

**KEY PROGRAMME INFORMATION**

<b>Originating institution(s)</b> Bournemouth University	<b>Faculty responsible for the programme</b> Faculty of Health and Social Sciences
<b>Final award(s), title(s) and credits</b> BSc (Hons) Sports Therapy 120 (60 ECTS) Level 4/120 (60 ETCS) Level 5/120 (60 ECTS) Level 6	
<b>Intermediate award(s), title(s) and credits</b> Dip HE Health and Exercise Studies– 120 (60 ECTS) Level 4/120 (60 ETCS) Level 5 Cert HE Health and Exercise Studies – 120 (60 ECTS) Level 4	
<b>UCAS Programme Code(s) (where applicable and if known)</b> <a href="#">Click here to enter text.</a>	<b>HECoS Code(s) and percentage split per programme</b> C630 Sport Conditioning, Rehabilitation & Therapy (45%) X210 Research Skills (10%) C600 Sport and Exercise Science (45%)
<b>External reference points</b> UK Quality Code for Higher Education Part A: Setting and maintaining academic standards; Chapter A1: UK and European reference points for academic standards (October 2013) - incorporates Framework for Higher Education Qualifications, and subject benchmark statements. Competency Requirements Society of Sports Therapists.	
<b>Professional, Statutory and Regulatory Body (PSRB) links</b> The Society of Sports Therapists	
<b>Places of delivery</b> Bournemouth University, Lansdowne Campus	
<b>Mode(s) of delivery</b> Full-time/Full-time sandwich	<b>Language of delivery</b> English
<b>Typical duration</b> Programme duration: 3 years full-time/4 years full-time sandwich Level 4: 1 year Level 5: 1 year Optional sandwich placement: 1 year Level 6: 1 year	
<b>Date of first intake</b> September 2017	<b>Expected start dates</b> September
<b>Maximum student numbers</b> 50	<b>Placements</b> 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 Programme Leader must agree all placement settings and supervisors before placements are commenced. Placements of increasing hours and autonomy will be expected in each year.
<b>Partner(s)</b> Not applicable	<b>Partnership model</b> Not applicable
<b>Date of this Programme Specification</b> September 2023	
<b>Version number</b> v1.6-923	

## Programme Specification – Section 1

**Approval, review or modification reference numbers**

E1617006 – 24th October 2016

BU 1819 01 approved 07/06/2019 and FHSS 1819 09 approved 25/06/2019. Previously version 1.0-0918

FHSS 1920 09, approved 11/03/2020. Previously version 1.1-0920

FHSS 1920 10, approved 11/03/2020. Previously version 1.2-0920

FHSS 2021 12, approved 10/03/2021. Previously version 1.3-0920

FHSS 2122 08, approved 23/03/2022. Previously version 1.4-0921

EC 2122 80, approved 05/08/2022

EC 2223 02, no change to version number

FHSS 2223 15, approved 16/03/2023, Previously version 1.5-0922

**Author**

Malika Felton

## Programme Specification – Section 1

### 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			
Beginning Research	Core	20	100%			36	1.0	100962 (Balanced) 100406 (Balanced)
Early Career Professionalism	Core	20		100%		30	1.1	100475 (Balanced) 101090 (Balanced)
Foundations of Sports Therapy	Core	20	100%			40	2.2	100350
Athlete Welfare	Core	20		100%		30	1.2	100433 (Major) 100499 (Minor)
Exercise Prescription in Sports Therapy	Core	20	100%			40	1.3	100475
Assessment of Sports Injuries 1	Core	20	80%	20%		40	2.3	100475
<b>Progression requirements:</b> Requires 120 credits at Level 4								
<b>Exit qualification:</b> 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 <u>must</u> have a minimum of 80% attendance at all practical teaching sessions (the Exercise Prescription in Sports Therapy unit and Assessment of Sports Injuries 1 unit) before any student is permitted to undertake any practical assessment. Students who do not meet the 80% attendance threshold will therefore not be permitted to undertake their practical assessment. Students must then pass competency testing prior to undertaking the practical assessment during the reassessment period.								

## Programme Specification – Section 1

### 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			
Conducting Research	Core	20		50%	50%	30	1.0	100962 (Balanced) 100406 (Balanced)
Soft Tissue & Therapeutic Modalities	Core	20	100%			40	1.3	100475
Assessment of Sports Injuries 2	Core	20	100%			40	2.3	100475
Applied Physiology	Core	20		100%		30	1.2	100433
Manual Therapy 1 - Peripheral Joints	Core	20	100%			40	1.3	100475
Rehabilitation in Sports Therapy	Core	20	70%	30%		40	1.3	100475

**Progression requirements:** 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 (Soft Tissue and Therapeutic Modalities unit, Assessment of Sports Injuries 2 unit, Manual Therapy 1 – Peripheral Joints unit, Rehabilitation in Sports Therapy unit) before any student is permitted to undertake any practical assessment. Students who do not meet the 80% attendance threshold will therefore not be permitted to undertake their practical assessment. Students must then pass competency testing prior to undertaking the practical assessment during the reassessment period.

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

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

A minimum of 200 hours supervised placement experience is required within the programme within the following unit:

Level 6 Sports Therapy Practice – 200 hours

In addition to this an optional 30-week industry placement may be taken between Level 5 and 6.

**Progression requirements:** Satisfactory completion of at least 30 weeks of work in industry/business. This opt in sandwich placement year is assessed on a pass/fail basis. Students who do not choose to undertake the optional sandwich placement may progress directly from Level 5 to Level 6.

## Programme Specification – Section 1

### Year 3/4 - Level 6

Students are required to complete all 5 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			
Team Working for Service Improvement	Core	20		100%		30	1.0	100273
Research Project	Core	40		100%		30	1.0	100962 (Major) 100406 (Minor)
Manual Therapy 2 - The Spine	Core	20	100%			40	1.3	100475
Innovation in Sports Therapy	Core	20		100%		30	1.1	100475 (Balanced) 100962 (Balanced)
Sports Therapy Practice	Core	20		80%	20%	40	1.2	100475

**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 (Manual Therapy 2 – The Spine unit) before any student is permitted to undertake any practical assessment. Students who do not meet the 80% attendance threshold will therefore not be permitted to undertake their practical assessment. Students must then pass competency testing prior to undertaking the practical assessment during the reassessment period.

## Programme Specification – Section 1

### 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 professional settings for the efficient and effective application of sports therapy practices;
- are acutely aware of the wider impact of sports therapy within the contexts of health and wellbeing;
- have highly developed interpersonal skills and understand their own role and the role of the inter-professional team in a variety of traditional and evolving health and sports settings;
- are able to manage and reflect on their own personal development and lifelong learning;
- are enquiring practitioners, with excellent clinical judgment skills, who are able to assess, implement, evaluate and inform sports therapy practice;
- are compassionate, autonomous, team-oriented professionals, proficient at exploring and integrating multiple resources resulting in evidence based, client-centered practice;
- have the professional skills and experiences necessary to apply to full membership of the Society of Sports Therapists.

Bournemouth University is proud to have collaborated both internally and externally in the formulation and validation of this degree programme. Internally, The Faculty of Health and Social Science in which this degree is situated houses three departments: The Department of Nursing and Clinical Sciences; the Department of Human Sciences and Public Health; and the Department of Social Sciences and Social Work. The BSc (Hons) Sports Therapy sits within the Department of Human Sciences & Public Health, a department that supports the development of midwives, physiotherapists, occupational therapists, paramedics, nutritionists, clinical exercise scientists, operating theatre practitioners and public health professionals. With further established links with the Department of Sport, Physical Activity and Health, as well as curriculum design in consultation with BU's Centre for Excellence in Learning, the Sports Therapy programmes at BU are well positioned to provide a unique and multidisciplinary student experience through inter-professional, inter-programme and inter-Faculty collaborations ensuring the student learning environment is active, dynamic, industry focussed and continually aligned with best practice in all areas.

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 these professional Sports Therapy degrees, 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.

## Programme Specification – Section 1

### ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The BU Vision includes 'creating the most stimulating, challenging and rewarding university experience in a world-class learning community by sharing our unique fusion of excellent education, research and professional practice and inspiring our students, graduates and staff to enrich the world' (BU 2012). At the heart of this is 'Fusion' which combines inspirational teaching, world-class research and the latest thinking in the professions to create a continuous and fruitful exchange of knowledge.

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.

The Sports Therapy programmes align with the BU vision.

### 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.

Industry based learning is an important part of a degree such as Sports Therapy. Students will undertake placement experiences at each level of study within specific units with increasing hours and autonomy at each level.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, 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 before any student is permitted to undertake any practical assessment. Students who do not meet the 80% attendance threshold will therefore not be permitted to undertake their practical assessment. Students must then pass competency testing prior to undertaking the practical assessment during the reassessment period.

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

Learning within the Sports Therapy programme at BU is a collaborative partnership between students, academic staff and industry partners. Students are encouraged to adopt an independent, self-directed approach to their learning. They identify their own learning needs throughout the programme and propose how they intend to meet these. Integration of the grow@BU model to nurture learners with life-long learning skills provides students with the skills required to maintain excellence throughout their careers.

Throughout the programme students will link theoretical understanding to clinical practice. Students will be directed to explore case studies to simulate clinical practice and learning activities will focus on practice issues that are underpinned by theoretical concepts. Practice simulation/practical skills are integrated throughout most units and across all three years of the programme.

At the start of each academic year students sign a declaration of confidentiality form and consent to participate in practical classes form. Students are expected to formally review their own performance

## **Programme Specification – Section 1**

and learning at BU and in clinical practice and document this through the use of portfolios and personal development plans.

Students undertake uni-professional and inter-professional learning. Inter-professional learning takes place within BU and on placement. Beginning Research at Level 4; Research Methodologies 2 at Level 5; and Research Project and Team Working for Service Improvement at Level 6 are all inter-professional units within the Sports Therapy programme highlighting the multidisciplinary partnerships that are paramount within the wellbeing and health promotion sectors.

Intellectual and transferable skills will be developed throughout the programme. A flexible, blended learning approach will develop students' skills of enquiry. This includes seminar discussions; peer assisted learning; presentations by expert lecturers, clinicians and service users; group enquiry; laboratory and practical skills sessions and on-line learning, journal clubs, and visits to clinical settings. Online learning is used to facilitate knowledge acquisition, disseminate information, allow students to explore and discuss concepts and give instant access to relevant course and unit documentation. These learning activities will be driven by evidence and current BU research. Novel technologies such as 360° recording equipment, iPads, Anatomy TV, PhysioTools, electrotherapy equipment, Nintendo Wii™ and advanced simulation mannequins enhance practice simulation.

Throughout the programme tasks will increasingly focus on the critical analysis, evaluation of practice and the synthesis of new and innovative approaches based on the sound evidence-based knowledge.

### **STAFF DELIVERING THE PROGRAMME**

Students will usually be taught by a combination of 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. Students will have support from a university academic throughout all placement experiences where learning will be facilitated through professional practice. Students will have support from a university academic throughout all placement experiences where learning will be facilitated through professional practice. The optional placement experiences in 'Assessment of Sports Injuries 1' and 'Assessment of Sports Injuries 2' are observational, in a range of sports therapy settings. In 'Sports Therapy Practice' at Level 6, the student will be undertaking practical supervised clinical experience with a professional agreed by the Society of Sports Therapists and Programme Leader, with examples being an appropriately qualified Sports Therapist, Sports Rehabilitator or Sports Physiotherapist.



## Programme Specification – Section 1

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

#### PROGRAMME OUTCOMES

<p><b>A: Subject knowledge and understanding</b> This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</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><b>A1</b> injury and illness risk factors associated with participation in competitive and recreational sport and exercise;</p> <p><b>A2</b> the components of comprehensive fitness and exercise programmes;</p> <p><b>A3</b> injury and illness prevention strategies and programmes that involve a comprehensive understanding of the components of sport and exercise science;</p> <p><b>A4</b> the identification of illnesses common to competitive and recreational sports and exercise participants;</p> <p><b>A5</b> the roles and values of other professions in healthcare and the process of referral when appropriate;</p> <p><b>A6</b> the maintenance of a comprehensive records system;</p> <p><b>A7</b> the planning, implementation, adaptation and monitoring of comprehensive rehabilitation and reconditioning programmes appropriate for the patient concerned;</p> <p><b>A8</b> the theoretical basis for approaches to implementation, evaluation and adaptation of sports therapy interventions for individuals, groups and sporting populations;</p> <p><b>A9</b> the principles and rationale behind thorough initial examinations and assessment of injuries;</p> <p><b>A10</b> the administration of emergency first aid and management of trauma within the competitive and recreational sport and exercise environment;</p> <p><b>A11</b> the theory of systematic enquiry, investigation, clinical reasoning, analysis and evaluation;</p> <p><b>A12</b> the professional code of practice and quality assurance mechanisms within sports therapy practice;</p> <p><b>A13</b> the importance of multidisciplinary working, learning, collaboration and respect.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (A1-A13)</li> <li>• Seminars (A1-A13)</li> <li>• Directed reading (A1-A13)</li> <li>• Use of the VLE (A1-A13)</li> <li>• Independent research (for dissertation) (A11)</li> <li>• Industry based experiential learning (A1-13)</li> <li>• Tutorials (A11)</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Essays (A11)</li> <li>• e-portfolio (A3, A4, A 7, A9, A10-A12)</li> <li>• Report writing (A2, A3, A7, A8, A10),</li> <li>• Presentations (A1, A3, A7, A9, A11, A13)</li> <li>• OSSEs/Practical Assessments (A2, A5, A6, A9, A10, A11)</li> <li>• Case Study (A1, A2, A3, A4, A7, A10, A13)</li> <li>• Media Creation (A9, A10, A12)</li> <li>• MCQ (A5)</li> </ul>

## Programme Specification – Section 1

<p><b>B: Intellectual skills</b> 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 outcomes:</p>
<p><b>B1</b> critically evaluate arguments, assumptions, concepts and data using supporting evidence in order to make judgments and to frame appropriate questions to achieve a solution to a problem;</p> <p><b>B2</b> devise and sustain arguments, and solve problems, both familiar and unfamiliar, using ideas and techniques current within the discipline of sports therapy;</p> <p><b>B3</b> analyse and evaluate advanced scholarship in order to manage and extend their own learning and practice;</p> <p><b>B4</b> devise and sustain arguments, and solve problems, both familiar and unfamiliar, using ideas and techniques current within the discipline of sports therapy;</p> <p><b>B5</b> integrate evidence from a range of sources to develop and support findings and hypotheses;</p> <p><b>B6</b> describe and comment on particular aspects of current research or equivalent advanced scholarship in their discipline;</p> <p><b>B7</b> manage their own learning and make use of scholarly reviews and primary sources in order to undertake their own science-based research.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (B1-B6)</li> <li>• Seminars (B1-B6)</li> <li>• Directed reading (B1-B6)</li> <li>• Use of the VLE (B1-B6)</li> <li>• Independent research for dissertation (B1-B6)</li> <li>• Industry based experiential learning (B1, B3)</li> <li>• Tutorials (B1-B6)</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Dissertation/Research project (B1-B6)</li> <li>• Reflective Accounts (B1, B3)</li> <li>• Group project work (B1-B6)</li> </ul>
<p><b>C: Subject Specific Skills</b> 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><b>C1</b> identify injury and illness risk factors associated with participation in competitive and recreational sport and exercise;</p> <p><b>C2</b> design, plan and implement comprehensive fitness and exercise programmes;</p> <p><b>C3</b> plan and implement injury and illness prevention strategies and programmes that involve a comprehensive understanding of the components of sport and exercise science;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (C1-C11)</li> <li>• Seminars (C1-C11)</li> <li>• Directed reading (C1-C11)</li> <li>• Use of the VLE (C1-C11)</li> <li>• Industry based experiential learning (C1-C11)</li> <li>• Practice Simulations (C1-C11)</li> </ul>

## Programme Specification – Section 1

<p><b>C4</b> conduct a thorough initial examination and assessment of injuries and identify illnesses common to competitive and recreational sport and exercise participants;</p> <p><b>C5</b> administer appropriate emergency aid and manage trauma within the competitive and recreational sport and exercise environment;</p> <p><b>C6</b> implement safe and effective sports therapy interventions to include sports massage, manual therapy, soft tissue and therapeutic technique;</p> <p><b>C7</b> determine when and where participants should be referred to other appropriate healthcare professionals;</p> <p><b>C8</b> maintain comprehensive medical records system;</p> <p><b>C9</b> plan and implement comprehensive rehabilitation and reconditioning programmes appropriate for the patient concerned;</p> <p><b>C10</b> provide relevant health care information, appropriate to their Scope of Practice and promote Sports Therapy as a professional discipline;</p> <p><b>C11</b> work in partnership with patients, coaches and other professionals in a multidisciplinary environment.</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• e-portfolio (C4-C7, C8, C10)</li> <li>• Presentation (C1, C3, C7, C10, C11)</li> <li>• OSSEs/Practical Assessments (C2, C3, C4, C5, C6, C7, C8, C9, C10)</li> <li>• Media Creation (C9, C10)</li> </ul>
<p><b>D: Transferable skills</b> 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><b>D1</b> communicate effectively and with confidence by oral, written and visual means acknowledging and respecting diversity;</p> <p><b>D2</b> demonstrate competence in a range of IT skills in order to operate comfortably in a professional sports therapy environment;</p> <p><b>D3</b> analyse numerical information within the context of the sporting industry using appropriate techniques in order to make judgments and solve problems;</p> <p><b>D4</b> work successfully in collaboration with others, including staff and students, members of the general public and within the local sporting community, adopting a leadership role when and where appropriate;</p> <p><b>D5</b> demonstrate innovative problem-solving skills and the application of knowledge across sports discipline areas;</p> <p><b>D6</b> demonstrate their competence as self-directed, reflective learners who are able plan and manage</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (D1-D6)</li> <li>• Seminars (D1-D6)</li> <li>• Directed reading (D1-D6)</li> <li>• Use of the VLE (D1-D6)</li> <li>• Industry based experiential learning (D1-D6)</li> <li>• Practice Simulations (D1, D4, D5, D6)</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Group and individual presentations /posters/media creation (D1, D2, D4, D5 &amp; D6 &amp; D7)</li> <li>• Coursework essays (D1-D6);</li> <li>• Dissertation (D1, D2, D3, D5, D6)</li> <li>• MCQ (D3)</li> </ul>

## Programme Specification – Section 1

<p>their own continued personal and professional learning by continuously appraising their personal and professional capabilities and working towards personal, career and academic development;</p> <p><b>D7</b> to professionally engage with technology through the innovative use of IT for teaching, assessment, research and professional practice.</p>	<ul style="list-style-type: none"> <li>• Reflective portfolio (D1-D7)</li> <li>• OSSEs (D1, D4, D5 &amp; D6)</li> </ul>
---	---

### LEVEL 6 INTENDED LEVEL OUTCOMES

<p><b>A: Subject knowledge and understanding</b> This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p><b>A1</b> the analysis of changes aimed to improve service provision;</p> <p><b>A2</b> the application of research design principles in designing practice development research projects;</p> <p><b>A3</b> the importance of innovation in research, education and professional practice;</p> <p><b>A4</b> the principles and practices of planning, implementing and monitoring injury prevention strategies and return to play programmes that involve a comprehensive understanding of components of sport and exercise science;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (A1-A5)</li> <li>• Seminars (A1-A5)</li> <li>• Directed reading (A1, A3)</li> <li>• Use of the VLE (A4, A5)</li> <li>• Independent research (for dissertation) (A5)</li> <li>• Tutorials (A1, A2, A3, A5, A6)</li> <li>• Industrial Placement (A1, A3, A4, A5, A6)</li> </ul>
<p><b>A5</b> the importance of continued professional development and lifelong learning;</p> <p><b>A6</b> the fusion of education, research and professional practice within the context of sports therapy;</p> <p><b>A7</b> the principles and practices of the safe and effective application of manual therapy techniques to the spine.</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Research Project (A2)</li> <li>• e-portfolio (A5, A6)</li> <li>• Case study (A4)</li> <li>• Written coursework (A1, A3)</li> <li>• Poster presentation (A1, A3)</li> <li>• Practical assessment (A7)</li> </ul>
<p><b>B: Intellectual skills</b> This level 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 level outcomes:</p>
<p><b>B1</b> identify and assimilate new knowledge into existing conceptual frameworks;</p> <p><b>B2</b> process and critically evaluate information in order to make appropriate decisions;</p> <p><b>B3</b> discuss and debate issues relevant to health care with people in a variety of settings;</p> <p><b>B4</b> Critically evaluate practice and construct specific</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (B1, B2, B3, B4, B6)</li> <li>• Seminars (B1, B2, B3, B4, B6)</li> <li>• Directed reading (B1-B6)</li> <li>• Use of the VLE (B1-B6)</li> <li>• Independent research (for dissertation) (B1, B2)</li> </ul>

## Programme Specification – Section 1

<p>intervention programmes;</p> <p><b>B5</b> critically reflect on self-directed learning in order to identify personal and professional goals for continuing professional development and lifelong learning;</p> <p><b>B6</b> translate professional principles to practice, selecting and modifying approaches where appropriate;</p> <p><b>B7</b> critically reflect on extensive placement experience.</p>	<ul style="list-style-type: none"> <li>• Tutorials (B1-B6)</li> <li>• Industrial Placement (B2, B3, B4, B5, B6, B7)</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Research Project (B1, B2)</li> <li>• e-portfolio (B5, B6, B7)</li> <li>• Production of media (B1, B2, B3, B6)</li> <li>• Written coursework (B1, B5)</li> <li>• Presentation (B4)</li> <li>• Poster presentation (B2, B3, B4)</li> </ul>
<p><b>C: Subject Specific Skills</b> This level 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 level learning outcomes:</p>
<p><b>C1</b> implement pre-participation physical and psychological examination and screening;</p> <p><b>C2</b> critically analyse pre-participation evaluation findings and formulate appropriate feedback to the client;</p> <p><b>C3</b> demonstrate the safe and effective application of manual therapy for the treatment of spinal limitations;</p> <p><b>C4</b> apply critical reasoning to the assessment of a range of injury presentations within both clinic and non-clinic settings;</p> <p><b>C5</b> 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 (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (C1-C3)</li> <li>• Seminars (C1-C3)</li> <li>• Directed reading (C1-C5)</li> <li>• Use of the VLE (C1-C5)</li> <li>• Tutorials (C4, C5)</li> <li>• Industrial placement (C4, C5)</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• e-portfolio (C4, C5)</li> <li>• Practical assessment (C2, C3)</li> <li>• Case study (C1, C2, C4, C5)</li> </ul>
<p><b>D: Transferable skills</b> This level 6 provides opportunities for students to develop:</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><b>D1</b> communication skills that support effective, humanistic and professional interaction with people from diverse backgrounds;</p> <p><b>D2</b> the use of Information Technology needed to manage, analyse and present data;</p> <p><b>D3</b> the ability to gather appropriate information from a wide range of sources to support or critique current working practice;</p> <p><b>D4</b> time management skills which enable effective</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (D1-D7)</li> <li>• Seminars (D1-D7)</li> <li>• Directed reading (D2, D3, D7)</li> <li>• Tutorials (D4, D6)</li> <li>• Independent research for dissertation (D3, D4)</li> <li>• Industrial placement (D1, D2, D4, D5, D6, D7)</li> </ul>

## Programme Specification – Section 1

<p>management of workload;</p> <p><b>D5</b> the ability to work flexibly and adapt to unforeseen circumstances;</p> <p><b>D6</b> the ability to take initiative in order to develop work practice;</p> <p><b>D7</b> the management and leadership skills that enhance quality across organisations in an inter-professional manner.</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Research Project (D2, D3, D4, D5)</li> <li>• e-portfolio (D2, D4)</li> <li>• Production of media (D1, D2, D3, D4)</li> <li>• Written coursework (D1, D6)</li> <li>• Poster presentation (D1, D2, D3, D6, D7)</li> </ul>
---	---

### LEVEL 5 DipHE INTENDED LEVEL OUTCOMES

<p><b>A: Knowledge and understanding</b> This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p><b>A1</b> the principles of assessment and treatment of common sports injuries;</p> <p><b>A2</b> appropriate and relevant clinical physical examination, assessment and treatment procedures;</p> <p><b>A3</b> the physiological adaptations that occur as a result of training and exercise in a number of environmental conditions;</p> <p><b>A4</b> the benefits and uses of massage, taping, strapping and other therapeutic techniques;</p> <p><b>A5</b> the planning and implementation of a comprehensive rehabilitation and reconditioning programme appropriate for the patient concerned;</p> <p><b>A6</b> the recognition, evaluation, planning and selection of research designs appropriate to the students' sphere of interest;</p> <p><b>A7</b> the principles and practices of the safe and effective application of manual therapy techniques to the peripheral joints.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (A1-A7)</li> <li>• Seminars (A1-A7)</li> <li>• Directed reading (A1-A7)</li> <li>• Use of the VLE (A1-A7)</li> <li>• Independent research for an individual project (A6)</li> <li>• Practice simulations (A1-A5, A7)</li> <li>• Industrial placement (A1-A10)</li> </ul>
<p><b>A5</b> the planning and implementation of a comprehensive rehabilitation and reconditioning programme appropriate for the patient concerned;</p> <p><b>A6</b> the recognition, evaluation, planning and selection of research designs appropriate to the students' sphere of interest;</p> <p><b>A7</b> the principles and practices of the safe and effective application of manual therapy techniques to the peripheral joints.</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Project proposal (A6)</li> <li>• Practical Assessment (A1-A5, A7)</li> <li>• Case Study (A3, A5)</li> <li>• e-portfolio (A2)</li> </ul>
<p><b>B: Intellectual skills</b> This level 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 level learning outcomes:</p>
<p><b>B1</b> critically reflect on and in practice;</p> <p><b>B2</b> review and consolidate evidence from a wide range of sources extending their own body of knowledge;</p> <p><b>B3</b> analyse and evaluate evidence collected;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (B1-B5)</li> <li>• Seminars (B1-B5)</li> <li>• Directed reading (B2-B5)</li> </ul>

## Programme Specification – Section 1

<p><b>B4</b> reach reasoned conclusions and/or sustained judgments;</p> <p><b>B5</b> translate professional principles to practice, selecting and modifying approaches as necessary.</p>	<ul style="list-style-type: none"> <li>• Use of the VLE (B2-B5)</li> <li>• Independent research for an individual project (B2-B5)</li> <li>• Industrial placement (B1, B5)</li> </ul>
	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Essay (B2-B5)</li> <li>• Project proposal (B1-B5)</li> <li>• OSSE (B5)</li> <li>• Case Study (B1-B5)</li> <li>• Presentation (B1-B5)</li> <li>• e-portfolio (B1)</li> <li>• Product design (B1-B5)</li> </ul>
<p><b>C: Practical skills</b> This level 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 level learning outcomes:</p>
<p><b>C1</b> administer appropriate comparative clinical testing techniques to include objective outcome measures when required;</p> <p><b>C2</b> implement relevant soft tissue and sports massage techniques appropriate to the stage of rehabilitation;</p> <p><b>C3</b> apply appropriate therapeutic interventions based on a problem-solving approach;</p> <p><b>C4</b> apply safe and effective manual therapy to the peripheral joints;</p> <p><b>C5</b> plan and implement comprehensive rehabilitation and reconditioning programmes appropriate for the patient concerned.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (C1-C5)</li> <li>• Workshops (C1-C5)</li> <li>• Use of VLE (C1-C5)</li> <li>• Practice Simulations (C1-C5)</li> <li>• Industrial Placement (C1-C5)</li> </ul>
	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• OSSE/practical assessment (C1-C5)</li> <li>• Case Study (C3)</li> </ul>
<p><b>D: Transferable skills</b> This level 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 level learning outcomes:</p>
<p><b>D1</b> be reflective learners, able to analyse their strengths and weaknesses;</p> <p><b>D2</b> develop communication skills that support effective and professional interaction with people from diverse backgrounds;</p> <p><b>D3</b> work effectively both in teams and in individual situations;</p> <p><b>D4</b> identify career and professional opportunities;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (D1, D2, D5, D6)</li> <li>• Seminars (D1-D7)</li> <li>• Directed reading (D4, D6)</li> <li>• Use of the VLE (D1-D7)</li> <li>• Industrial placement (D1, D2, D3, D4, D7)</li> </ul>

## Programme Specification – Section 1

<p><b>D5</b> to use of Information Technology needed to manage, analyse and present data;</p> <p><b>D6</b> to gather appropriate information from a wide range of sources to support or critique current working practice;</p> <p><b>D7</b> to develop time management skills which enable effective management of workload.</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Essay (D3, D5, D6)</li> <li>• Project proposal (D5, D6)</li> <li>• OSSE (D2, D3)</li> <li>• Case Study (D3, D5, D6, D7)</li> <li>• Presentation (D2, D3, D6)</li> <li>• e-portfolio (D1, D4)</li> <li>• Product design (D2, D3, D6, D7)</li> </ul>
--	--

### LEVEL 4 Cert HE INTENDED LEVEL OUTCOMES

<p><b>A: Knowledge and understanding</b> This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p><b>A1</b> the biological, behavioural and clinical sciences as they relate to sports therapy;</p> <p><b>A2</b> factors affecting variation such as health status, injury, life stage and sporting performance;</p> <p><b>A3</b> the immediate and delayed characteristic pathophysiology of common injuries, illness and trauma, associated with sport and exercise participation;</p> <p><b>A4</b> appropriate emergency treatment and management strategies according to current accepted practice protocols;</p> <p><b>A5</b> the development and implementation of a comprehensive and specific exercise programmes based on sound physiological principles;</p> <p><b>A6</b> the sports specific environmental risk factors associated with diverse climatic conditions, facilities, equipment and sanitation;</p> <p><b>A7</b> the theory of communication, reflection, learning and teaching;</p> <p><b>A8</b> ethical, moral, legal and consent issues in relation to sports therapy practice;</p> <p><b>A9</b> the professional code of practice and quality assurance mechanisms within sports therapy practice to ensure a safe practice environment;</p> <p><b>A10</b> the role of standard physical fitness tests, contemporary testing equipment and accepted test protocols and measurements.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (A1-A10);</li> <li>• Seminars (A1-A10);</li> <li>• Practice simulations (A1, A4, A5, A10)</li> <li>• Directed reading (A1-A10);</li> <li>• Use of the VLE (A1-A12);</li> <li>• Industry placement (A3, A4, A9)</li> </ul> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• MCQ (A1, A2, A3)</li> <li>• Essay (A7, A8, A9)</li> <li>• Case Study (A3, A6, A9)</li> <li>• e-portfolio (A4, A6)</li> <li>• Assessed Practical (A1, A4, A5, A10)</li> </ul>



## Programme Specification – Section 1

<p><b>B: Intellectual skills</b> This level 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 level learning outcomes:</p>
<p><b>B1</b> identify and discuss personal learning needs and plan learning strategies to meet these needs;</p> <p><b>B2</b> memorise and assimilate new knowledge into existing conceptual frameworks;</p> <p><b>B3</b> demonstrate appreciation and use of multiple sources of evidence that underpin learning in the workplace;</p> <p><b>B4</b> demonstrate the process of critical thinking; relate theoretical models and frameworks to practice;</p> <p><b>B5</b> review and reflect on own learning and progress in order to plan objectives.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (B1-B6)</li> <li>• Seminars (B1-B6)</li> <li>• Directed reading (B1-B6)</li> <li>• Use of the VLE (B2-B6)</li> <li>• Self-marking (B1)</li> </ul> <hr/> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• MCQ (B2)</li> <li>• e-Portfolio (B1, B3, B4, B6)</li> <li>• In Class Test (B3)</li> <li>• Essay (B1, B4, B5, B6)</li> <li>• Case Study (B2, B5)</li> <li>• Assessed Practical (B2)</li> </ul>
<p><b>C: Practical skills</b> This level 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 level learning outcomes:</p>
<p><b>C1</b> implement safe and effective comprehensive exercise programmes including resistance and weight training equipment for both individual and group training environments;</p> <p><b>C2</b> measure and record muscular strength, endurance and power;</p> <p><b>C3</b> complete anthropometric measurements;</p> <p><b>C4</b> apply safe and effective massage techniques;</p> <p><b>C5</b> locate, identify and comparatively palpate "key" anatomical structures;</p> <p><b>C6</b> assess and document findings for vital signs including respiration, pulse and circulation, oxygen saturation, blood pressure, pallor, pupil size/shape/reactivity, skin and body temperature including condition and turgor;</p> <p><b>C7</b> administer appropriate emergency aid and manage trauma within the competitive and recreational sport and exercise environment according to current accepted practice protocols.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (C1-C7)</li> <li>• Practice simulations (C1-C7)</li> <li>• Industry placement (C1-C7)</li> </ul> <hr/> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• In-Class Test (C3)</li> <li>• Essay (C1)</li> <li>• Assessed Practical (C1, C2, C3, C4, C5, C6, C7)</li> </ul>

## Programme Specification – Section 1

<p><b>D: Transferable skills</b> This level 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 level learning outcomes:</p>
<p><b>D1</b> communicate effectively by oral written and visual means;</p> <p><b>D2</b> develop their IT skills, including Web, spreadsheets and word processing;</p> <p><b>D3</b> work in collaboration with others, including staff and students, members of the general public and within the local sporting community;</p> <p><b>D4</b> demonstrate problem solving skills and the application of knowledge across the discipline of sports therapy;</p> <p><b>D5</b> begin to develop the skills necessary to be independent and reflective learners.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• Lectures (D1-D5);</li> <li>• Seminars (D1-D5);</li> <li>• Use of the VLE (D1-D5);</li> <li>• Directed reading (D1-D5).</li> <li>• Industrial placement (D1, D3, D4 &amp; D5)</li> </ul> <hr/> <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> <li>• MCQ (D4)</li> <li>• In Class Test (D2, D4, D5)</li> <li>• Essay (D1, S2, D4, D5)</li> <li>• Case Study (D1, D2, D3, D4)</li> <li>• e-portfolio (D1, D2, D3, D4, D5)</li> <li>• Assessed Practical (D1. D4)</li> </ul>

## Programme Specification – Section 1

### ADMISSION REGULATIONS

Please refer to the course website for further information regarding admission regulations for this programme: [BSc \(Hons\) Sports Therapy | Bournemouth University](#)

### PROGRESSION ROUTES

Not Applicable.

### ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Undergraduate Assessment Regulations 6A (<https://www.bournemouth.ac.uk/students/help-advice/important-information>) with the following approved exceptions:

#### Pass Mark

A pass will be awarded where the overall unit mark is at least 40% and the mark in each separate element of the unit assessment is not less than 40%.

#### Compensation

Compensation is not permitted within this programme.

#### Progression

To proceed to Level 5, students must achieve 120 Level 4 credits.

To proceed to Level 6, students must achieve 120 Level 5 credits.

#### 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 (WBL) AND PLACEMENT ELEMENTS

Within the Faculty of Health and Social Sciences industry links are crucial to the delivery of the programmes. Sports Therapy students will have the opportunity to work in a number of sports injury settings as well as undertake work-based projects and case studies. Students will gain valuable first-hand experiences of working both out in the field and within clinic settings. Throughout the programme there is considerable collaboration with other professions both within the department and the professional setting. Students are expected to meet the Society of Sports Therapist's standards for skills to practice Sports Therapy. Placement experience aims to consolidate the student's competence in formulation and delivery of plans and strategies to meet the needs of both individuals and groups and whilst providing a platform for the development of critical evaluation of the impact of applied interventions.

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 'sandwich' year aims to give students a greater understanding of the role of their profession in a range of practice settings and give the opportunity to further understand the relationship between the professional, other organisations and agencies and to reflect on their own experiences in industry. This year long placement allows students to further develop a range of skills to improve their employment prospects on completion of their degree. During Level 5 students will be supported to enable them to make approaches to relevant organisations. This will be through a number of formal and informal seminars and individual support as required. The student will be encouraged to use the BU Placement and Careers service to help enable them to secure

## Programme Specification – Section 1

a placement. Once a placement has been secured the student will, in consultation with the placement tutor and the agency, draw up a learning contract to detail objectives specific to their particular placement. International placements will require additional risk assessment to be undertaken in line with university policy. Further guidance on placement activity will be given in the Placement Handbook issued to students in the second year. This year is assessed as Pass/Fail; please note that 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 over 200 hours of supervised clinical experience within the unit 'Sports Therapy Practice' which runs over two semesters. This unit is the opportunity for students to increase their level of autonomy in clinical case management. It is the responsibility of the student to find an appropriate placement. All placements must be agreed by the Programme Leader prior to the placement starting.

### Programme Skills Matrix

		A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	B	B	B	C	C	C	C	C	C	C	C	C	C	C	D	D	D	D	D	D	D
		1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
LEVEL 6	Team Working for Service Improvement							x				x		x	x	x		x	x										x	x				x		x	x	
	Research Project											x				x	x	x	x	x											x				x			
	Manual Therapy 2 - The Spine							x	x		x								x						x	x	x		x		x					x		
	Innovation in Sports Therapy											x		x	x	x		x	x										x		x	x			x		x	x
	Sports Therapy Practice			x				x	x	x				x			x	x	x				x				x	x	x	x	x	x			x		x	
LEVEL 5	Conducting Research											x			x	x	x	x	x	x	x										x			x		x		
	Soft Tissue and Therapeutic Modalities			x				x	x		x								x				x		x	x		x			x							x
	Assessment of Sports Injuries 2	x			x	x		x	x	x		x	x	x									x				x	x	x	x				x				
	Applied Physiology	x	x	x						x		x								x			x					x			x	x	x					
	Manual Therapy 1 - Peripheral Joints	x		x		x		x	x		x	x	x		x								x		x			x			x							
	Rehabilitation in Sports Therapy	x		x				x	x	x				x					x	x				x			x	x	x	x	x							x
LEVEL 4	Beginning Research											x			x	x	x	x	x	x											x	x	x	x				
	Early Career Professionalism							x	x			x	x	x				x													x							x
	Foundations for Sports Therapy	x																x					x								x							
	Athlete Welfare	x		x	x													x					x		x			x	x	x	x							
	Assessment of Sports Injuries 1	x				x	x		x				x					x					x		x		x	x	x	x	x				x		x	
	Exercise Prescription in Sports Therapy		x											x				x	x					x					x	x	x							

<p><b>A - Subject Knowledge and Understanding</b> This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. Injury and illness risk factors associated with participation in competitive and recreational sport and exercise;</li> <li>2. The components of comprehensive fitness and exercise programmes;</li> <li>3. Injury and illness prevention strategies and programmes that involve a comprehensive understanding of the components of sport and exercise science;</li> <li>4. The identification of illnesses common to competitive and recreational sports and exercise participants;</li> <li>5. The principles and rationale behind thorough initial examinations and assessment of injuries.</li> <li>6. The administration of emergency first aid and management of trauma within the competitive and recreational sport and exercise environment;</li> <li>7. The roles and values of other professions in healthcare and the process of referral when appropriate;</li> <li>8. The maintenance of a comprehensive records system;</li> <li>9. The planning, implementation, adaptation and monitoring of comprehensive rehabilitation and reconditioning programmes appropriate for the patient concerned;</li> <li>10. The theoretical basis for approaches to implementation, evaluation and adaptation of sports therapy interventions for individuals, groups and sporting populations;</li> <li>11. The theory of systematic enquiry, investigation, clinical reasoning, analysis and evaluation</li> <li>12. The professional code of practice and quality assurance mechanisms within sports therapy practice;</li> <li>13. The importance of multidisciplinary working, learning, collaboration and respect.</li> </ol>	<p><b>C - Subject Specific/Practical Skills</b> This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> <li>1. Identify injury and illness risk factors associated with participation in competitive and recreational sport and exercise;</li> <li>2. Design, plan and implement comprehensive fitness and exercise programmes;</li> <li>3. Plan and implement injury and illness prevention strategies and programmes that involve a comprehensive understanding of the components of sport and exercise science;</li> <li>4. Conduct a thorough initial examination and assessment of injuries and identify illnesses common to competitive and recreational sport and exercise participants;</li> <li>5. Administer appropriate emergency aid and manage trauma within the competitive and recreational sport and exercise environment;</li> <li>6. Implement safe and effective sports therapy interventions to include sports massage, manual therapy, soft tissue and therapeutic techniques;</li> <li>7. Determine when and where participants should be referred to other appropriate healthcare professionals;</li> <li>8. Maintain comprehensive medical records system;</li> <li>9. Plan and implement comprehensive rehabilitation and reconditioning programmes appropriate for the patient concerned;</li> <li>10. Provide relevant health care information, appropriate to their Scope of Practice and promote Sports Therapy as a professional discipline;</li> <li>11. Work in partnership with patients, coaches and other professionals in a multidisciplinary environment.</li> </ol>
<p><b>B - Intellectual Skills</b> This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> <li>1. Critically evaluate arguments, assumptions, concepts and data using supporting evidence in order to make judgements and to frame appropriate questions to achieve a solution to a problem;</li> <li>2. Devise and sustain arguments, and solve problems, both familiar and unfamiliar, using ideas and techniques current within the discipline of sports therapy;</li> <li>3. Analyse and evaluate advanced scholarship in order to manage and extend their own learning and practice;</li> <li>4. Integrate evidence from a range of sources to develop and support findings and hypotheses;</li> <li>5. Describe and comment on particular aspects of current research or equivalent advanced scholarship in their discipline;</li> <li>6. Manage their own learning and make use of scholarly reviews and primary sources in order to undertake their own science based research.</li> </ol>	<p><b>D - Transferrable Skills</b> This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> <li>1. Communicate effectively and with confidence by oral, written and visual means acknowledging and respecting diversity;</li> <li>2. Demonstrate competence in a range of IT skills in order to operate comfortably in a professional sports therapy environment;</li> <li>3. Analyse numerical information within the context of the sporting industry using appropriate techniques in order to make judgements and solve problems;</li> <li>4. Work successfully in collaboration with others, including staff and students, members of the general public and within the local sporting community, adopting a leadership role when and where appropriate;</li> <li>5. Demonstrate innovative problem solving skills and the application of knowledge across sports discipline areas;</li> <li>6. Demonstrate their competence as self-directed, reflective learners who are able plan and manage their own continued personal and professional learning by continuously appraising their personal and professional capabilities and working towards personal, career and academic development;</li> <li>7. To professionally engage with technology through the innovative use of IT for teaching, assessment, research and professional practice.</li> </ol>