

**PROGRAMME SPECIFICATION for BSc (Hons) Sports Therapy  
(2014/15)**

1	<b>Awarding institution/body:</b>	University of Worcester
2	<b>Teaching institution :</b>	University of Worcester
3	<b>Programme accredited by</b>	The Society of Sports Therapists (SST)
4	<b>Final award</b>	BSc Hons
5	<b>Programme title:</b>	Sports Therapy
6	<b>Pathways available</b>	Single Honours
7	<b>Mode and/or site of delivery</b>	Standard taught programme at UW
8	<b>Mode of attendance</b>	Full time only
9	<b>UCAS Code:</b>	C603 BSc/SpTh
10	<b>Subject Benchmark Statement :</b>	<ul style="list-style-type: none"> <li>• QAA Hospitality, Leisure, Sport and Tourism (2008)</li> <li>• SST Standards of Proficiency (2008)</li> <li>• SST Standards of Conduct, Performance and Ethics (2009)</li> <li>• SST Competencies of a Graduate Sports Therapist (2012)</li> </ul>
11	<b>Date of Programme Specification preparation/revision:</b>	September 2013, revised January 2014 (Level 4 to meet Curriculum 2013 requirements), amended August 2014 and October 2014 (regulations), October 2014 (L6 pre-requisites), March 2015 (Award map typo), July 2015 (PAT), May 2016 (Award Map Correction – removing Semesters)

## 12 Educational aims of the programme

This programme is aimed at students who wish to develop the underpinning knowledge and application of clinical skills of a Graduate Sports Therapist. The Society of Sports Therapists (SST), the professional body for Sports Therapy in the UK, has set competency benchmarks for membership. This course is mapped against these competencies and aims to ensure that students achieve these professional benchmarks to enable application for membership of the professional body within the UK. Eligibility for membership of the SST relies on a demonstration of **all** the professional competencies.

The programme also aims to develop a range of skills, both subject-specific and generic, which will prepare the student for professional work within a variety of employment areas.

### Educational Strategy and Aims

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 own 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:

1. Develop competent practitioners who, on successful completion of the programme and award of an Honours, are eligible to apply for membership of The Society of Sports Therapists
2. Develop 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.
3. Develop relevant critical, evidence-based analytical research skills.
4. Develop graduates who can practice autonomously in a reflective and reflexive manner and demonstrate high levels of clinical reasoning, decision making and evidence based professional judgement
5. Facilitate the development of transferable and graduate skills to enable graduates to engage effectively in lifelong learning and continuing professional development

### **13 Intended learning outcomes and learning, teaching and assessment methods**

#### Knowledge and understanding:

On successful completion of the course, students will be able to:

- Apply knowledge of the core disciplines of Sports Therapy and Sports Science in order to identify illness and injury risk factors and to implement prevention strategies.
- Draw on a range of strategies to provide effective Sports Therapy education that is evidence based.
- Critically analyse a range of research and evidence relating to Sports Therapy and demonstrate the ability to select appropriate evidence as a basis for practice.

Examples of learning, teaching and assessment methods used:

- 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 on line discussions).
- Assessments will include: Oral viva of underpinning knowledge and clinical reasoning skills, OSCE (Observed Structured Clinical Examination), Research Proposal, Research, Literature review, Presentation, Case study, Examinations (unseen, open book and online), laboratory report, leaflet design, video and DVD preparation.

#### Cognitive and intellectual skills:

On successful completion of the course, students will be able to:

- Work within boundaries of competence and scope of practice to be able to refer

- athletes to other professionals and agencies as appropriate.
- Draw on a range of research strategies and methodologies in order to analyse questions relevant to Sports Therapy.

Examples of learning, teaching and assessment methods used:

- 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 on line discussions).
- Assessments will include: Oral viva of underpinning knowledge and clinical reasoning skills, Research Proposal, Literature review, Presentations, Case study, Reflective journals, Portfolios.

Practical skills relevant to employment:

On successful completion of the course, students will be able to:

- Provide effective emergency aid treatment in a variety of sport and exercise environments.
- Plan and implement a comprehensive fitness programme for a range of athletes.
- Competently assess and recognise common sport and exercise related injury and illness.
- Plan, implement and evaluate the management of a range of sport and exercise related injuries.
- In liaison with athletes and other, relevant professionals (when appropriate) develop, implement and evaluate individualised rehabilitation programmes.

Examples of learning, teaching and assessment methods used:

- Practical workshops, supervised work in clinics and with sport teams, Seminars, Tutorials, Problem solving, Oral presentations, Presentation of seminar papers, Tutorial / seminar discussions.
- Assessments will include: assessment of practical skills, Oral viva of underpinning knowledge and clinical reasoning skills, OSCE, Presentations, Case study, Reflective journals, portfolios, development of business plan.

Transferable/key skills:

On successful completion of the course, students will be able to:

- Practise in a professional, non-judgemental and anti-discriminatory manner.
- Communicate effectively with a range of people using a range of media, and for a variety of purposes.

Examples of learning, teaching and assessment methods used:

- Practical workshops, supervised work in clinics and with sport teams, Seminars, Tutorials, Problem solving, Oral presentations, Presentation of seminar papers, Tutorial / seminar discussions, use of e-learning.
- Assessments will include: Presentations, report writing, Reflective journals, portfolios, development & defence of business plan, communication skills with athletes / examiners.
- Level 6 students will also be involved in supporting skills acquisition with levels 4 and 5 students via a Buddy system.

## 14 Assessment Strategy

The learning outcomes of the course reflect the SST Standards of Proficiency (2008) 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 student whilst 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 and will assess subject-specific and generic skills to prepare the student for professional work within a variety of employment areas.

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

Assessments will include:

Unseen tests, examinations, essays, reports, practical's, observed structured clinical examinations (OSCEs), reflective accounts, portfolios, case studies, laboratory reports, work-based learning assessment and competencies. The opportunity for students to engage in a sustained piece of work is provided through the completion of an Independent Study

## 15 Programme structures and requirements -

All modules are mandatory – see below. On 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.

### Award map for Single Honours

<b>Course Title: BSc Sports Therapy</b>	<b>Year of entry: 2014-15 onwards updated March 2015 – Semester change 25.02.16 / removed Semesters 28.04.16</b>
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<b>Level 4</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>	<b>Pre-requisites (Code of Module required)</b>
SPTH1012	Sports Massage	15	M	None
SPTH1016	Functional Anatomy	30	M	None

SPTH1017	Sport & Exercise Physiology	30	M	None
SPTH1018	Injuries & Illness in Sport & Exercise	30	M	None
SPTH1019	Principles and Practice of Training	15	M	None

#### Single Honours Requirements at Level 4

Single Honours students must take all Mandatory modules (120 credits in total)

Level 5				
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)
SPTH2008	Biomechanics for Sports Therapy	15	M	None
SPRT2035	The Research Process	15	M	None
SPTH2010	Trauma Management, Examination & Assessment	15	M	None
SPTH2011	Sports Rehabilitation	30	M	SPTH1019
SPTH2012	Manual Therapy for Sports Therapists	30	M	None
SPRT2022	Sports Nutrition	15	M	None

#### Single Honours Requirements at Level 5

Single Honours students must take all Mandatory modules (120 credits in total).

Level 6				
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)
SPRT3002	Independent Study	30	M	SPRT2035
SPTH3003	Placement	30	M	SPTH2010, SPTH2011, SPTH2012
SPTH3010	Advanced Sports Therapy	30	M	None
SPTH3011	Sports Therapy in Action	30	M	SPTH2010

## **Single Honours Requirements at Level 6**

Single Honours students must take all Mandatory modules (120 credits)

For SPTH3003 and SPTH3011 students will need to hold DBS and a certificated first aid qualification.

### **Placement Learning**

Students will be provided with a wide range of opportunities to develop practice skills to enable them to become competent sport therapists. After gaining a first aid qualification, students will offer pitch side support to the University sports teams. Then in level 5, under the supervision of appropriately qualified staff (within the University and at external placements), students will undertake practice with sports teams both in the University and external to the university. They will also work with athletes within the University clinic. During level 6 students will continue to work with the University sports teams and in the University clinic but will also undertake the minimum number of supervised practice hours in sports therapy environments as stipulated by the SST (currently 200 hours).

### **Attendance requirement**

A minimum of 80% attendance is a requirement of the professional body (SST) and ensures students play a full part in the interactive learning experiences in the module, thus enhancing their own development whilst demonstrating their commitment to the course and profession.

### **16 QAA and Professional Academic Standards and Quality**

- The course has been designed to take account of the QAA Hospitality, Leisure, Sport and Tourism (2008) subject benchmark statement. SST Standards of Proficiency (2008), Standards of Conduct Performance and Ethics (2009) SST Competencies of a Graduate Sports Therapist (2012)
- The award is located at level 6 of the Framework for Qualifications in Higher Education

### **17 Support for students**

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

### **Personal Academic Tutor System**

On arrival 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. Within the dedicated induction sessions, and the modules themselves, students will be equipped with the knowledge and skills that will allow them to more successfully tackle degree level work.

Each student will be allocated a personal academic tutor from within their own 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 and should be the main 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 on-line support typically covers the following:

- Awareness of own strengths and weaknesses
- A clear vision of what can be achieved through HE study
- 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 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 subject level or by referral to other University facilities;
- Provide information for and assist in the drafting of the University reference.

Students normally meet their Personal Academic Tutor four times a year, although occasionally students may also need to contact their tutor at other times, particularly if the student is experiencing problems.

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

Whilst 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). The admissions policy includes an interview for all applicants, those based in the UK will be expected to attend an interview in Worcester and International students will be offered a Skype interview.

Candidates with disabilities are encouraged to apply to the programme if they believe they are able to 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**

Minimum of 4 GCSEs A\*- C including English Language, Mathematics and Science.

Plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

All offers are subject to satisfactory Health Clearance and Disclosure & Barring Service Enhanced Disclosure.

For full details please see the [UCAS website](#).

Applicants whose first language is not English, must provide evidence of successful achievement of IELTS at 6.5 (not less than 6.0 in any section) **prior** to commencement of the course.

### **Recognition of Prior Learning**

Details of acceptable level 3 qualifications, policy in relation to 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 the purposes of entry or advanced standing is also available from the [University webpages](#) or from the Registry Admissions Office (01905 855111).

### **Admissions Procedures**

Prospective students should apply through UCAS and all applications will be considered by the Course Leader. All successful applicants will be required to attend an interview at the University. 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.

### **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 on the basis of:

- Achievement of minimum entry criteria
- Personal statements to demonstrate full understanding of the requirements of this programme and the profession of Sports Therapy
- References on UCAS forms
- Students will be interviewed. The interview process is to assess the applicant's suitability, attitude, motivation and commitment for entry to this professional course.

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 undertake this course. Staff must be informed of any injuries / illnesses which may prevent practical work or physical activity being undertaken.

## **19 Methods for evaluating and improving the quality and standards of teaching and learning**

- Annual course evaluation
- Staff meetings and opportunities to share good practice
- End of module evaluations
- Institute Student Forum
- Course Committee with student representation (normally one per semester)
- Internal moderation and assessment
- External moderation by External Examiner
- Monitoring by The Society of Sport Therapists

- Post examination board moderation
- Institute Quality Assurance and Enhancement Committee
- Learning and Teaching Committee
- Peer review of teaching
- Attendance of new staff on PG Cert in Teaching and Learning (HEA accredited)
- Attendance of all staff on staff development programmes (including professional courses as well as teaching and learning)

## 20 Regulation of assessment

The course operates under the University's Undergraduate Regulatory Framework.

### Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are 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.
- All modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

### Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [Undergraduate Regulatory Framework](#).

### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module except where the module specifically states there is one reassessment only (SPTH3003). There will be ONE reassessment opportunity only for the placement module (SPTH3003).

### Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.
- Students should take careful note of pre-requisites for modules, especially SPTH3003 and SPTH3011. SST provides students with student limited medical malpractice and public liability insurance for the required external

supervised placement hours. In order to gain eligibility for this insurance, therefore, students must pass ALL pre-requisite modules and be student members of the Society of Sports Therapists.

### Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher <b>Students will exit with a Cert HE Sport and Exercise</b>
DipHE	Passed a minimum of 240 credits with at least 90 credits at Level 5 or higher <b>Students will exit with a Dip HE Sport and Exercise</b>
Degree (non-honours)	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 <b>This award will carry the title BSc Sport and Exercise</b>
Degree with honours	Passed 360 credits as set out on the award map including 30 credits from the Independent Study and 30 credits from the Clinical Placement module. Students must pass all SPTH designated modules.

### Classification

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

Classification determined on the profile of the best grades from 60 credits attained at Level 5 and the best grades from 120 credits at Level 6. Level 5 and Level 6 grades count equally in the profile.

Classification determined on the profile of the best grades from 120 credits attained at Level 6 only.

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

## 21 Indicators of quality and standards

Each course receives an annual external examiner's report and these reports serve as confirmation that academic standards are being upheld and appropriate actions are put in place to enhance student learning and raise student levels of achievement.

Final year students report high levels of satisfaction with their courses through the National Student Survey (NSS). Students rated their own personal development at Worcester very highly (4.2 out of 5). A score of 4.1 was recorded for quality of teaching and 4.0 for overall satisfaction.

Data from the last 3 years of the course demonstrate that:

- 63-71% of students achieve a good degree (first or upper second class).
- 78% - 100% of graduates found employment or went on to study at masters level
- Progression rates are 79-90% from level 4 to 5, and 90%+ from level 5 to level 6.

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for disabled students, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

## 22 Graduate destinations, employability and links with employers

### Graduate destinations

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 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 Institute of Sport & Exercise Science and the Institute of Health & Society have established track records of supporting students in a range of work based learning environments. Links with employers from a range 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 Worcester 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.

Worcester Weeks are utilised by the course to development 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, 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 module (SPTH3011) and the placement module (SPTH3003) 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 sport 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.

**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 the module study guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the [Quality Assurance Agency for Higher Education](#).



**Award map for Single Honours C14**

<b>Course Title: BSc Sports Therapy</b>	<b>Year of entry: 2014-15 updated March 2015</b>
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<b>Level 4</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>	<b>Pre-requisites (Code of Module required)</b>
SPTH1012	Sports Massage	15 (S1)	M	None
SPTH1016	Functional Anatomy	30	M	None
SPTH1017	Sport & Exercise Physiology	30	M	None
SPTH1018	Injuries & Illness in Sport & Exercise	30	M	None
SPTH1019	Principles and Practice of Training	15 (S2)	M	None

**Single Honours Requirements at Level 4**

Single Honours students must take 120 credits in total,

<b>Level 5</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status (Mandatory (M) or Optional (O))</b>	<b>Pre-requisites (Code of Module required)</b>
SPTH2008	Biomechanics for Sports Therapy	15 (S2)	M	None

SPRT2035	The Research Process	15 (S1)	M	None
SPTH2010	Trauma Management, Examination & Assessment	15 (S1)	M	None
SPTH2011	Sports Rehabilitation	30 (AS)	M	SPTH1019
SPTH2012	Manual Therapy for Sports Therapists	30 (AS)	M	None
SPRT2022	Sports Nutrition	15 (S2)	M	None

### Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total

<b>Level 6</b>				
<b>Module Code</b>	<b>Module Title</b>	<b>Credits (Number)</b>	<b>Status</b> (Mandatory (M) or Optional (O))	<b>Pre-requisites</b> (Code of Module required)
SPRT3002	Independent Study	30	M	SPRT2035
SPTH3003	Placement	30	M	SPTH2010, SPTH2011, SPTH2012
SPTH3010	Advanced Sports Therapy	30	M	None
SPTH3011	Sports Therapy in Action	30	M	SPTH2010,

### Single Honours Requirements at Level 6

Single Honours students must take 120 credits