

To introduce students to the possibilities of entrepreneurship, an extra curriculum event will be provided within the academic year.

Globalisation

The BSc (Hons) Sports Therapy programme warmly welcomes international students, offering a global perspective to enhance the learning experience. The flexibility of the programme is demonstrated through the opportunity for student placements abroad, providing valuable international exposure. Moreover, the institution has established student exchange partnerships, with ongoing efforts to develop additional programme exchanges. To further enrich their educational journey, students can also take advantage of the Turing scheme, ensuring access to a diverse range of opportunities and experiences beyond the borders of their home institution.

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment), the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading,

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critical reflection). The professional body for the BSc (Hons) Sports Therapy programme, The Society of Sports Therapists, stipulates that all students must have a minimum of 80% attendance at all practical teaching sessions to automatically be eligible to undertake any practical assessment. Students who do not meet the 80% attendance threshold must pass 'safe to proceed' testing prior to undertaking the practical assessment.

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/ technicians, and research students.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

Key: VLE = Virtual Learning Environment; SML = Self-Managed Learning; MCQ = Multiple-Choice Questions

PROGRAMME INTENDED LEARNING OUTCOMES

A: Subject knowledge and understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:
A1 injury and illness risk factors, and prevention strategies in sport and health;	Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none">• Lectures (A1-A6)• Seminars/workshops (A1-A6)• Skills workshops (A1-A6)• Directed reading and SML (A1-A6)• Use of the VLE (A1-A6)• Independent research (A6)• Placement (A1-A6)
A2 the components of comprehensive fitness and exercise programmes;	
A3 the role and responsibilities of a sports therapist and their professional code of practice, including their relationship with healthcare professionals;	
A4 the planning, implementation, adaptation and monitoring of comprehensive rehabilitation and other interventions appropriate for the patient concerned;	
A5 the principles and rationale behind thorough initial examinations and assessment of injuries including the administration of emergency first aid and management of trauma within sport and health settings;	Assessment strategies and methods (referring to numbered Intended Learning Outcomes): <ul style="list-style-type: none">• Written coursework (A1,A2,A4)• Portfolio (A1–A5)• Presentations (A1-A6)• Practical assessments & viva (A1-A6)• MCQ and short-answer questions (A6)
A6 the theory of systematic enquiry, investigation, clinical reasoning, analysis and evaluation.	
B: Intellectual skills This Programme provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme outcomes:

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<p>B1 critically evaluate findings, assumptions, concepts and data using supporting evidence to make judgments and frame appropriate questions to solve problems;</p> <p>B2 analyse and evaluate evidence from a range of sources to develop hypotheses and support clinical findings;</p> <p>B3 reflect upon and critically evaluate aspects of research to influence practice, building a framework for lifelong learning;</p> <p>B4 manage their own learning and make use of scholarly reviews and primary sources to undertake their own research.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • Lectures (B1-B4) • Seminars/workshops (B1-B4) • Skills workshops (B1-B4) • Directed reading and SML (B1-B4) • Use of the VLE (B1-B4) • Independent research (B1-B4) • Placement (B1-B3) <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • Written coursework (B1-B4) • Research portfolio (B4) • Presentations (B1-B3) • Practical assessments & viva (B1-B3)
<p>C: Subject Specific Skills This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme learning outcomes:</p>
<p>C1 undertake practical assessment of the patient to determine an injury hypothesis and potential differential diagnoses;</p> <p>C2 design, plan and implement comprehensive fitness, exercise, conditioning and rehabilitation programmes;</p> <p>C3 administer appropriate emergency aid and manage trauma within sport and health settings;</p> <p>C4 implement safe and effective sports therapy interventions, including sports massage, manual therapy, soft tissue and therapeutic techniques;</p> <p>C5 undertake all activities with their scope of practice and in line with professional code of conduct, promoting Sports Therapy as a discipline.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • Lectures (C1-C5) • Seminars/workshops (C1-C5) • Skills workshops (C1-C5) • Directed reading and SML (C1-C5) • Use of the VLE (C1-C15) • Independent research (C5) • Placement (C1-C5) <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • Written coursework (C1,C2,C5) • Portfolio (C1-C5) • Presentation (C1-C5) • Practical assessment & viva (C1-C5)
<p>D: Transferable skills This programme provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme (Level 6) learning outcomes:</p>
<p>D1 communicate effectively and with confidence by oral, written and visual means acknowledging and respecting diversity incorporating reasonable adjustments as necessary;</p> <p>D2 work successfully in collaboration with others, including colleagues, members of the multi-disciplinary team, patients and coaches, adopting a leadership role where appropriate;</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • Lectures (D1-D4) • Seminars/workshops (D1-D4) • Skills workshops (D1-D4) • Directed reading and SML (D1-D4) • Use of the VLE (D1-D4) • Independent research (D1,D3,D4)

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D3 demonstrate innovative problem-solving skills and the application of knowledge across a range of sport and health settings; D4 demonstrate their competence as self-directed, reflective learners who can plan and manage their own continued personal and professional development.	<ul style="list-style-type: none"> • Placement (D1-D4)
	Assessment strategies and methods: <ul style="list-style-type: none"> • Written coursework (D1,D2,D4) • Portfolio (D1-D4) • Presentation (D1-D4) • Practical assessment & viva (D1-D4)

LEVEL 6 INTENDED LEVEL OUTCOMES

A: Subject knowledge and understanding This level provides opportunities for students to develop and demonstrate knowledge and understanding of:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
A1 systematic enquiry, investigation, and evaluation to design and conduct research; A2 the planning, implementation, adaptation and monitoring of comprehensive rehabilitation, return to performance and other interventions appropriate for the patient concerned; A3 the importance of innovation in research, education and professional practice; A4 the importance of continued professional development and lifelong learning; A5 the fusion of education, research and professional practice within the context of sports therapy.	Learning and teaching strategies and methods: <ul style="list-style-type: none"> • Lectures (A1-A5) • Seminars/workshops (A1-A5) • Skills workshops (A2-A5) • Directed reading and SML (A1-A5) • Use of the VLE (A1-A5) • Independent research (A1,A3) • Placement (A2-A5) Assessment strategies and methods: <ul style="list-style-type: none"> • Written coursework (A1-A5) • Portfolio (A2-A5) • Presentation (A2-A5)
B: Intellectual skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level outcomes:
B1 critically evaluate new and existing information in order to make appropriate decisions; B2 critically evaluate practice, being able to construct and modify specific intervention programmes; B3 identify personal and professional goals from experiential learning for continuing professional development; B4 translate professional principles to practice, selecting and modifying approaches where appropriate.	Learning and teaching strategies and methods: <ul style="list-style-type: none"> • Lectures (B1-B4) • Seminars/workshops (B1-B4) • Skills workshops (B1-B4) • Directed reading and SML(B1-B4) • Use of the VLE (B1-B4) • Independent research (B1) • Placement (B1-B4) Assessment strategies and methods: <ul style="list-style-type: none"> • Written coursework (B1,B2) • Portfolio (B1-B4) • Presentation (B1-B4) • Practical assessment & viva (B1,B2,B4)

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C: Subject Specific Skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
<p>C1 implement pre-participation physical and psychological examination and screening;</p> <p>C2 critically analyse pre-participation evaluation findings and formulate appropriate feedback to the client;</p> <p>C3 apply critical reasoning to the assessment of a range of injury presentations within both clinic and non-clinic settings;</p> <p>C4 apply critical monitoring, evaluation and development of exercise programmes covering injury prevention, rehabilitation and return to full fitness.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • Lectures (C1-C4) • Seminars/workshops (C1-C4) • Skills workshops (C1-C4) • Directed reading and SML (C1-C4) • Use of the VLE (C1-C4) • Placement (C1-C4) <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Written coursework (C4, C5) • Portfolio (C1-C4) • Presentation (C1-C4) • Practical assessment & viva (C1-C4)
D: Transferable skills This level provides opportunities for students to develop:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
<p>D1 communication skills that support effective, humanistic and professional interaction with people from diverse backgrounds;</p> <p>D2 the ability to gather appropriate information from a wide range of sources to support or critique current working practice;</p> <p>D3 time management skills which enable effective management of workload;</p> <p>D4 the ability to work flexibly, take initiative, and adapt to unforeseen circumstances.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • Lectures (D1-D4) • Seminars/workshops (D1-D4) • Skills workshops (D1-D4) • Directed reading and SML (D1-D4) • Use of VLE (D1-D4) • Independent research (D1-D4) • Placement (D1-D4) <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • Written coursework (D2) • Portfolio (D1-D4) • Presentation (D1-D4) • Practical assessment & viva (D1-D4)

LEVEL 5 DipHE INTENDED LEVEL OUTCOMES

A: Knowledge and understanding This level provides opportunities for students to develop and demonstrate knowledge and understanding of:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
<p>A1 the relevant principles and theoretical components of assessment and treatment of common sports injuries;</p> <p>A2 the physiological adaptations that occur as a result of training and exercise in a number of environmental conditions;</p> <p>A3 the principles underpinning the safe delivery of exercise therapy, manual therapy and therapeutic modalities as treatment interventions with respect to all parts of the body;</p> <p>A4 the planning and implementation of a comprehensive rehabilitation and reconditioning programme appropriate for the patient concerned;</p> <p>A5 the recognition, evaluation, planning and selection of research designs appropriate to the students' sphere of interest.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (A1-A5) • Seminars/workshops (A1-A5) • Skills workshops (A1-A4) • Directed reading and SML (A1-A5) • Use of the VLE (A1-A5) <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • Written coursework (A2-A5) • Practical assessment & viva (A1, A3, A4)
B: Intellectual skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
<p>B1 critically reflect on acquired knowledge and practical experience to develop a clinical reasoning framework;</p> <p>B2 review and consolidate evidence from a wide range of valuable sources extending their own body of knowledge;</p> <p>B3 analyse and evaluate evidence collected, informing practice accordingly, having justified and reasoned conclusions, validating decisions;</p> <p>B4 translate professional principles to practice, selecting and modifying approaches as necessary.</p>	<p>Learning and teaching strategies and methods:</p> <ul style="list-style-type: none"> • Lectures (B1-B4) • Seminars/workshops (B1-B4) • Skills workshops (B1-B4) • Directed reading and SML (B1-B4) • Use of the VLE (B1-B4) <p>Assessment strategies and methods:</p> <ul style="list-style-type: none"> • Written coursework (B1-B4) • Practical assessments & viva (B1-B4)
C: Practical skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
<p>C1 Effectively undertake appropriate clinical testing techniques, including objective outcome measures when required;</p> <p>C2</p>	<p>Learning and teaching strategies and methods</p> <ul style="list-style-type: none"> • Lectures (C1-C4) • Seminars/workshops (C1-C4) • Skills workshops (C1-C4) • Directed reading and SML (C1-C4)

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C3 implement safe and effective peripheral and vertebral manual therapy and soft tissue therapy techniques appropriate to the stage of rehabilitation; C4 safely and effectively implement appropriate therapeutic modalities and other clinical adjuncts and interventions; plan and implement comprehensive rehabilitation and reconditioning programs appropriate for the patient concerned.	<ul style="list-style-type: none"> • Use of VLE (C1-C4)
	Assessment strategies and methods: <ul style="list-style-type: none"> • Written coursework (C4) • Practical assessment & viva (C1-C4)
D: Transferable skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
D1 be reflective learners, able to analyze their strengths, weaknesses and maximize outcomes of learning opportunities presented to them; D2 develop communication and presentation skills that support effective and professional interaction with patients, peers and other health care professionals; D3 work proactively and effectively both in teams and in individual situations, developing prioritisation and time management skills; D4 develop use of Information Technology needed to gather appropriate information from a wide range of sources to critique practice or manage, analyse and present data.	Learning and teaching strategies and methods: <ul style="list-style-type: none"> • Lectures (D1-D4) • Seminars/workshops (D1-D4) • Skills workshops (D1-D3) • Directed reading and SML (D1-D4) • Use of the VLE (D1-D4) Assessment strategies and methods: <ul style="list-style-type: none"> • Written coursework (D2,D4) • Practical assessment & viva (D1-D3)

LEVEL 4 Cert HE INTENDED LEVEL OUTCOMES

A: Knowledge and understanding This level provides opportunities for students to develop and demonstrate knowledge and understanding of:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
A1 common sports injuries and the body's response to healing; A2 anatomy and physiology, including the components of objective and subjective assessment; A3 the components of and responses to appropriate therapeutic and exercise interventions; A4 how to evaluate and interpret qualitative and quantitative research data; A5 the role of a sports therapist within multidisciplinary team, including how to act ethically and within the professional code of practice.	Learning and teaching strategies and methods: <ul style="list-style-type: none"> • Lectures (A1-A5) • Seminars/workshops (A1-A5) • Skills workshops (A1-A5) • Directed reading and SML (A1-A5) • Use of the VLE (A1-A5) Assessment strategies and methods: <ul style="list-style-type: none"> • Written coursework (A1-A3) • Practical assessment & viva (A1-A3, A5) • MCQ/short answer questions (A1-A4)

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B: Intellectual skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
B1 identify and evaluate different forms of research evidence; B2 make judgements based on findings of subjective and objective assessments; B3 demonstrate critical thinking to form arguments or appropriate courses of action, such as treatment or risk-management strategies; B4 demonstrate appreciation and use of multiple sources of evidence that underpin learning.	<div> Learning and teaching strategies and methods: <ul style="list-style-type: none"> • Lectures (B1-B4) • Seminars/workshops (B1-B4) • Skills workshops (B1-B4) • Directed reading and SML (B1-B4) • Use of the VLE (B1-B4) </div> <div> Assessment strategies and methods: <ul style="list-style-type: none"> • Written coursework (B1-B4) • Practical assessment & viva (B2-B4) • MCQ/short answer questions (B1,B4) </div>
C: Practical skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
C1 identify and assess key aspects of anatomy and physiology; C2 safely apply appropriate therapeutic interventions in accordance with the professional code of practice; C3 risk assess relevant environments in sport and health settings; C4 identify indicators of serious pathology that may warrant onward referral; C5 take appropriate action in response to acute trauma, acting within the sports therapist's scope of practice.	<div> Learning and teaching strategies and methods: <ul style="list-style-type: none"> • Lectures (C1-C5) • Seminars/workshops (C1-C5) • Skills workshops (C1-C5) • Directed reading and SML (C1-C5) • Use of the VLE (C1-C5) </div> <div> Assessment strategies and methods: <ul style="list-style-type: none"> • Written coursework (C2,C4) • Practical assessment & viva (C1-C5) • MCQ/short answer questions (C1,C4) </div>
D: Transferable skills This level provides opportunities for students to:	The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:
D1 communicate effectively by oral, written, and visual means; acknowledging and respecting diversity, making reasonable adjustments as appropriate; D2 work in collaboration with others, including colleagues, members of the multidisciplinary team, patients, and coaches;	<div> Learning and teaching strategies and methods: <ul style="list-style-type: none"> • Lectures (D1-D5) • Seminars/workshops (D1-D5) • Skills workshops (D1-D5) • Directed reading and SML (D1-D5) • Use of the VLE (D1-D5) </div>

Programme Specification - Section 2

D3	demonstrate problem solving skills and the application of knowledge relevant to sports therapy;	Assessment strategies and methods: <ul style="list-style-type: none">• Written coursework (D1,D3,D4)• Practical assessment & viva (D1-D5)• MCQ/short answer questions (D3,D4)
D4	begin to develop the skills necessary to become independent and reflective learners;	
D5	develop time management skills which enable effective workload management.	

Programme Specification - Section 2

Programme Skills Matrix

Programme Intended Learning Outcomes		A 1	A 2	A 3	A 4	A 5	A 6	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	C 5	D 1	D 2	D 3	D 4
Units																				
L6	Advanced Rehabilitation and Return to Performance	X	X	X	X			X	X	X			X		X	X	X	X	X	X
L6	Contemporary Issues in Sport and Exercise	X		X			X	X	X	X						X	X	X	X	X
L6	Research for Practice						X	X	X	X	X					X	X		X	X
L6	Applied Sports Therapy Practice	X	X	X	X	X	X	X	X	X		X		X	X	X	X	X	X	X
L6	Advanced Sports Trauma and Injury Management	X		X		X		X	X	X		X		X		X	X	X	X	X
L6	Advanced Exercise Prescription for Health		X	X	X			X	X	X			X			X	X	X	X	X
L6	Sport and Exercise Nutrition			X				X	X	X						X	X		X	X
L5	Lower Limb Assessment and Treatment	X		X		X		X	X	X		X			X	X	X	X	X	X
L5	Upper Limb Assessment and Treatment	X		X		X		X	X	X		X			X	X	X	X	X	X
L5	Conducting Research						X	X	X	X	X					X	X		X	X
L5	Spinal Assessment and Treatment	X		X		X		X	X	X		X			X	X	X	X	X	X
L5	Injury Rehabilitation	X	X	X	X			X	X	X		X	X		X	X	X	X	X	X
L5	Exercise Prescription for Sport and Health		X	X				X	X	X			X			X	X	X	X	X
L4	Introduction to Sports Therapy	X		X		X	X			X	X	X		X		X	X	X	X	X
L4	Introduction to Anatomy and Physiology	X	X		X							X			X	X	X			X
L4	Introduction to Research						X		X	X	X					X	X		X	X
L4	Introduction to Injury	X		X		X		X	X			X		X		X	X	X	X	X
L4	Applied Anatomy and Physiology	X	X		X		X		X			X	X		X	X	X			X
L4	Therapeutic Modalities	X	X	X	X			X	X	X					X	X	X	X	X	X

ADMISSION REGULATIONS

The entry requirements for this programme can be found on the BU Webpages: [Courses | Bournemouth University](#)

PROGRESSION ROUTES

Recognition arrangements provide formally approved entry or progression routes through which students are eligible to apply for a place on a programme leading to a BU award. Recognition does not guarantee entry onto the BU receiving programme only eligibility to apply. In some cases, additional entry criteria such as a Merit classification from the feeder programme may also apply. Please see the [recognition register](#) for a full list of approved Recognition arrangements and agreed entry criteria.

ASSESSMENT REGULATIONS

The regulations for this programme are the [University's Standard Undergraduate Assessment Regulations](#) with the following exceptions as stipulated by the PSRB:

Pass Mark and Compensation

For units with at least one practical assessment element, a pass will be awarded where the overall unit mark is at least 38% (as per standard assessment regulations), however the mark in each separate practical assessment element cannot be less than 40%. All other assessment types will adhere to the standard assessment regulations.

Progression and Carry Credit

To proceed to Level 5, students must pass all units which have practical assessments. Units where all assessment elements are non-practical can be considered for carrying credit.

To proceed to Level 6, students must pass all units which have practical assessments. Units where all assessment elements are non-practical can be considered for carrying credit.

The table below lists units eligible for compensation and/or carry credit (units not named in the table are not eligible for either compensation or carry credit as they have practical components).

	Unit Name	Eligible for compensation	Eligible for carry credit
L4	Introduction to Anatomy & Physiology	Yes	Yes
	Introduction to Research	Yes	Yes
	Introduction to Injury	Yes	Yes
	Therapeutic Modalities	For failed coursework only ≥36%. Practical exam must be ≥40%	Not eligible
L5	Conducting Research	Yes	Yes
	Injury Rehabilitation	For failed coursework only ≥36%. Practical exam must be ≥40%	Not eligible
	Exercise Prescription for Sport and Health	Yes	Yes
L6	Research for Practice	Yes	N/A – L6 unit
	Advanced Rehabilitation and Return to Performance	Yes	N/A – L6 unit
	Contemporary Issues in Sport and Exercise	Yes	N/A – L6 unit
	Sport and Exercise Nutrition	Yes	N/A – L6 unit

Awards

The award of BSc (Hons) leads to eligibility to apply for full membership of The Society of Sports Therapists.

Cert HE, Dip HE, BSc and Aegrotat awards, will not confer eligibility to register and will be titled 'Health and Exercise Studies'.

WORK BASED LEARNING AND PLACEMENT ELEMENTS

Between Level 5 and Level 6 an optional 30-week Sandwich year is available to all students. Within this year a minimum of 30 full-time working weeks must be completed. This year is assessed as Pass/Fail. Due to Accrediting Body stipulations this placement year will not involve the practice of clinical competencies but will be an opportunity for students to explore complementary areas associated with sports therapy practice, e.g. strength and conditioning, performance analysis, sports coaching, etc. Students successfully completing this placement year and its assessed components are eligible for the award of full time sandwich degree.

At Level 6, students complete a minimum of 200 hours of supervised clinical experience within the unit 'Applied Sports Therapy Practice', and are able to start these placement hours once they have passed L5 and officially progressed to L6. This unit is the opportunity for students to increase their level of autonomy in clinical case management. The 200 hours must be completed to pass the Applied Sports Therapy Practice unit assessment, and therefore all students graduating from BU with a BSc (Hons) Sports Therapy degree will be eligible for full Society of Sports Therapy membership.