

Programme Specification

Part 1: Basic Data			
Awarding Institution	Hartpury University		
Teaching Institution	Hartpury		
Delivery Location	Hartpury		
Study abroad / Exchange / Credit recognition	None		
Department responsible for programme	Sport		
Programme Title	BSc (Hons) Sports Therapy		
Professional Statutory or Regulatory Body Links	Society of Sports Therapists (SST)		
Highest Award Title	BSc (Hons) Sports Therapy BSc (Hons) Sports Therapy with Integrated Placement Year		
Default Award Title	None		
Interim Award Titles	Certificate HE Sports Studies Diploma HE Applied Sports Studies BSc Applied Sports Studies BSc Applied Sports Studies with Integrated Placement Year		
Mode(s) of Study	FT / IP / PT		
Codes	UCAS: C612	JACS: C600	
	UNIT-e: BSHSSTXX	HESA:	
Relevant QAA Subject Benchmark Statements	Events, Hospitality, Leisure, Sport and Tourism		
Last Major Approval Date	V1.0- 1 September 2017 V2.0- 13 February 2018 V4.0- 02 May 2018 V6.0- 31 August 2018	Valid from	V6.0- 1 September 2018
Amendment Approval Date		Amended with effect from	
Version	6.0		
Review Due By	01 September 2024		

Part 2: Educational Aims of the Programme

The fundamental educational aim of the BSc (Hons) Sports Therapy programme is to produce graduates who are able to practice as Sports Therapists. In order to achieve this, students will need to develop core competencies; they are:

1. Prevention.
2. Recognition.
3. Management, treatment and referral.
4. Rehabilitation.
5. Education and professional practice issues.

The core competencies are underpinned by knowledge development in key disciplines. For example, students will have the opportunity to develop advanced knowledge of functional anatomy together with an integrated understanding of the biomechanical and physiological functioning of the body. Once these fundamentals are achieved, students will be able to develop a deep understanding of the pathophysiology of sports injury and the role of biomechanics in the aetiology and rehabilitation of sporting injury.

As the programme progresses further, students will have the opportunity to learn how to make clinical impressions and treat a range of sports injuries. Students will learn how to treat sports related emergency injuries as well as how to develop and administer prolonged treatment plans for sports injuries. The programme will also provide an opportunity to learn how to rehabilitate sports injuries throughout the various phases of rehabilitation and apply sports conditioning principles during late-stage rehabilitation to achieve return to play. Furthermore, the programme aims to provide students with an opportunity to understand the key role Sports Therapists play in injury prevention. A key component of the programme will be evaluating critically established practices and techniques as well as contemporary research. Students will have many opportunities to develop their practice skills in vocational settings and this will be an important aspect of the programme in the third year. Upon graduation with the Honour's degree, graduates will be appropriately prepared to practice as Sports Therapists, however, they will need to secure professional indemnity insurance in order to practice or seek accreditation by an accrediting body such as the Society of Sports Therapists.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The knowledge and practical skills that BSc (Hons) Sports Therapy graduates acquired during their studies enables them to assess, evaluate, and treat injuries typical to sport and exercise participation. Sports Therapy graduates also have the knowledge and skills to devise rehabilitation plans that will facilitate reintegration back to full participation. In addition, graduates are able to offer advice and plan treatment programmes designed to reduce the incidence of injury. The related industry settings may have included the elite, professional sporting environment, the health, fitness and leisure industry and the diverse clinics and rehabilitation centres which cater for the various special populations that use exercise as a full or part intervention for return to health. From working within a multidisciplinary team alongside other sports science and medical professionals, the graduate Sports Therapist has a clear understanding of their role delineation and practice.

Part 3: Programme Structure for :

BSc (Hons) Sports Therapy

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:

- 1 level and credit requirements
- 2 interim award requirements
- 3 module diet, including compulsory and optional modules

		Compulsory Modules	Optional Modules	Awards
	Foundation Year	Foundation Skills Development (HANV8A-30-3) Academic Skills in Practice (HANV8B-30-3) Reviewing Literature (HANV8C-15-3) Foundation Biological Principles (HANV8E-30-3) Foundation Sports Science (HANV8F-15-3)		<u>CertHE Sports Studies</u> Credit requirements: 120 credits at level 3 or above of which not less than 90 are at level 4 or above. <u>DipHE Applied Sports Studies</u> Credit requirements: 240 credits at level 3 or above of which not less than 210 are at level 4 or above, and not less than 90 are at level 5 or above.
	Year 1	Academic Skills for Sport (HSPXKY-15-4) Introduction Functional Anatomy and Biomechanics for Sports Therapists (HSPV5H-30-4)* Introduction to Exercise Physiology (HSPXL7-15-4)* Introductory Skills for Sports Therapists (HSPXTG-15-4)* Emergency Care for Sports Therapists (HSPXTH-15-4)* Principles of Strength and Conditioning (HSPXM3-15-4)* Sports Massage (HSPXTJ-15-4)*	Not applicable.	<u>BSc Applied Sports Studies</u> Credit requirements: 300 credits at level 3 or above of which not less than 270 are at level 4 or above, not less than 150 at level 5 or above and not less than 60 credits are at level 6 or above. <u>BSc Applied Sports Studies (IP)</u> Credit requirements: 300 credits at level 3 or above of which not less than 270 are at level 4 or above, not less than 150 at level 5 or above and not less than 60 credits are at level 6 or above.
	Year 2	Applied Skills for Sports Therapists (HSPXTK-30-5)* Exercise Physiology (HSPXSB-15-5)* Peripheral Mobilisation (HSPXTL-15-5)* Undergraduate Research Process (HANXU5-15-5) Sports Rehabilitation (HSPXTM-15-5)* Vertebral Mobilisation (HSPV4F-15-5)* Sports Nutrition (HSPXS9-15-5)*	Not applicable.	<u>BSc (Hons) Sports Therapy</u> Credit requirements: 360 credits at level 3 or above of which not less than 330 credits at level 4 or above, not less than 210 credits are at level 5 or above, and not less than 90 credits at level 6 or above. This must include all compulsory modules.
	Optional Year	Year Work Placement (HANVK6-15-5)		<u>BSc (Hons) Sports Therapy (IP)</u> Credit Requirements: 360 credits at level 3 or above of which not less than 330 are at level 4 or above, not less than 210 are at level 5 or above and not less than 90 at level 6 or above. This must include all compulsory modules and the Year Work Placement module.
	Year 3	Undergraduate Dissertation for Sports Therapists (HSPV5B-45-6)* Professional Practice in Sports Therapy (HSPV5J-30-6)* Sports Conditioning and Return-to-Play (HSPV4C-15-6)* Complete Injury Management (HSPV4U-15-6)* Screening and Prevention (HSPV49-15-6)*	Not applicable.	

Part time:

The part time student journey from Entry through to Graduation is individually negotiated with the student.

Part 4: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

<i>Learning Outcomes:</i>		Academic Skills for Sport	Introduction to Functional Anatomy and Biomechanics for Sports Therapists	Introduction to Exercise Physiology	Introductory Skills for Sports Therapists	Emergency Care for Sports Therapists	Principles of Strength and Conditioning	Sports Massage	Applied Skills for Sports Therapists	Exercise Physiology	Peripheral Mobilisation	Undergraduate Research Process	Sports Rehabilitation	Vertebral Mobilisation	Sports Nutrition	Year Work Placement	Complete Injury Management	Undergraduate Dissertation for Sports Therapists	Professional Practice in Sports Therapy	Sports Conditioning and Return-to-Play	Screening and Prevention
A) Knowledge and understanding of:																					
1	The disciplines underpinning Sports Therapy and their interrelated nature.	✓	✓		✓				✓				✓		✓	✓	✓	✓	✓	✓	
2	The aetiology and pathophysiology of a range of sports injuries.			✓				✓					✓	✓		✓	✓	✓	✓		
3	Well-established techniques for clinical assessment and treatment and how to evaluate their efficacy critically.			✓	✓			✓		✓			✓	✓		✓	✓	✓	✓	✓	
4	How to interpret the results of clinical assessments and formulate appropriate treatment options using advanced disciplinary knowledge.	✓			✓	✓		✓	✓		✓			✓		✓	✓	✓		✓	
5	The underpinning theoretical basis of injury treatment and rehabilitation.			✓	✓			✓		✓			✓			✓	✓	✓	✓	✓	
6	The role of the Sports Therapist in injury prevention.					✓		✓								✓	✓	✓	✓	✓	
B) Intellectual Skills																					
1	Demonstrate problem solving to diagnose injuries from clinical assessments.	✓		✓	✓	✓	✓	✓	✓		✓		✓			✓	✓	✓	✓	✓	
2	Clear decision making in emergency situations to underpin appropriate action.			✓	✓											✓	✓				
3	Synthesis of a range of information sources in devising appropriately structured treatment plans.			✓	✓					✓		✓	✓			✓	✓	✓	✓	✓	
4	Self-reflect critically to ensure excellence and on-going professional development.							✓	✓	✓	✓					✓	✓	✓			
5	Critical appraisal of research underpinning injury assessment, treatment, rehabilitation and injury prevention.			✓	✓			✓		✓		✓				✓	✓	✓	✓	✓	
C) Subject/Professional/Practical Skills																					

1	Assessment and treatment of a range of sports injuries.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Designing and delivering structured rehabilitation programmes for a range of sports injuries.	✓	✓	✓	✓	✓			✓				✓	✓	✓	✓	✓	✓	✓
3	Devise and implement emergency action plans to deal effectively with a range of emergency sports injuries.			✓	✓	✓							✓	✓					
4	Application of manual therapies and other relevant treatment modalities.			✓	✓	✓			✓			✓	✓	✓	✓	✓	✓	✓	✓
5	Demonstrate the highest professional standards of care.			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
D) Transferable skills and other attributes																			
1	Develop undergraduate study skills including core research techniques, reporting data, structure of written work and competence across a range of ICT platforms.	✓							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Engage in academic enquiry, advanced research skills and the ability to identify, develop and implement discipline specific evidence-based problem-solving strategies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Critical appraisal of current practice and research with the purpose of synthesising information from a range of sources.						✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Professional and graduate skills enhanced through industry knowledge, and a reflective philosophy when analysing personal and professional effectiveness.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Part 5: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

There is a policy for a minimum average requirement of 15 hours in year one and 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face-to-face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

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Scheduled Learning

May include, seminars, tutorials, project supervision, demonstration and practical classes; work based learning. Scheduled sessions may vary slightly depending on the module choices made.

Independent Learning

Will include hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

Placement Learning

By the end of the programme the student will benefit by having completed a minimum of 200 hours of work placement. The student will have had the chance to learn new skills, to confidently put them into practice under the supervision of the work provider, and then to move on to improve their level of competency. This experience will have given each student a valuable insight into different aspects of the industry and may have helped formulate ideas of possible careers open to the new graduate.

Students will have the opportunity to engage in an integrated placement year between level two and three if they so wish. It is envisaged that those that do not choose to do this, will be required to do a practical placement within their third year.

Virtual Learning Environment (VLE)

This programme is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.

Careers

To support learner's career preparations, careers personnel visit the institution on a regular basis and the students can use all the on line resources. Tutors will also offer subject specific careers advice through module sessions or individual tutorials. Careers Fairs are arranged periodically to allow students to engage directly with employers from the industry sector.

Description of any Distinctive Features

The BSc (Hons) Sports Therapy programme will enable students to develop knowledge and skills in the assessment and treatment of a range of sports injuries. Students will develop competence in the prevention, evaluation, management, and rehabilitation of sports injuries. Whether dealing with high level performers or recreational athletes, students will learn effective treatment strategies to ensure optimal performance.

Having entry points into both a Foundation Year and Level One, enables the programme experience to facilitate the development of a successful undergraduate supporting a wide range of study backgrounds. The Foundation Year will prepare students with general study skills and opportunities to develop subject specific skills and knowledge. Additionally the Foundation year

includes an internship enabling a student to put their skills into practice and develop an early appreciation of employment opportunities and attributes necessary for enhanced employability.

Students will have the opportunity to study with students from cognate programmes, as well as developing key practice-based skills in bespoke modules. For example, for students to meet accreditation requirements, they will develop considerable Sports Therapy clinic experience. At level I, students will work under close supervision, but by level III students are expected to take full responsibility and work with limited supervision. Students will be exposed to the range of sports participants from high performance to recreational participants, in a range of sport and exercise disciplines.

The proposed course is firmly rooted in practice. Students will undertake practice-based modules to develop competencies for professional Sports Therapy practice. In the early stages of their studies, students will work in a closely supervised environment on the campus in small groups. Students will progress to working more autonomously in more challenging environments that may include practice experience away from the campus. Practice experience is already a strong feature of many courses in the institution, so students will benefit from well-established practice placement networks. Students on the programme will also benefit from having an Elite Sports Academy on site. Students will have many opportunities to provide Sports Therapy support – both rehabilitation and pitch-side – to elite student athletes in a range of sporting disciplines including rugby, football, netball, modern pentathlon, rowing, golf amongst others.

Students will be required to reflect on their practical experiences and take responsibility for their own learning. As part of this reflection, students will develop a career action plan in the Professional Practice in Sports Therapy module. Students will have many opportunities to make links and network with relevant professional bodies and their representatives through continuing professional development activities that will be offered at the institution.

The programme has been closely mapped to relevant professional body requirements so that graduates will be well placed to gain accreditation by the time they complete their studies.

Part 6: Assessment

This module will be assessed according to the Academic Regulations published for the academic year on the website <http://www.hartpury.ac.uk>

Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated: Assessment of knowledge and understanding is through a variety of formative and summative means in accordance with professional body requirements and industry expectations. Assessment is a key part of learning, not least because of the valuable feedback it provides for students and tutors. Students are assessed in a variety of ways, including practical assessments, coursework, written and practical examinations and oral presentations and the majority of modules have more than one point of assessment. Students develop and practice many transferable and specific skills for sports therapy through assessed work. The Sports Therapy specific modules are strongly focused on the practical skills required for Sports Therapy accreditation and those modules have pass/fail assessments to ensure that those going on to practice in sports therapy have demonstrated competence in both knowledge and practical ability. Assessment completed may vary for each student depending on module choices.

In line with the institutions commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.

Assessment Map

The programme encompasses a range of **assessment methods** and these are detailed in the following assessment map:

Assessment Map for BSc (Hons) Sports Therapy

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report/Project	Dissertation	Portfolio
Compulsory Modules Foundation Year	Foundation Skills Development	A(25)				B(75)					
	Academic Skills in Practice						A(25)	B(75)			
	Reviewing Literature							A(100)			
	Foundation Biological Principles				A(50)						B(50)
	Foundation Sports Science			B(50)			A(50)				
Compulsory Modules Level 4	Academic Skills for Sport						A (100)				
	Introduction to Functional Anatomy and Biomechanics for Sports Therapists						A (50)				B (50)
	Introduction to Exercise Physiology	A (100)									
	Introductory Skills for Sports Therapists				A (70)			B (30)			
	Emergency Care for Sports Therapists	B (50)			A (50) G						
	Principles of Strength and Conditioning	A (50)			B (50)						
	Sports Massage	B (50)			A (50)						
Compulsory Modules Level 5	Applied Skills for Sports Therapists				A1 (25) A2 (25)			B (50)			
	Exercise Physiology	A (50)						B (50)			
	Peripheral Mobilisation	A (50)									B (50)
	Undergraduate Research Process								A (100)		
	Sports Rehabilitation				A (60)			B (40)			
	Vertebral Mobilisation						A (30)				B (70)
	Sports Nutrition	A (40)						B (60)			
Optional Module Level 5	Year Work Placement										A (100)
Compulsory Modules Level 6	Complete Injury Management				A1 (P/F) A2 (60)			B (40)			
	Undergraduate Dissertation for Sports Therapists						A (10)			B (90)	
	Professional Practice in Sports Therapy						A (25)				B (75)

Sports Conditioning and Return-to-Play				A (50)				B (50)		
Screening and Prevention				A (50)				B (50)		

*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

Part 7: Entry Requirements

Applicants will have achieved entry criteria appropriate for the year of entry, which can be found through the institutions website (www.hartpury.ac.uk).

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. Applicants will be considered on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of the programme. Where appropriate experience or learning has been gained prior to enrolment on the programme RPL/RPEL may be possible.

This programme has two entry points;

- Entry into a Foundation Year
- Entry into Year One

All applications will be considered individually. Non-academic and academic achievement will be considered. Current details can be found on our website, however the following examples from 2017/18 have been included. We may discuss applications with applicants.

Entry into Foundation Year:

Applicants will have achieved a minimum of 5 GCSE A* to C, (or 9 to 4 where numeric grades are being awarded), including English Language and Mathematics and typically have gained tariff points as appropriate for the year of entry, which for the academic year 2017/18 was 120 (UCAS old) or 48 (UCAS new) tariff points.

In order to progress from the Foundation Year and enter into Year One of the programme students will have to engage in a success interview with a member of the programme team. During this process students will need to show their wider awareness of the Sports Therapy industry and how they feel they are placed to achieve on the BSc (hons). Furthermore, students will need to achieve a 60% average grade across all modules attempted at level 3.

Failure to meet these progression terms could mean that students are directed to other BSc (Hons) programmes offered by Hartpury.

Entry into Year One:

Applicants will have achieved a minimum of 5 GCSE A* to C, (or 9 to 4 where numeric grades are being awarded), including English Language and Mathematics and typically have gained tariff points equivalent to A-levels ABB. This must include a minimum of two A Levels including a Biological Science, Sports Studies or PE subject and excludes General Studies. Vocational Award: Typical offer is a DDM in an Extended Diploma or equivalent in a relevant subject.

We welcome students with equivalent qualifications, including the International Baccalaureate.

Applicants whose first language is not English must also gain a minimum IELTS score of 6.0 prior to entry onto the programme.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

QAA UK Quality Code for HE

Has been used to define the minimum level of achievement that students need to achieve to succeed on this programme and achieve the qualification. It has also been used to inform the academic quality of the programme and enhance the quality of the learning opportunities and the assessment methods used to measure achievement on the programme.

The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015

The programme has been designed considering how it addresses aspects of part one of the ESG. In particular the programme has been designed so that it meets 'the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.'

Additionally the design and teaching, learning and assessment strategy within this programme encourages the programme to be 'delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach'.

Hartpury 2020 Strategy and the Teaching and Research Excellence Strategy 2017-2021

These have been used in designing this programme to ensure that the programme is: learning-centred; underpinned by sound health and safety practices and informed by research and professional practice; inclusive, flexible and accessible, exemplified in particular by the part-time and accelerated study routes; and, provides a diverse assessment diet. Furthermore, the programme aims to produce graduates who: know and value themselves as open-minded, reflective and inter-dependent learners, and participants, employees, self-employed professionals and entrepreneurs in global settings and as global citizens; and, reflect on their own learning and practice, who value others as collaborators in their learning and its exchange.

Assessment within the programme: is an integral part of a dynamic learning and teaching process and not separate from it; plays a key part in the rigorous setting and maintaining of academic standards; provides all students with the entitlement to parity of treatment; makes no distinction between different modes of study; ensures that progression is achieved by credit accumulation and the completion of pre-requisites and co-requisites; recognises different module learning in different forms of assessment; and, affords students the maximum opportunity to demonstrate their knowledge, skills, competencies and overall strengths through a variety of assessed activities.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

Employer interaction and staff/student feedback:

Consultation has been conducted involving discussions about the purpose of the programme, its distinctiveness as a programme and the skills and knowledge needed to ensure the programme is current and relevant to employers. Examples of the related activities that have taken place include:

1. Employer interaction and feedback
2. Panel of Sports Therapy leaders were consulted throughout the development.
3. Undergraduate Sports Staff Student Liaison Groups.
4. Programme Development Team Meetings.
5. Market Impact Assessment.

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 he/she 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 individual modules can be found in module specifications, available on the Institution's website.



HARTPURY

Programme Approval Log

Programme Title:	BSc (Hons) Sports Therapy
Programme Code:	C612/BSHSSTXX
Initial Approval Date:	01 September 2017
Approved by:	Hartpury Curriculum Approval Committee
Approved until:	01 September 2023
Original version number:	1.0

Changes:

Version 6.0

Rationale: After the successful application for University Title, amendments were required to all specifications.	
Material Alteration: Yes and Course Information Sheet amended appropriately: Not required	
Outline Change Details: 1. Part 1: Basic Data requires the Awarding Body to be amended from Hartpury College to Hartpury University. 2. Award Titles amended to replace (SW) with (IP)	
Change requested by:	Academic Registrar
CVC approval date:	31 August 2018
Change approved with effect from:	01 September 2018
New version number:	6.0

Version 4.0 (intake 2017) Periodic Curriculum Review

Outline Change Details: Update of valid to/from dates.	
Rationale: The Sport Periodic Curriculum Review (PCR) on 2 nd May 2018 confirmed revalidation of the programme.	
Change requested by:	PCR 02 May 2018
PCR approval date:	02 May 2018
Change approved with effect from:	01 September 2018

Version 2.1

Outline Change Details: Changes to assessments for HSPV4U-15-6 Complete Injury Management	
Rationale: Assessment changes are a recommendation from both external examiners and student consultation.	
Change requested by:	Richard Mack
CVC approval date:	13 February 2018
Change approved with effect from:	01 September 2018

Version 2.0

Outline Change Details: Addition of foundation year as an entry point on to programme and therefore this has been reflected in the appropriate sections.	
Rationale: To increase access and widening participation opportunities for this programme.	
Change requested by:	Sarah Lee
CVC approval date:	13 February 2018
Change approved with effect from:	01 September 2018