

Programme Specification for BSc Sports Therapy

This document applies to Academic Year 2024/25 onwards

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|-----|---|---|
| 1. | Awarding institution/body | University of Worcester |
| 2. | Teaching institution | University of Worcester <u>Institute of Technology, Dudley</u> |
| 3. | Programme accredited by | The Society of Sports Therapists (SST) |
| 4. | Final award or awards | BSc (Hons) |
| 5. | Programme title | Sports Therapy |
| 6. | Pathways available | Single Honours |
| 7. | Mode and/or site of delivery | Standard taught programme at University of Worcester - Worcester campus, or University of Worcester - Institute of Technology (IoT) Dudley |
| 8. | Mode of attendance and duration | Full-time over 3 years (BSc) or Part-time over 6 years max. |
| 9. | UCAS Code | C603 (BSc/SpTh) |
| 10. | Subject Benchmark statement and/or professional body statement | <u>Subject Benchmark Statement: Events, Hospitality, Leisure, Sport and Tourism (gaa.ac.uk)</u> <u>SST Standards of Proficiency (2012)</u> <u>SST Standards of Conduct, Performance and Ethics (2012)</u> |
| 11. | Date of Programme Specification preparation/ revision | October 2020 Approval July 2021 RP/CH updates August 2021 – AQU amendments November 2021 – Award map change July 2022 (Award map change: RP changed title of SPTH3000; removed reference to CRB) August 2022 – AQU amendments April 2023 (IoT Dudley Approval) - Arrangements for Dudley cohort July 2023 – annual updates February 2024 Extraordinary CMAS - splitting of SPTH1018 and SPTH2012 modules into SPTH1023, SPTH1024, SPTH2019 and SPTH2020 |

12. Educational aims of the programme

Sports Therapy has been delivered at The University of Worcester since 2007, and during this time it has become well established throughout the West Midlands and the Country alike. The course is accredited by The Society of Sports Therapists. As a course team, we pride ourselves on our engagement with the Professional Body to ensure the course is continually at the forefront of Sports Therapy, as it develops as a profession. The course team continually refer to the key areas of competency, which are also known as the five pillars of Sports Therapy that a member must possess related to injury and illness in a sport and exercise environment, and these are:

- Prevention
- Recognition & Evaluation
- Management, Treatment & Referral
- Rehabilitation
- Education & Professional Practice Issues.

The key areas of competency are mapped to the modules throughout both courses, and this is evident within the Competency mapping document.

The courses are intended for those who wish to become a Sports Therapist (Musculoskeletal Practitioner), be that with a Sports Team or in a Clinical environment. The employment opportunities for Sports Therapists are continually increasing as the profession continues to emerge internationally.

Throughout the duration of the course, the theoretical and practical content is complemented by professional practice which commences in the student's first year. The BSc course will ensure the students complete the minimum requirement of 200 hours required for membership to gain further experience and confidence in their clinical practice.

Educational aims of the programme

The programme utilises core educational learning theories to provide a structure for student development. As the programme is practically orientated the two approaches that are predominantly focused upon are constructivism and behaviourism, although the value of cognitivism is not overlooked. Constructivism identifies the importance of new knowledge construction and learner-centred experiences (Kala et al., 2010). Behaviourism is the most basic, yet powerful learning strategy for humans, and its foundation is centred on observing and imitating others (Gog et al., 2008). The educational aims of the programme are to develop an autonomous Graduate Sports Therapist. Students, throughout the programme, will utilise the behaviourist approach for learning new psychomotor skills in a variety of subjects areas and synthesise them into their mental representations, alongside cognitive and affective knowledge through demonstration, practice and confirmation from peers, lecturers, and results of assessments. It has been stated that learning is understood, stored and applied most effectively when these representations are developed by themselves from presented information rather than passively received (Kim and Reeves, 2007 and Vogel-Walcutt et al., 2011). As a result, the programme adopts a constructivist centred approach as the fundamental theory supports the transition from teacher-centred to student-centred learning (Kala et al., 2010). The key aims of the course are to develop:

- Competent practitioners who, on successful completion of the programme, are eligible to apply for membership of The Society of Sports Therapists.
- Practitioners who can draw on relevant knowledge skills and attributes to practice effectively in the key domains of Sports Therapy: injury prevention, examination and assessment of sports injuries, manage treatment, rehabilitation, athlete education and provide effective referrals within a multi-disciplinary team.
- Graduate Sports Therapists with critical, evidence-based analytical research skills.
- Graduates who can practice autonomously, reflectively and reflexively and demonstrate high levels of clinical reasoning, decision making, and evidence-based professional judgement.
- Graduates that have acquired a range of transferable and graduate skills to enable them to engage effectively in lifelong learning and continuing professional development.

13. Intended learning outcomes and learning, teaching and assessment methods

Learning Outcomes BSc (Hons) Sports Therapy

By completing level 6 of the programme, as set out on the award map, students will have attained all the intended learning outcomes as set out below.

The key areas of competency as detailed by The Society of Sports Therapists are Prevention, Recognition & Evaluation, Management, Treatment & Referral, Rehabilitation and Education & Professional Practice issues.

Table 1 knowledge and understanding outcomes in module code/s

| Knowledge and Understanding | | |
|------------------------------------|---|----------------------------------|
| LO no. | On successful completion of the named award, students will be able to: | Module Code/s |
| 1 | Critically appraise and defend the key areas of competency of a Graduate Sports Therapist. | SPTH3011 SPTH3012 |
| 2 | Interpret and explain the ethical issues concerning a Graduate Sports Therapist within a variety of professional contexts. | SPTH3011 SPTH3012 SPTH3014 |
| 3 | Critically evaluate and generate principles to support the application of the key areas of competency substantiated in evidence-based practice. | SPTH3011 SPTH3012 SPTH3014 |

Table 2 cognitive and intellectual skills outcomes for module code/s

| Cognitive and Intellectual skills | | |
|--|---|----------------------|
| LO no. | On successful completion of the named award, students will be able to: | Module Code/s |
| 4 | Access and retrieve information from a variety of sources to devise and defend an evidence-based approach when challenged for Sports Therapy modalities. | SPTH2014 SPTH3000 |
| 5 | Establish the ability to select, evaluate, synthesise and comment upon information from a variety of sources to produce research questions that are relevant to Sports Therapy. | SPTH2014 SPTH3000 |
| 6 | Make decisions in a complex range of settings from emergency aid to continued clinical assessment, in complex, time-pressured and unpredictable circumstances. | SPTH3011 SPTH3012 |
| 7 | Plan, execute, critically evaluate and present a piece of hypothesis-driven work for a research project. | SPTH3000 |

Table 3 skills and capabilities related to employability outcomes for module code/s

| Skills and capabilities related to employability | | |
|---|---|----------------------------------|
| LO no. | On successful completion of the named award, students will be able to: | Module Code/s |
| 8 | Develop, substantiate and discuss strategies to prevent the occurrence of injury and illness in a sport and exercise environment. | SPTH3011 SPTH3012 |
| 9 | Distinguish, select and devise effective methods to enable the recognition and evaluation of injury and illness in a sport and exercise environment. | SPTH3011 SPTH3012 SPTH3014 |
| 10 | Formulate, defend and reproduce effective strategies for the application of emergency aid and the management of trauma in a range of sport and exercise environments. | SPTH3011 SPTH3012 |
| 11 | Construct, support and demonstrate appropriate treatment and referral strategies that are ethical, within the scope of practice and evidence-based. | SPTH3011 SPTH3012 SPTH3014 |
| 12 | Generate, evaluate and demonstrate comprehensive rehabilitation programmes appropriate to the patient supported by evidence-based practice. | SPTH3012 |

| Skills and capabilities related to employability | | |
|---|--|----------------------|
| 13 | Select, develop and disseminate education and professional practice issues within the scope of practice. | SPTH3011 SPTH3012 |

Table 4 transferable/key skills outcomes for module code/s

| Transferable/key skills | | |
|--------------------------------|---|----------------------------------|
| LO no. | On successful completion of the named award, students will be able to: | Module Code/s |
| 14 | Communicate information, ideas, problems and solutions, sensitive and complex issues effectively with a range of people verbally, electronically and in writing, with clear expression and style. | SPTH3000 SPTH3011 SPTH3012 |
| 15 | Demonstrate the ability to reflect on their work and professional practice, when working individually or as part of a team in a constructive and meaningful manner. | SPTH3011 SPTH3012 SPTH3013 |
| 16 | Practise in a professional, non-judgemental and anti-discriminatory manner. | SPTH3011 SPTH3012 |

Learning, teaching and assessment

Examples of learning and teaching methods used across both courses include:

- Lead lectures, Seminars, Tutorials, Data analysis (quantitative and qualitative), Problem-solving, Oral presentations, Presentation of seminar papers, Tutorial/seminar discussions, use of e-learning (pre-reading, self-assessment quiz and online discussions), and Case-Study based Scenarios.

Assessments used across both courses will include:

- Oral viva of underpinning knowledge and clinical reasoning skills, OSCE (Observed Structured Clinical Examination), Research Proposal, Dissertation, Literature Reviews, Presentations, Case Studies, Examinations (unseen, open book and online), Laboratory Reports, Leaflets, Reflective Portfolios, Development & Defence of Business Plan, Communication Skills with Athletes/Examiners, video preparation.
- Level 6 students will also be involved in supporting skills acquisition with levels 4 and 5 students via peer-supported learning.

Placement Learning

- Students will be provided with a wide range of opportunities to develop practice skills to enable them to become competent Sports Therapists. After gaining a first aid qualification, students will offer pitch side support to the University of Worcester or IoT Dudley sports teams.
- In levels 4 and 5, under the supervision of appropriately qualified staff, students will undertake practice in the Universities Sports Massage Clinics which are based at Worcester and Dudley. During level 6 students will continue to work with the University and/or IoT Dudley sports teams and in the University Sports Injury Clinics but they will also undertake the minimum number of supervised practice hours in Sports Therapy environments as stipulated by the SST (currently 200 hours).

Teaching

Students are taught through a combination of traditional and online lectures, theoretical and applied seminars and practical sessions in clinical and applied settings. Students will learn the therapeutic skills of detailed anatomy, examination and assessment, joint

mobilisations, massage, sports rehabilitation and other electrotherapy modalities. The course will also develop academic skills such as scientific writing, researching, critical thinking and clinical reasoning utilising the current evidence base. Laboratory sessions will be taught at Worcester campus only (travel will be provided between campuses for students based in Dudley).

In addition, meetings with personal academic tutors are scheduled on at least four occasions in the first year and three times in each of the other years of a course.

Students have an opportunity to consolidate their practical skills and communication skills in clinics, at external events and placements throughout the course. Links have been forged with several professional and amateur football, rugby, cricket and basketball teams - other sports also provide placement opportunities. Placements are available in the Dudley and Worcester areas. Students in previous years have also undertaken placements abroad with a range of sports teams.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Contact time

In a typical week at levels 4 and 5, students will have a minimum of 10 - 12 contact hours of teaching per week. In level 6, students will normally have slightly less contact time (6-8 hours plus clinic and placement hours) to do more independent study and undertake placements.

Typically, class contact time each week will be structured around:

- A 1 to 2-hour lecture and a 2-hour practical.
- Or a 1-hour lecture and a 2-to-3-hour practical.

Students will undertake placement hours internally at levels 4 and 5 (through university clinics), and internally and externally at level 6. All of these learning hours will be formally recorded and signed by an authorised signatory.

Independent self-study

In addition to the contact time, students are expected to undertake around 24-28 hours of personal self-study per week. Typically, this will involve practising handling techniques and clinical skills, completing online activities, reading journal articles and books, working on individual and group projects, undertaking research online, preparing coursework assignments and presentations, and preparing for examinations. The amount of independent self-study is expected to increase as students' progress through the levels.

Independent learning is supported by a range of excellent learning facilities, at Worcester campus you can find these at the Hive and in Firstpoint, at Dudley campus these are accessed at the IoT. For this course, the majority of learning resources given are available electronically and on the Virtual Learning Environment, resources that can only be accessed by hard copy will be available in staff offices to lend to students. The library services team contribute to lectures, hold appointments online and have a wide range of online workshops that students can take part in.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior academics with research and consultancy experience, postgraduate students, laboratory technical

staff (Worcester only) and demonstrators. Some staff will move between the Worcester and Dudley campus whilst others will be based on one site only. In addition, you can expect to receive sessions with guest lecturers who are currently engaged in Sport and Exercise science activities outside of the University.

Teaching is informed by research and consultancy, and the majority of lecturers on the course have a higher education teaching qualification or are Fellows of the Higher Education Academy. You can learn more about the staff by visiting our staff profiles. <https://www.worcester.ac.uk/discover/sport-meet-our-experts.html>.

Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessments which is graded and count towards the overall module grade.

Assessment methods include traditional laboratory reports, practical examinations and video-based assessments. A typical formal summative assessment pattern for each year of the course is:

Year 1 (Level 4)

Laboratory Reports, Literature Review, Practical Examinations, Online Examinations, an Anatomy Spotter Exam, a Video Presentation, an exercise-based portfolio and completion of hours in the Sports Massage Clinics.

Year 2 (Level 5)

Online Examinations, Practical Examinations, Leaflets designed to inform Athletes, a Video-based submission, a Literature Review, Small Group Presentation, completion of a research-based Ethics Form, a Scientific Report, a small Project and completion of hours in the Sports Massage Clinics.

Year 3 (Level 6)

Research Project, Practical Examination, Trauma Examination, Online Examinations, Professional Practice and Reflective portfolios, Business Plan Presentation, Job Application, Presentations, a Skills-Based competency document and completion of hours from internal and external placements.

Across all levels

Students will complete a Skills-based competency document throughout their course and accrue hours accumulatively through all levels.

Inclusivity

As a Course Team, we work with the Universities Disability and Dyslexia Support team to accommodate students with disabilities wherever possible—for example, integrating audio files into Online Examinations so that students that require a reader can sit the exam with others and be included.

14. Assessment strategy

The learning outcomes of the course reflect the SST Standards of Proficiency (2012) and the assessment strategy is designed to demonstrate achievement of these learning outcomes and professional competencies. Progression between the academic levels is achieved by increasing the demands on a student while decreasing the support as they progress through the academic levels.

Formative, developmental strategies and summative assessments will be used throughout the programme to demonstrate achievement of the learning outcomes but also to enhance and develop student learning and understanding of the underlying principles of Sports Therapy. Assessment of competence to practice as a registered Graduate Sports

Therapist will be examined by the University of Worcester, and a selection of modules are chosen and moderated by SST. The methods of assessment are designed to replicate (wherever possible) those likely to be experienced in practice. They will assess subject-specific and generic skills to prepare the student for professional work within a variety of employment areas. The assessments are 'inclusive by design' to ensure inclusivity and that all students have appropriate opportunities to succeed.

The module leader will (through the Virtual Learning Environment) provide assignment briefs, with marking grids and criteria plus details on methods and dates for submission and how feedback will be provided to students.

Compensation/Non-Compensatory Modules

As part of the [Taught Courses Regulatory Framework](#), the requirements to pass a module are explicitly outlined, these include the submission of all items of assessment and an aggregate pass mark of D- for each module. Certain modules will include an assessment item that requires it to be passed, regardless of other assessment results, in order to successfully pass the module.

If an assessment (normally a practical examination) has this requirement, it is because it has been validated against the requirements of a professional body. For this course, this is against the SST Competency Document (available on Blackboard) on which you will be able to see the competencies that are mapped to each module.

For this course, the following modules are compensatory/non-compensatory:

Table 10 Compensatory or Non-compensatory

| Module | Compensatory | Non-Compensatory |
|----------|--------------|-------------------------------------|
| SPTH1016 | | Yes - Practical Examination |
| SPTH1023 | | Yes - Practical Examination |
| SPTH1024 | | Yes - Practical Examination |
| SPTH1020 | Yes | |
| SPTH1021 | | Yes - Practical Examination |
| SPTH1022 | Yes | |
| SPTH2019 | | Yes - Practical Examinations |
| SPTH2020 | | Yes - Practical Examinations |
| SPTH2014 | Yes | |
| SPTH2015 | Yes | |
| SPTH2016 | | Yes - Practical Examination |
| SPTH2017 | | Yes - Practical Examination |
| SPTH2018 | | Yes - Practical Examination |
| SPTH3000 | Yes | |
| SPTH3011 | | Yes |
| SPTH3012 | | Yes - Practical Examination |
| SPTH3013 | Yes | |
| SPTH3014 | Yes | |

15. Programme structures and requirements

All modules are mandatory; upon graduation, students gain eligibility to apply for membership of the UK professional body for Sports Therapy, The Society of Sports Therapists (SST). The structure of the programme is designed to meet the competencies of SST, and all competencies are mapped to the modules in the programme.

Additional Qualifications

Throughout both courses, there is the opportunity for students to gain additional qualifications if they do not already hold them. The majority of the content required hours (if applicable), and assessment will be aligned with the assessments that are within the

modules. There may be some extra work required to gain the additional qualification(s). The exact details will be outlined once each provider is in place and these can be found in the course handbook.

For membership of The Society of Sports Therapists, the only qualification that they must complete is the Sports First Aid as this is a requirement for membership. Therefore, if a student chooses not to engage with other opportunities, then that is their choice. The Sports First Aid, AED and Advanced Trauma qualification are included in the tuition fee.

Attendance requirement

Attendance at all sessions is a requirement, and positive engagement will ensure that students are able to benefit from the interactive learning experiences of each module fully. Thus, enhancing personal development while demonstrating a commitment to the course and profession. The Society of Sports Therapists have a minimum attendance requirement of 80% which must be adhered to by all students.

16. QAA and professional academic standards and quality

- The course has been designed to take account of the [Events, Hospitality, Leisure, Sport and Tourism \(2019\)](#)
- [SST Standards of Proficiency \(2012\)](#) and [SST Standards of Conduct, Performance and Ethics \(2012\)](#).

The BSc (Hons) award is located at Level 6 of the [OfS sector recognised standards](#).

17. Support for students

There are a number of mechanisms in place to support students.

Personal Academic Tutor System

On commencing the course at the University of Worcester, students will immediately become part of a vibrant academic community, and a comprehensive induction process is utilised to ease the transition from school or college to university level study. Students based at Dudley campus will take part in some activities based at Worcester as part of the induction process. Within the dedicated induction sessions, and the modules themselves, students will be equipped with the knowledge and skills that will allow them to tackle degree-level work more successfully.

Each student will be allocated a personal academic tutor from within their Course Team. They will be given an opportunity to meet with their tutor during the induction sessions, and the intention behind the system is that students will develop a close working relationship so that the tutor builds up a clear picture of their progress throughout the course. The personal academic tutor will be able to offer both academic and pastoral advice, signposting to university services and should be the primary contact throughout the course.

The Personal Academic Tutor will encourage the student to take responsibility for their own personal and professional development planning. Structured face-to-face and online support typically cover the following:

- Awareness of own strengths and weaknesses
- A clear vision of what can be achieved through HE study
- A greater understanding of how study in the discipline area at the University can help progression towards goals
- Responsibility for choices in modules, work and social life
- A reflective approach to all the feedback received on work
- A sense and a record of progression and achievement in the development of the subject and generic skills and attributes (qualities)
- An ability to use this greater awareness to articulate the benefits of the HE experience to others including employers

The Personal Academic Tutor will also:-

- Respond to requests for support and help with problems which affect academic work either at the subject level or by referral to other University facilities;
- Provide information for and assist in the drafting of the University reference.

Students usually meet their Personal Academic Tutor four times a year. However, occasionally students may also need to contact their tutor at other times, particularly if the student is experiencing problems. The Personal Academic Tutor will refer students if necessary if further assistance is required regarding any disabilities.

<https://www2.worc.ac.uk/firstpoint/>

<https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>

<https://www2.worc.ac.uk/disabilityanddyslexia/>

Module tutors

Students will be supported by module tutors who will be responsible for the student's progress within an individual module. Module tutors provide academic support and guidance relevant to the module of study.

Placement supervision

While undertaking placement learning, students will be supervised by an academic tutor (UW) and an appointed supervisor from within the placement location. The supervisor will have received specific training and will be involved in the evaluation of student competencies (via the Skills Passport) and fitness to practice.

18. Admissions

Admissions policy

The course seeks to recruit students from many backgrounds (young people leaving school/college, adults in work, mature students and international students).

Candidates with disabilities are encouraged to apply to the programme if they believe they can cope with the demands of the course as well as the work involved in Sports Therapy, including examination and assessment of sports injuries, pitch-side care and the use of a variety of specialised equipment. Candidates with disabilities will be assessed on an individual basis.

Entry requirements

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html> and should include an A2 level or above in either PE or Human Biology; or a BTEC in Sport or a Sports Related area such as Health that include Anatomy and Physiology units, plus GCSE (C/4) in English and Mathematics.

Access to Higher Education Diploma accepted - please contact us for further details.

Successful candidates will also be required to complete a medical questionnaire.

Shortlisted applicants may be invited for an interview.

Applicants whose first language is not English must provide evidence of achievement of IELTS at 6.0 (not less than 5.5 in any section) before the commencement of the course.

See [Admissions Policy](#) for other acceptable qualifications.

Disclosure and Barring Service (DBS) requirements

A Disclosure and Barring Service (DBS) is required for this course.

Recognition of Prior Learning

Details of acceptable Level 3 qualifications, policy concerning mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for entry or advanced standing is also available from the University webpages or the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at
<http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures

Prospective students should apply through UCAS, and all applications will be considered by the Course Leader. The decision to offer a place will be based on a candidate's ability to demonstrate enthusiasm for the subject, commitment to study and the academic capability to succeed on the Course.

BSc (Hons) Sports Therapy

Full-time applicants apply through UCAS (C603) *for both Worcester and Dudley campus*
Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

Selection procedures are in line with the UW Equal Opportunities Policy, which aims to ensure equality of opportunity to students seeking admission to academic programmes.

Selection is made based on:

- Achievement of minimum entry criteria
- Personal statements to demonstrate a full understanding of the requirements of this programme and the profession of Sports Therapy
- References on UCAS forms
- All offers are subject to satisfactory Health Clearance and Disclosure & Barring Service Enhanced Disclosure.

To fulfil the requirements of the course students will be required to participate in practice learning both in the university clinic and in relevant placement / Sports Therapy learning environments outside of the university. This will involve personal and physical contact with others. Students will also be expected to undertake physical activity and sport during the course and, therefore, must be reasonably fit and healthy to take this course. Staff must be informed of any injuries/illnesses which may prevent practical work or physical activity being undertaken.

19. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- A student is required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.

- A student who submits work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

This course is subject to the University's fitness to practice procedures.

Requirements for Awards

Table 51 requirements for awards

| Award | Requirement |
|---|--|
| Certificate of Higher Education Cert HE Students will exit with a Cert HE Sport and Exercise | In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map. |
| Diploma of Higher Education DipHE Students will exit with a Dip HE Sport and Exercise | In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for level 4 and level 5 of the award as specified on the award map. |
| Degree (non-honours) Students will exit with a BSc Sports & Rehabilitation Studies | Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Dissertation/Project module) as specified on the award map. |

| | |
|---------------------|---|
| Degree with honours | Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map. |
|---------------------|---|

Classification

The classification will be determined by whichever of the following two methods results in the higher classification.

Degree with honours:

- Classification determined on the profile of the 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades are weighted on a ratio of 1:2. OR
- Classification determined on the profile of the 120 credits attained at Level 6 only.
- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

For further information on degree classification, see the [Taught Courses Regulatory Framework](#).

20. Graduate destinations, employability and links with employers

There is an increasingly diverse range of opportunities for employment for individuals who want to work in Sports Therapy. There is a growing recognition that individuals who engage in sport at the professional, amateur or recreational level need appropriate and specific support to prevent injury, treat injury and plan and provide appropriate rehabilitation following injury.

Sports Therapists can work in a number of different settings with a wide range of athlete groups; these include:

- Independent practice
- Different sports clubs or societies
- As a specialised Sports Therapy practitioner as part of a multi-professional team
- As a researcher
- As a teacher of Sports Therapy
- Working with National Governing Bodies and representative teams

The School of Sport & Exercise Science has an established track record of supporting students in a range of work-based learning environments. Links with employers from a variety of settings are established, maintained and continually reviewed via the clinical placement module. The students and external supervisors provide us with key stakeholder information throughout the placement process. This information is utilised to inform, evaluate and enhance the student experience within modules and Progress Weeks and throughout the academic delivery to ensure that all students meet the professional body competency standards as well as UW academic standards. This, in turn, enhances graduate employability and is demonstrated by the statistics shown above.

Progress Weeks are utilised by the course to develop additional skills and provide opportunities for other skills to be consolidated and refined, examples of these include visits to medical dissection laboratories for anatomical insights, taping courses, self-employment, and employability and business sessions.

Students will gain experience of a range of sports therapy environments during the programme, which will help to prepare them for employment after graduation. Students will work under supervision within the sports therapy clinics through all levels of the programme. The Sports Therapy in Action (SPTH3011), Clinical Practice (SPTH3012), Professional Development and Employability for Sports Therapists (SPTH3013) and Professional Placement (SPTH4003) modules specifically aim to prepare students for employment by providing them with the skills to apply for work and to develop a business

plan for work as a self-employed Sports Therapist. They will undertake applied work in a sports environment with increasing levels of autonomy.

Careers advice is available for the students during their degree from lecturers, clinical supervisors and the careers and employability service. Further guidance after graduation is available from lecturers and the careers advisory service.

Graduate destinations

The recent Graduate Destination data for the Sports Therapy course is very encouraging with 51.73% of leavers in employment or further study from the 2019/20 data, and 60% of leavers were in highly skilled employment or further education. These jobs took a variety of forms from those we anticipated with Sports Teams and in Clinics or as a self-employed Clinic owner through to managerial or graduate training schemes.

Student employability

Employability/Transferable skills are embedded in the course throughout due to the professional competencies across the programme. The students start applying this halfway through year one and as such, develop skills exceptionally effectively, which is supported by our employment data. We have a variety of specific employability goals within the course from practical application to theoretical business plans that form the foundations for their entrepreneurial activities.

If students choose to follow an alternate path upon Graduation, then the extensive range of transferable skills will support a variety of options. Some of the skills gained that are not Sports Therapy specific include but are not limited to; active listening, critical thinking, giving health care instructions, operating medical diagnostic equipment, planning health care treatments, working as a member of a health services team, treating physical problems, complex problem solving, service orientation and social perceptiveness.

Links with employers

The course is accredited by The Society of Sports Therapists and as such has specific links with the industry with whom the Society is actively engaged with. The course is affiliated with a number of placement providers throughout the West Midlands, who provide extensive feedback about the theoretical knowledge and practical ability of the students. The placement providers, in many cases, become employers as they have offered internships through to full-time positions to the students that undertake placements with them.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.

Award map template for: BSc Sports Therapy awards at Level 4, 5, and 6

Table 62 heading for course title

| |
|---|
| Course Title: BSc Sports Therapy |
|---|

Level 4

Table 73 level 4 award map template for BSc Sports Therapy

| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) | Pre-requisites (Code of Module required) | Co-requisites/exclusions and other notes* |
|--------------------|--|-------------------------|---|---|--|
| SPTH1016 | Functional Anatomy | 30 | M | None | None |
| SPTH1020 | Study Skills for Sports Therapists | 15 | M | None | None |
| SPTH1021 | First Aid and Thermotherapies | 15 | M | None | None |
| SPTH1022 | The Exercising Human for Sports Therapists | 30 | M | None | None |
| SPTH1023 | Sports Massage | 15 | M | None | None |
| SPTH1024 | Injuries and Assessment 1 | 15 | M | None | None |

Single Honours Requirements at Level 4

Students must take 120 credits in total. All modules are mandatory.

Level 5

Table 84 level 5 award map for BSc Sports Therapy

| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) | Pre-requisites (Code of Module required) | Co-requisites/exclusions and other notes* |
|-------------|--|------------------|--|--|---|
| SPTH2014 | Research Process for Sports Therapists | 15 | M | None | None |
| SPTH2015 | Psychology and Nutrition for Sports Therapists | 15 | M | None | None |
| SPTH2016 | Electrotherapy and Taping | 15 | M | None | None |
| SPTH2017 | Sports and Exercise Rehabilitation | 30 | M | None | None |
| SPTH2018 | Peripheral Joint Assessment [Clinical Special Tests] | 15 | M | None | None |
| SPTH2019 | Peripheral Joint Mobilisations | 15 | M | None | None |
| SPTH2020 | Vertebral Assessment and Joint Mobilisations | 15 | M | None | None |

Single Honours Requirements at Level 5

Students must take 120 credits in total. All modules are mandatory.

Level 6

Table 95 level 6 award map for BSc Sports Therapy

| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional (O)) | Pre-requisites (Code of Module required) | Co-requisites/ exclusions and other notes* |
|--------------------|--|-------------------------|---|--|---|
| SPTH3000 | Sports Therapy Independent Research Project | 30 | M | SPTH2014 | None |
| SPTH3011 | Sports Therapy in Action | 30 | M | SPTH1021 SPTH2016 Module First Aid Certificate or equivalent | None |
| SPTH3012 | Clinical Practice | 30 | M | SPTH1021 SPTH1023 SPTH2016 SPTH2017 SPTH2018 SPTH2019 SPTH2020 Module First Aid Certificate or equivalent | None |
| SPTH3013 | Professional Development and Employability for Sports Therapists | 15 | M | None | None |
| SPTH3014 | Advanced Sports Therapy | 15 | M | SPTH2018 | None |

Single Honours Requirements at Level 6

Students must take 120 credits in total. All modules are mandatory.