Programme Specification
Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	BSc (Hons)
1.5 FHEQ Level:	4, 5 and 6
1.6 Programme Title:	Sports Therapy
1.7 Mode and Duration of Study:	Full Time – 3 years
	Part Time – 6 years
1.8 School:	SHW
1.9 HECoS Code:	100475
1.10 Collaborative Provision Arrangement:	N/A
1.11 UCAS Code(s):	C631
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details).
	International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
	DBS check as per University policy
1.13 Accrediting Professional Body/PSRB:	Sports Therapy Organisation (STO)
1.14 QAA Subject Benchmarking Group(s):	Events, Hospitality, Leisure, Sport and Tourism (2019)
1.15 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework
	UK Quality Code for Higher Education, 2014
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	Work-based learning takes places within the following modules:
	STHC01 – Soft Tissue Therapy Techniques
	STHD90 – Engaging with Employability
	STHD01 – Injury Treatment Modalities
	STHH03 – Clinical Experience
1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	April 2022
1.21 Date of Commencement:	September 2023
1.22 Review Date:	April 2029

2. Programme Outline

The BSc (Hons) Sports Therapy programme promotes a distinctive and unique model of undergraduate provision in this discipline, providing an exceptional student experience which is unique from the rest of the sector. The programme provides a robust learning experience which is vocationally driven. Due to the changes within industry and the emphasis on making students more employable, this programme has been developed in line with, and accredited by ,the Sports Therapy Organisation (STO). The programme integrates academic learning and the development of practical and clinical skills to an advanced level. There is a strong emphasis on practical experience and a range of activities which encourage understanding of the scientific principles, practical techniques and up-to-date developments within sports therapy. The degree also embraces all aspects of standard professional practice including therapy related skills, pedagogical skills and practice (including reflective practice), ethical foundations of practice (child protection and professional body issues, code of conduct) as well as the conventional knowledge base of pathological, physiological, psychological, biomechanical analysis of performance, injury treatment, rehabilitation and conditioning and injury prevention. There is now a greater importance to develop awareness of musculoskeletal management, treatment of injury and exercise-based rehabilitation and fitness in the UK. The sports industry requires professionals to work as part of a multidisciplinary healthcare team to prevent and manage sports injuries and enhance levels of performance through full recovery from injury. Sports therapy is a major growth area, representing a significant part of the leisure industry and an important aspect of the sporting environment. It is an area of growing importance as greater awareness drives the need for preventative and remedial actions following sports injuries. There is a growing need for people with specialist expertise in diagnosis and treatment of a wide range of injuries incurred through sport and exercise, in the prevention of injuries, in field of play, and first aid. Leadership, both formal and informal, is also embedded throughout the programme. From the outset students are supported in understanding leadership, its impact and value and how they position themselves as leaders. Our students are the leaders of the future, and therefore the staff team support the students in interrogating leadership values, principles and practice, to create change, to work for social justice and to commit towards a more sustainable future. The sports industry requires graduates with the expertise to address physiological and psychological factors contributing to sports injury, treatment and rehabilitation. The industry requires individuals with the theoretical and practical background covering a wide range of therapies, and practical hands-on injury treatment. The well-established and rapidly expanding sports industry offers a wide range of employment opportunities within a broad spectrum of public and commercial providers offering sporting and fitness facilities. In general, the demand from employers for sports therapists is extremely high and the industry, both in the UK and worldwide, is expected to grow significantly over the next decade. The programme has been designed to fulfil the key areas with are required for the student to become a graduate sports therapist.

2.1 Integrating Sustainability into the Curriculum

The concept of sustainability focuses on achieving human well-being and quality of life, pursued through the maintenance, care and equitable use of natural and cultural resources. Issues of sustainability are therefore integral to the study of sports therapy and are addressed in a variety of modules across the programme. The programme team aims to enable students to participate in activities for a sustainable future and, in-line with the pedagogy of the programme, critique and develop this knowledge further. For example, we aim to reduce our impact on the environment using e-submission and e-books. We will enhance our students' experience at Plymouth Marjon University by creating a sustainable, consistent and empowering University culture where integrated, holistic health and wellbeing support helps students to make their own informed choices – developing their confidence, knowledge and resilience so that they can be successful during their studies and continue to thrive postgraduation. Additionally, there will be an emphasis on encouraging students to ask critical questions of themselves, others and our global community, which will enable them to clarify their own values as well as promote a sustainable future.

Social justice is the view that everyone deserves equal economic, political and social rights and opportunities now and in the future. The sports therapy programme addresses this by the following:

- Promoting health and wellbeing of self, colleagues and students
- Building and fostering positive relationships in the learning community which are respectful of individuals.
- Embracing global educational and social values of sustainability, equality, equity, and justice and recognising student's rights.
- Demonstrating a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future.
- Committing to social justice through fair, transparent, inclusive, and sustainable policies and practices in relation to protected characteristics, (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation)
- Valuing, as well as respecting, social, ecological, cultural, religious, and racial diversity and promoting the principles and practices of sustainable development and local and global citizenship for all learners.
- Demonstrating a commitment to motivating, and including all learners, understanding the influence of gender, social, cultural, racial, ethnic, religious and economic backgrounds on experiences of learning, taking account of specific learning needs and seeking to reduce barriers to learning.
- Understanding and challenging discrimination in all its forms, particularly that which is defined by the Equality Act 2010.

The nine protected characteristics will be addressed within the programme at multiple levels, ensuring that all students understand how they may link into the clinical treatment of individuals. We are committed to creating an inclusive and diverse learning environment that acknowledges and celebrates differences.

The programme will cover modules that address topics related to diversity, inclusion, and the treatment of individuals with different backgrounds and experiences. Case studies and assessments will also be used to reinforce these concepts and allow students to apply their learning in real-world scenarios.

As a programme team we believe that there should be no barriers to who can study the programme and welcome students from all backgrounds and experiences. We strive to create a safe and inclusive space for everyone, where everyone's unique qualities and perspectives are valued and respected.

3. Distinctive Features

The validation of the BSc (Hons) Sports Therapy programme promotes a distinctive and unique model of undergraduate provision in this discipline, distinctive features of this programme include:

- The breadth and variety of clinical experiences and clinical hours offered to the students
- Students achieving the set requirements are able to practice as a soft tissue therapist at the end of the first year and obtain insurance from the Federation of Holistic Therapists (FHT).
- The ability to obtain Level 2 Gym Instructor and Level 3 Personal Training and Safeguarding qualifications, which are built into the course
- Free student membership to the STO
- A practical application of the subject knowledge at every level of the degree programme
- Diverse opportunities for placements and vocational learning, including established links with local professional football, rugby and basketball teams, wheelchair basketball and rugby athletes, amateur sports teams, Royal Navy and Marines military bases, NHS clinics and Active Choices clinics
- The use of exceptional sport, exercise and rehabilitation facilities to study the practical and applied nature of the discipline.
- The embedding of transferable employability skills at all levels of the programme.
- The opportunity to work with athletes and clients, within a modular structure, to gain additional professional and employability skills.
- The delivery of aspects of the curriculum in a high-performance setting.
- Within the curriculum we offer students 400 hours of clinical experience across the three years of the programme.

Further to this, the subject area of sports therapy has three key distinctive features which reflect the Marjon values and the mission of the subject area. These features are: inclusive assessment, authentic assessment and blended learning.

Inclusive assessment
Inclusive assessments are assessments which can be completed by all individuals. The assessment diet is varied, to enable students to shine and excel, gain confidence in their abilities and assessment feedback which focusses on strengths and areas to build.

Authentic assessment
Authentic assessments are defined as assessments which are meaningful, worthwhile and significant. They are assessments which enable students to demonstrate knowledge and understanding and develop/demonstrate skills for the modern workplace. For example, targeting different audiences for information, such as the production of a webpage, producing reflective logs, real life case studies, live patient assessments and professional reports. Examinations are included in the assessment diet, but rather than being traditional memory tests in short time spans, our exams are open book or case based, which enable students to prepare, use their notes and demonstrate criticality and transferrable skills.

Blended learning
A blended learning pedagogy underpins the programme. This approach supports our inclusive assessment approach, as it enables all students to participate. Students participate in located and connected learning and teaching activities. Which are either synchronous or asynchronous. For example, lectures are pre-recorded, to enable students to connect and learn asynchronously. This pre-recording also enables students to pause, listen and rewind core content. Located sessions focus on discussion, critical engagement and practical skill development, enabling students to utilise the community of practice around the programme, learn from each other and from staff/professionals. The use of blended learning methods supports students in developing their oracy skills, by actively participating in sessions and construction of knowledge within the field of sport and exercise psychology, students are able to develop skills in all four areas of the oracy skills framework.

4. Programme Aims

The overarching aim of this programme is to provide students with the necessary skills to practice as a sports therapist. The specific programme aims are to:

- Develop a critical understanding of the concepts, theories, principles and practices of rehabilitation and training in the sports therapy environment.
- To encourage independent learning through evidence-based practise to underpin clinical application and to deal with complex issues within sports therapy
- Enable students to improve their own performance in technical, supervisory and management skills within the context of sports therapy.
- Prepare students for employment through clinical placements, enabling them to consider issues with professionalism, ethics and code of practice within sports therapy
- Allow students to develop their research and analysis skills within the context of sports therapy.

The Sports Therapy Organisation states that within an accredited programme, graduates should be able to demonstrate their capacity to:

- Practise within the core areas of sports therapy
- Development individual treatment plans for patients/clients
- Demonstrate and apply knowledge and understanding to core areas with sports therapy
- Engage in research and evidence-based
- Respond appropriately to changing industrial demands.
- Practise and promote Continuing Professional Development (CPD).

5. Programme Learning Outcomes

Knowledge & understanding:
By the end of this programme students should be able to demonstrate:
1. The ability to identify injury and illness risk factors associated with participation in competitive and recreational sport within the context of sport therapy
2. The ability to effectively recognise, evaluate, assess and manage sports injuries.
3. The ability to effectively plan, implement, evaluate and manage rehabilitation programmes within the area of sport therapy
4. The ability to prescribe individual coaching and rehabilitation programmes across a wide range of sporting contexts and with different population groups
5. An understanding of the ethical and legal issues which underpin professional practice specific to sport therapy.
6. An appreciation of business planning within the area of sports therapy

Intellectual skills:
By the end of this programme students should be able to demonstrate:
7. The ability to critically assess and evaluate evidence, within sport therapy, to develop reasoned and informed argument
8. The ability to analyse, describe and interpret data using a variety of appropriate techniques within the area of sports therapy.
9. The ability to interpret knowledge and information to solve problems in theoretical and practical sport therapy contexts
10. The critical evaluation of theories, principles and concepts in sport therapy
11. The application of existing theories, concepts and techniques in sport therapy to solve new problems
12. Responsibility for their learning and continuing professional development within a sport therapy context

Transferable / key skills:
By the end of this programme students should be able to demonstrate:
13. Effective communication in a variety of forms reflective of a rehabilitation in a sport therapy environment
14. Critical reflection and evaluation of personal strengths and weaknesses within sport therapy
15. Effective team work, and team membership, and take responsibility for leadership where appropriate
16. The selection and use of appropriate quantitative and qualitative sport therapy techniques for data collection, presentation, analysis and problem solving
17. Confidence to challenge received opinion and debate, within, in a professional manner
18. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex context

Practical skills:

By the end of this programme students should be able to demonstrate:

19. The ability to conduct a thorough initial examination and assessment of injuries and illnesses within the area of sport and with special populations
20. The ability to accurately administer a range of assessment tests and techniques for the assessment of sports injuries
21. The ability to plan and carry out appropriate clinical and exercise-based treatment programmes
22. The ability to plan and implement injury and illness prevention strategies and programmes that involve a comprehensive understanding of the components of rehabilitation with different population groups
23. The ability to provide relevant health care information, physiological testing, psychological understanding and nutritional advice appropriate to their scope of practice

6. Learning and Teaching Methods

The BSc (Hons) Sports Therapy curriculum adopts key aspects of the institutional Learning, Teaching and Assessment Strategy including the need to address issues of inclusivity and vocation. It has a practical based focus underpinned by academic knowledge and understanding. The sports therapy programme uses blended learning as the underpinning pedagogical approach. This is where content and materials are part delivered through digital and online media; part delivered through face-to-face interaction.

Activities could be synchronous or asynchronous, connected or located.

Within the approach of blended learning, learning can be: directed, enquiry based, self-directed or student directed. The table overleaf defines these terms and offers examples of the teaching/learning activities which fall into each category

Blended learning	Content and materials are delivered through digital and online media; parts delivered through face-to-face interaction.
Clinical Environment	A clinical learning environment is a setting where students engage in experiential learning, observation, and practical application of theoretical knowledge in real-world under the supervision of qualified professionals.
Clinical reflections	Clinical reflections is a teaching method that involves the process of reviewing, analysing, and evaluating clinical experiences to gain insight into one's own learning and professional development
Computer based Learning	Computer-based learning (CBL) is a teaching method that utilises computer technology and digital resources to deliver educational content and facilitate learning
Directed learning	Lecturer guides student towards appropriate materials, study activities and reading, responsibility for acquisition and assimilation remains with the individual student.
Directed reading	Reading which is directed by the module lead as a core aspect of the teaching and learning environment, typically given as either preparation for a live session, or following to add depth/breadth to knowledge.
Enquiry based learning	Students investigate a presented question, problem or scenario. The process is usually facilitated.
Group Critique	Group work centring on a specific topic. Discussion is facilitated by a leader and members of the group are encouraged to think and speak critically on the topic.
Guest Speaker	An individual invited to speak to an audience on a specific topic or subject matter.
Independent learning	A self-directed process of acquiring knowledge, skills, and understanding without the direct instruction of a teacher or formal education institution.
Industry Simulation	Industry simulation is a teaching method that involves creating a realistic scenario or environment that simulates a particular industry or business setting
Lead Lectures	Where a single expert speaker delivers a lecture to a large group of students.
Lectures	Lectures are oral presentations given by an instructor or expert on a specific topic or subject, usually to a group of students or learners
Placement/ observation	Learning achieved by undertaking activities, under supervision and mentoring, in a work context. Learning concepts and techniques associated with a particular profession or trade in a live working environment, while being monitored and supported by a tutor or other professional
Self-directed learning	Student decides focus of learning and study, responsibility for acquisition and assimilation remains with the student.
Seminar	Discussion based session in which typically small groups of students are learning through discussion or highly focused practical tasks
Student led learning	Lecturer guides and supports, acquisition and assimilation for self and peers remains with the students
Tutorial	Often 1-1 or small group encounters between tutor and student with learning either stimulated by request or focused on subject matter covered in another context.
Work Placement	A work placement, also known as an internship or work experience, is a temporary opportunity that allows individuals to gain practical work experience in a particular industry or profession.
Workshop/ practical/lab practical	Learning which is normally delivered via a practical activity in which a group of students undertake tasks under guidance related to a common theme and in the process acquire skills, techniques and conceptual understanding

6.1 Learning Enhancement

The teaching and learning approach for the programme utilises four core approaches – directed learning, enquiry-based learning, self-directed learning and student led learning. The use of these four approaches to learning enhances the student experience, directed learning enables students to learn from experts, to develop specific skills and knowledge. Enquiry-based learning encourages discussion of problems and specific situations, encouraging students to apply their knowledge to different situations. Self-directed learning encourages students to take responsibility for their own learning, to expand on the content from directed sessions and to produce high quality assessments. Finally, student led learning encourages students to work within a community of practice, to trust their peers, to build leadership and followership skills and to work in team-based environments.

The pedagogy of the programme supports self and peer assessment. Students will be encouraged to critically reflect on their own skills, knowledge and behaviors, within their reflective edublogs as well as contribute to the critical reflections and development of their peers. The programme includes work-based placements in a variety of clinical settings and students will be encouraged to participate in other activities, such as voluntary work, to enhance their learning and development. All practical and off-site activities are risk assessed by the respective academic staff. The learning, teaching and assessment strategies employed enhance and contribute directly to the development of key and transferable skills and professional practice skills, enabling students to monitor their achievements and identify their learning needs and targets for personal development. To achieve this, the course employs a variety of approaches, such as field-based assessment, laboratory-based assessment, guest speakers, applied practice with industry, project work, industry placements, promoting voluntary placements, and access to and promotion of additional practitioner qualifications.

6.2 e-Learning

The programme team recognises the increasing contribution that digital resources make to the learning experiences of students. The team utilises the virtual learning environment to provide access to resources, discussion groups and other learning materials, such as audio files, learning objects, lecture capture, and performance analysis technology. Teaching examples include the use of Edublogs to review placement experiences, records clinical reflection logs, online assessments and the provision of podcasts and webinars. The programme also utilises social media with a Twitter feed and Facebook page that encourages dissemination of practical sports therapy information from professional organisations and the development of professional networks. In addition, students have open access to extensive computer facilities within the University to support their studies.

7. Modes of Assessment

The assessment strategy for the programme is one of inclusive and authentic assessments, as described in Section 3, assessments are designed to enable students to build skills useful for the modern-day workplace in addition to demonstrating key academic skills and knowledge. Variety of assessments is the foundation to inclusiveness; the assessment diet is broad to enable students to demonstrate their strengths in a range of formats and many modules offer a range of questions and options for formats to enable students to succeed. Students are provided with assessment guidance and marking frameworks at the start of every module and assessment workshops/seminars are delivered within every module

Buisness Plan	A business plan is a written document that outlines the goals, strategies, and operations of a proposed or existing business
Case Report	A case report is a detailed and structured description of a specific case, usually involving an individual patient or a small group of patients, that presents a unique or interesting clinical situation, diagnosis, or treatment approach.
Case Study	An analysis of a real-life example within the field of sport and exercise science.
Clinical Portfolio	This can include evidence of clinical hours that have been achieved, Edublogs plus any other clinical evidence - example videos, clinical tasks, webpages.
Clinical Hours	Clinical hours refer to the number of hours a student spends working directly with patients or clients in a clinical setting.
Coursework	Coursework refers to a set of academic assignments, exercises, and projects that are completed by students over the duration of a module
Critical Review	A critique of a selected text (usually a chapter from a book or an article from a journal), activity or organisation. An essay style assignment critically evaluating literature pertinent to topic.
Electrotherapy Practical Exam	Practical exams with our electrotherapy equipment, to demonstrate competency
Essay	Extended writing assignment in response to a question set by the module lead, or in negotiation between student and lecturer
Formal Examination	A formal examination is a structured and systematic evaluation of a person's knowledge, skills, and abilities in a particular subject
Group Presentation	A group presentation is a collaborative effort among two or more individuals who present a topic or information to an audience.

Honours Project	Honours project is designed to showcase students' ability to conduct independent research, analyse data, and communicate findings in a clear and concise manner. Here are a few examples of different types of honour research projects a student could produce: Empirical Research Project: This type of project involves collecting and analysing data from experiments or surveys. For example, a psychology student might conduct a study on the effects of social media on self-esteem. Literature Review Project: This type of project involves reviewing and synthesising existing research on a particular topic. Case Study Project: This type of project involves conducting an in-depth analysis of a particular case or situation.
Honours Project Proposal	A written piece of work outlining a plan for research for ethical review by panel.
Learning Agreement	An agreement between the student and the institution that sets out the responsibilities, expectations, and outcomes of the learning experience
Literature Review	A literature review is a critical and comprehensive analysis of published research on a particular topic or research question.
MCQ (online) Exam	A Multiple Choice Questions (MCQ) online exam is an assessment tool that consists of a series of questions that present a set of answers for each question. The exam is delivered online through a computer or mobile device, and it typically requires the test-taker to select the correct answer from a list of choices provided
Oral Assessment	Oral assessment , to access the knowledge and understanding of the student
Online written exam	An online written exam is a form of assessment that is administered over the internet and involves answering questions in a written format.
Portfolio	A portfolio is a collection of materials, documents, that demonstrate an individual's skills, abilities, experiences, and achievements in a particular field or domain. .
Pitch-side Clinical Hours	Pitch-side clinical hours refer to the amount of time a sports therapist, physician, or other healthcare professional spends providing medical care and treatment to athletes during sporting events, such as games or matches.
Presentation	A talk or discursive interview on a specified topic, could be individual or group. Could be live or recorded. Assessment typically includes submission of speaker notes or presentation overview.
Poster	Presentation of data/information/critical analysis in a visual and verbal format.

Poster Presentation	Presentation of data/information/critical analysis in a visual 'poster' format to include brief verbal delivery and defence of questions posed on the topic specific to the information contained in the poster. Assesses knowledge of the selected topic and communication skills.
Practical Exam	Students demonstrate practical skills and competences in a controlled exam environment
Reflective Essay	A written piece of work which demonstrates critical reflective practice and activities to highlight areas of academic, personal and professional strengths and weaknesses.
Reflective Log	A reflective log is a written record or diary that captures the thoughts, feelings, and experiences of an individual regarding a particular event, activity, or project.
Reflective Portfilo	Reflective portfolios are used to showcase a student's learning and development through their own reflections, and may include samples of their work, reflections on their learning, and evidence of their accomplishments.
Research proposal	A research proposal is a document that outlines the plan for a research project.
Short Development Project	A short development project refers to a project that is designed to achieve a specific set of goals or outcomes within a relatively short period of time.

8. Exemptions to University Regulations

Where possible, programme assessments for modules delivered at Level 5 or above will be marked anonymously. At the beginning of a module, students will be notified via programme and module information of those assessed activities for which their anonymity will be preserved and those for which it will not. Modules and assessments types were anonymity will not be preserved are listed below:

Module Code and Title	Assessment
STHC04 Musculoskeletal Assessment	Practical Exam
STHC02 – Functional Anatomy	Practical Exam
STHC01 – Soft Tissue Therapy	Practical Exam Clinical Hours
STHC03 Physiology and Nutrition	Presentation
STHD90 Engaging with Employability	Portfolio 1 and 2
STHD03 – Principles of Exercise and Coaching	Practical Exam
STHD01 - Injury Treatment Modalities	Practical Exam Clinical Hours
STHD02 – Pathology and Clinical Reasoning	Presentation
STHD04 Spinal Assessment and Treatment s	Practical Exam
STHHP1 Honours Project	Dissertation
STHH02 Musculoskeletal Rehabilitation	Practical Exam
STHH01 – Strength Training, condition and Rehabilitation	Practical Exam
SESH53 Injury Biomechanics	Practical Exam
STHH03 Clinical Experience and Business	Practical Exam Clinical Hours

9. Work-Based Learning/Placement Learning

The sports therapy degree provides opportunities for students to apply their knowledge and understanding in vocationally relevant workplaces and gain additional skills and experiences that will enhance their future employability and make them "work ready". Students will have structured work experience opportunities (STHD90) and will have the opportunity to select workplace settings to tailor the programme towards their particular area of interest. All students that engage in work-based modules are allocated a University Placement Advisor who confirms the appropriateness of the student's placement and agrees the focus of the placement. Students negotiate their placement aims with the host organisation and their university placement advisor. All placements adhere to the University Policy on Placement Learning. The specific work-based module runs for the whole of the second academic year. Students are guided to work within an organisation that reflects and aligns to their future career aspirations.

The sports therapy programme also provides opportunities for students to apply their knowledge and understanding in vocationally relevant workplaces (sports therapy & Rehabilitation clinic) and gain new skills and experiences that will enhance their future employability. Students are given structured work experience (please refer to Table below), where we offer a minimum of 400 clinical hours. Students will have the opportunity to undertake structured work experience opportunities and event work and will have the opportunity to select workplace settings to tailor the programme towards their particular area of interest (clinical, military, NHS, sport team, pitch side). Due to the clinical modules being non-condonable students will be unable to pass these modules without achieving the relevant clinical hours linked to these modules. Contingency plans are put into place for students who have not achieved these clinical hours for a variety of reasons. The programme is vocationally orientated, and students review their career aspirations in Year one and complete a Career Development Plan to ensure they maximise opportunities to enhance their future employability, via direct opportunities at university and via external opportunities. Also, students will be encouraged to participate in the wider University employability scheme, through voluntary participation in schemes and opportunities which match their course aims and objectives.

Overview of Clinical Hours/Experiences

Year 1	Soft Tissue (STHC01) - 50 hours
Year 2	Injury Treatment modalities (STHD01) - 50 hours Work Experience (STHD90) – 100 hours
Year 3	Clinical Experience and Business (STHH03) - 200 hours
Extra Opportunities	CPD, Outside Events, Conferences, Extra Placements, Pitch side hours, BUCS
Total	Minimum 400 clinical hours

10. Programme Structure

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester	Compulsory/ Optional	Condonable/ Non-Condonable
STHC01	Soft Tissue Therapy	20	50% Coursework 50% Practical	Semester X	Compulsory	Non-Condonable
STHC02	Functional Anatomy for Sport Therapy and Rehabilitation	20	70% Practical 30% Exam	Semester A	Compulsory	Non-Condonable
STHC03	Physiology and Nutrition	20	50% Coursework 50% Exam	Semester A	Compulsory	Non-Condonable
STHC04	Musculoskeletal Assessment	20	40% Coursework 60% Practical	Semester B	Compulsory	Non-Condonable
STHC05	Introduction to Sport, Health and Exercise Psychology	20	50% Coursework 50% Exam	Semester B	Compulsory	Condonable
STHC90	Engaging with Learning within Sports Therapy	20	100% Coursework	Semester X	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester	Compulsory/ Optional	Condonable/ Non-Condonable
STHD01	Injury Treatment Modalities	20	40% Coursework 60% Practical	Semester A	Compulsory	Non-condonable
STHD02	Pathology and Clinical Reasoning	20	100% Coursework	Semester A	Compulsory	Non-condonable
STHD03	Principles of Exercise and Coaching	20	60% Practical 40% Coursework	Semester B	Compulsory	Non-condonable
STHD04	Spinal Assessment and Treatments	20	60% Practical 40% Coursework	Semester B	Compulsory	Non-condonable
SESD55	Research Methods	20	100% Coursework	Semester X	Compulsory	Condonable
STHD90	Engaging with Employability: Sports Therapy	20	100%Coursework	Semester X	Compulsory	Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Semester	Compulsory/ Optional	Condonable/ Non-Condonable
STHH01	Strength Training Conditioning and Rehabilitation	20	40% Coursework 60% Practical	Semester A	Compulsory	Non-condonable
STHH02	Musculoskeletal Rehabilitation	20	70% Practical 30% Coursework	Semester A	Compulsory	Non-condonable
SESH53	Injury Biomechanics	20	60% Coursework 40% Practical	Semester B	Compulsory	Condonable
STHH03	Clinical Experience and Business	20	70% Exam 30% Coursework	Semester X	Compulsory	Non-condonable
STHHP1	Honours Project	40	100% Coursework	Semester X	Compulsory	Condonable

Key: Semester X = A & B

Part Time

Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
STHC90	Engaging with Learning	20	100% Coursework	Semester X	Compulsory	Condonable
STHC02	Functional Anatomy	20	70% Coursework 30% Exam	Semester A	Compulsory	Non-Condonable
STHC05	Introduction to Sport Health and Exercise Psychology	20	50% Coursework 50% Exam	Semester B	Compulsory	Condonable

Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
STHC03	Physiology and Nutrition	20	50% Coursework 50% Exam	Semester A	Compulsory	Non-Condonable
STHC01	Soft Tissue Therapy	20	50% Coursework 50% Practical	Semester X	Compulsory	Non-Condonable
STHC04	Musculoskeletal Assessment	20	40% Coursework 60% Practical	Semester B	Compulsory	Non-Condonable

Level 5 – Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SESD55	Research Methods	20	100% Coursework	Semester X	Compulsory	Condonable
STHD03	Principles of Exercise & Coaching	20	60% Practical 40% Coursework	Semester B	Compulsory	Non-condonable
STHD02	Pathology and Clinical Reasoning	20	100% Coursework	Semester A	Compulsory	Non-condonable

Level 5 – Year 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
STHD90	Engaging with Employability	20	100%Coursework	Semester X	Compulsory	Condonable
STHD01	Injury Treatment Modalities	20	40% Coursework 60% Practical	Semester A	Compulsory	Non-condonable
STHD04	Spinal Assessment and Treatments	20	60% Practical 40% Coursework	Semester B	Compulsory	Non-condonable

Level 6 – Year 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
STHH02	Musculoskeletal Rehabilitation	20	70% Practical 30% Coursework	Semester A	Compulsory	Non-condonable
STYH02	Strength Training Conditioning and Rehabilitation	20	40% Coursework 60% Practical	Semester X	Compulsory	Non-condonable
SESH53	Injury Biomechanics	20	60% Coursework 40% Practical	Semester B	Compulsory	Condonable

Level 6 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
STHHP1	Honours Project	40	100% Coursework	Semester X	Compulsory	Condonable
STHH03	Clinical Experience and Business	20	70% Exam 30% Coursework	Semester X	Compulsory	Non-condonable

Key: Semester X = A & B

The table below shows the various 'threads' through the programme. These 'threads' provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The 'threads' act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Threads:

Threads Level 4

Module Code	Module Title	Thread
STHC90	Engaging with Learning	5, 6, 7
STHC05	Introduction to Sport Health and Exercise Psychology	4
STHC03	Physiology and Nutrition	1
STHC01	Soft Tissue Therapy	1,2
STHC04	Musculoskeletal Assessment	1,2,3
STHC02	Functional Anatomy	1

Threads Level 5

Module Code	Module Title	Thread
SESD55	Research Methods	5
STHD90	Engaging with Employability	2,3,6, 7
STHD03	Principles of Exercise & Coaching	4
STHD01	Injury Treatment Modalities	2,3
STHD02	Pathology and Clinical Reasoning	3
STHD04	Spinal Assessment and Treatment s	1,2,3, 4

Threads Level 6

Module Code	Module Title	Thread
STHHP1	Honour Project	5, 7
STHH02	Musculoskeletal Rehabilitation	1,2,3,4
STHH01	Strength Training Conditioning and Rehabilitation	4
SESH53	Injury Biomechanics	3
STHH03	Clinical Experience and Business	2,3,4,6, 7

1. Anatomy and Physiology knowledge
2. Clinical Experience/hours
3. Injury Assessment Skills
4. Rehabilitation skills
5. Research Skills
6. Employability skills in sports therapy
7. Leadership

In the event that a student does not complete the required 400 clinical hours within the BSc (Hons) Sports Therapy degree programme, it is crucial to ensure that they still have a viable option to pursue. It is essential that students complete these hours to become safe and efficient practitioners, as well as to progress throughout the programme.

If a student has not completed the required number of clinical hours by the end of Year 3 and does not wish to proceed with continuing to complete them, they will be eligible for an exit award of a BSc (Hons) Sports Injury Management degree. This contingency exit award recognises the student's hard work and dedication, allowing them to still receive a degree in a closely related field.

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

The programme is currently accredited by the Sports Therapy Organisation (STO). This enables students to hold student membership of the STO during their programme and after graduation, as long as they meet the requirements, apply for graduate membership of the organisation. Membership enables students to access a wide range of resources, CPD courses, and assist in raising the profile of sports therapy.

12. Professional Advisory Group

The sports therapy professional advisory group is a group of graduates of the programme, professionals and members of the Sports Therapy Organisation (STO) Executive committee who meet twice a year to discuss the programme and community of practice around the sports therapy Industry.

13. Academic Progression Opportunities

Students with a BSc Honours degree will have the opportunity to pursue post graduate Education, master's level study, MRes or PhD studentships. Students on the programme have historically gone on to higher level study, notably master's and PhD research. Students will be made aware that post graduate progression is available within the context of lifelong learning and relationships with the Futures Online alumni. In order to maintain STO membership after graduation students need to engage with continued professional development within the area. Demonstrating continued professional development is incredibly important, as the demand for quality, accountability and efficacy of practice has never been greater. It is essential that Sports Therapist s can demonstrate that they are keeping abreast of new knowledge, techniques and developments related to their professional practice.

14. Employability and Career Progression Opportunities

Graduates of the programme could enter a range of roles within job market, from roles within the sport sector, working with athletes, to roles in the NHS, education and private sectors. To enhance their employability and career aspirations, from induction week in Year 1 students are working with the Programme Careers Coach within the Marjon careers and employability team to design and carve their unique career plan, developing skills in self-presentation, CV writing, job and post graduate programme applications, interview techniques, project planning and enterprise, many of these sessions take place as group workshops within the sports therapy programme.

The Marjon careers and employability team offer sports therapy students a number of opportunities from support to seek and complete placements and volunteering, to offering individual tutorials, annual Summer Ready Event and the employment focussed online platform.

The work placement module also enables students to further enhance their employability via a placement as well as obtaining clinical hours within our onsite commercial clinic on site. The module team works closely with the Marjon careers and employability team to deliver sessions on preparing for placement, reflecting on experiences, building on skills and planning for the future.

Employability skills may include:
• Analytical thinking and innovation – students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.
• Active learning and reflective practice – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
• Creativity, originality and initiative – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
• Critical thinking and analysis - students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion
• Complex problem-solving – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
• Leadership and social influence - students are able to motivate others to act towards achieving a common goal
• Emotional intelligence – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.
• Reasoning, problem-solving and ideation – students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions
 • Systems analysis and evaluation – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way

Digital Skills:
• ICT Proficiency and Productivity – students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)
• Digital Collaboration, Participation, Communication – students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub).
• Finding Digital Information and Data Management – students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).
• Digital Learning and Teaching – students are able to identify and use digital learning resources, apps and services (e.g. Canvas, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin).
• Digital Problem Solving, Creation & Development – students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
• Digital Security, Well-being and Identity – students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).

In addition to the generic graduate skills, the sports therapy programme aims to enable its graduates the ability to:
• Apply multiple perspectives to issues and problems, recognising a range of research methodologies and perspectives
• Integrate ideas and findings from multipole perspectives and recognise distinctive approaches to issues
• Generate and explore hypothesis and research questions, drawing on theory and developing new knowledge
• Independently complete research projects utilising appropriate method
• Draw on a range of research method skills from design to collection to analysis.
• Produce professional clinical reports and other communications
• Employ evidence-based reasoning and examine practical, theoretical and ethical issues
• Apply sports therapy knowledge ethically and safely to real-world patients
• Critically evaluate sports therapy theory and research

Many of these skills listed above are developed through the programme modules, in which students are actively encouraged to apply their knowledge and understanding to current issues, contexts, problems and case studies.

Graduate Sports Therapists have a variety of career options available to them, including:
1. sports therapy Clinics: Graduates can set up their own sports therapy clinic or work in a private sports therapy clinic to provide treatment to patients.
2. Professional Sports Teams: Graduates can work with professional sports teams, providing injury prevention and rehabilitation services to athletes.
3. Fitness and Health Clubs: Graduates can work in fitness and health clubs, providing exercise and injury prevention advice to clients.
4. Hospitals and Rehabilitation Centers: Graduates can work in hospitals and rehabilitation centers, providing therapeutic services to patients recovering from injuries or surgeries.
5. Educational Institutions: Graduates can work in educational institutions, such as colleges and universities, as sports therapy lectures .
6. Corporate and Industrial Settings: Graduates can work in corporate and industrial settings, providing injury prevention and ergonomic advice to employees.

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:
- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with students through on going and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the staff student liaison committee. In addition, final year students will be invited to participate in the National Student Survey (NSS).

17. Other Stakeholder Feedback

Current sports therapy students have been involved in the design of this programme. From the identification of strengths and issues in the previous programme structure and content, through to the assessment, content of modules and structure of this current design.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed, and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.