

Programme Specification for BSc (Hons) Sports Therapy

This document applies to Academic Year 2019/20 onwards

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	The Society of Sports Therapists (SST)
4.	Final award or awards	BSc Hons
5.	Programme title	Sports Therapy
6.	Pathways available	Single Honours
7.	Mode and/or site of delivery	Standard taught programme at UW
8.	Mode of attendance and duration	Full time only, over 3 years
9.	UCAS Code	C603 BSc/SpTh
10.	Subject Benchmark statement and/or professional body statement	<ul style="list-style-type: none"> • Events, Hospitality, Leisure, Sport and Tourism (2016) • SST Standards of Proficiency (2008) • SST Standards of Conduct, Performance and Ethics (2009) • SST Competencies of a Graduate Sports Therapist (2012)
11.	Date of Programme Specification preparation/ revision	March 2019 (Re-approval 27.03.19) (Approved ASQEC June 2019) August 2019, AQU amendments to Section 19 September 2019 Addition to Section 14

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

LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	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.	SPTH2010, SPTH2012, SPTH3003, SPTH3010 SPTH3011.
2.	Draw on a range of strategies to provide effective Sports Therapy education that is evidence based.	All modules.
3.	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.	All modules.

Cognitive and Intellectual skills

4.	Work within boundaries of competence and scope of practice to be able to refer athletes to other professionals and agencies as appropriate.	SPTH3003 SPTH3011.
5.	Draw on a range of research strategies and methodologies in order to analyse questions relevant to Sports Therapy.	All modules.

Skills and capabilities related to employability

6.	Provide effective emergency aid treatment in a variety of sport and exercise environments.	SPTH2010, SPTH3003 SPTH3011.
7.	Plan and implement a comprehensive fitness programme for a range of athletes. Competently assess and recognise common sport and exercise related injury and illness.	SPTH2010, SPTH2011, SPTH2012, SPTH2015,

		SPTH3003 SPTH3011.
8.	Plan, implement and evaluate the management of a range of sport and exercise related injuries.	SPTH2010, SPTH3003, SPTH3010 SPTH3011.
9.	In liaison with athletes and other, relevant professionals (when appropriate) develop, implement and evaluate individualised rehabilitation programmes.	SPTH2011 SPTH3003.

Transferable/key skills

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

Learning, teaching and assessment

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, Reflective journals, portfolios, development & defence of business plan, communication skills with athletes / examiners, video and DVD preparation.
- Level 6 students will also be involved in supporting skills acquisition with levels 4 and 5 students via a Buddy system.

Teaching

Students are taught through a combination of traditional and online lectures, theoretical and applied seminars and practical sessions in clinical and applied settings. Students will learn the therapeutic skills of detailed anatomy, examination and assessment, joint mobilisations, massage, sports rehabilitation and other electrotherapy modalities. The course will also develop academic skills such as of scientific writing, researching, critical thinking and clinical reasoning utilising the current evidence base.

In addition, meetings with personal academic tutors are scheduled on at least 4 occasions in the first year and three occasions in each of the other years of a course.

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

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic

Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Contact time

In a typical week at levels 4 and 5 students will have around 12-16 contact hours of teaching. In the final year students will normally have slightly less contact time in order to do more independent study and placement.

Typically class contact time will be structured around:

- A 1 to 1.5 hour lecture and a two hour practical
- Or a 1 hour lecture and a three hour practical

Independent self-study

In addition to the contact time, students are expected to undertake around 24-28 hours of personal self-study per week. Typically, this will involve using textbooks, journal articles and video or web-based resources to learn the theoretical aspects of the course and independently directed consolidation of practical skills involving handling, palpation and movements.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes senior academics with research and consultancy experience, postgraduate students, laboratory technical staff and demonstrators. In addition, you can expect to receive sessions with guest lecturers who are currently engaged in Sport and Exercise science activities outside of the university.

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

Assessment

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

Assessment methods include traditional laboratory reports and literature reviews through to practical examinations and video based assessments.

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

Year 1

Laboratory reports, practical examinations, online examinations, an anatomy spotter exam, a video based submission, a presentation and an exercise based portfolio.

Year 2

Online examinations, practical examinations, leaflets designed to inform athletes, a video based submission, a literature review, completion of a research based ethics form, scientific report and a workbook.

Year 3

Dissertation, practical examination, trauma examination, professional practice and reflective portfolios, business plan, presentations and a skills based competency account.

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.

In some modules assessments are non-compensatory due to professional body requirements, i.e. all assessments must be passed to pass the module. Where this is the case, students will be informed of this by the Module Leader and details will be highlighted in the module outlines available to students when they start the module.

15. Programme structures and requirements

All modules are mandatory – see Appendix 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.

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 Events, Hospitality, Leisure, Sport and Tourism (2016) [Subject benchmark 2016](#)
- .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

This award is located at Level 6 of the FHEQ.

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. The Personal Academic Tutor will refer students if necessary if further assistance is required regarding any disabilities:

<http://www.worcester.ac.uk/student-services/index.htm>

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

Module tutors

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

Placement supervision

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

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSEs (Grade C/4 or above) and a minimum of 2 A Levels (or equivalent Level 3 qualifications) - include an A2 in either PE or Human Biology; or a BTEC in Sport or a Sports Related area such as Health that include Anatomy and Physiology units, plus GCSE (C/4) in English and Mathematics.

The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

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

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.

Disclosure and Barring Service (DBS) requirements

A DBS is a professional requirement for the course as multiple modules throughout the programme will involve practical work with peers and externals in a clinical and a sporting clinical environment.

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).

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

Admissions procedures

Prospective students should apply through UCAS and all applications will be considered by the Course Leader. 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.

Full-time applicants apply through UCAS (C603 BSc/SpTh)

Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

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

Selection is made 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.
- All offers are subject to satisfactory Health Clearance and Disclosure & Barring Service Enhanced Disclosure.

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

19. Regulation of assessment

The course operates under the University's [Taught Courses Regulatory Framework](#)

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in 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.
- 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 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) 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 please see the Taught Courses Regulatory Framework.

Retrieval of failure

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

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more during the academic year as a consequence of non-submission, will be required to withdraw from the University
- If a student has not passed 90 credits by the reassessment Board of Examiners, and is not withdrawn due to non-submission, they will be required to retake failed modules in the following academic year. Any passed modules will be carried forward.

Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE [Students will exit with a Cert HE Sport and Exercise]	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for Level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE [Students will exit with a Dip HE Sport and Exercise]	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for Level 4 and Level 5 of the award as specified on the award map.
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the Independent Study/Project module) as specified on the award map.
Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.

Classification

The 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.

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

20. Graduate destinations, employability and links with employers

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

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

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

The School of Sport & Exercise Science 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 Progress Weeks and throughout the academic delivery to ensure that all students meet the professional body competency standards as well as UW academic standards. This in turn enhances graduate employability and is demonstrated by the statistics shown above.

Progress Weeks are utilised by the course to 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.

Graduate destinations

The recent Graduate Destination data for the Sports Therapy course is very encouraging with 100% of leavers in employment or further study from the 2016/17 data, and 73.3% of leavers were in highly skilled employment or further study. These jobs took a variety of forms from those we anticipated with Sports Teams and in Clinics or as a self-employed Clinic owner through to managerial or graduate training schemes.

Student employability

Employability skills are embedded in the course throughout due to the professional competencies across the programme. The students start applying these half way through year 1 and as such develop skills extremely effectively which is supported by our employment data. We have a variety of specific employability goals within the course from practical application to theoretical business plans that form the foundations for their own entrepreneurial activities.

Links with employers

The course is accredited by The Society of Sports Therapists and as such has specific links with the industry with whom the Society is actively engaged with.

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

Course Title: BSc Sports Therapy**Level 4**

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre- requisites (Code of Module required)	Co- requisites/ exclusions and other notes*
SPTH1016	Functional Anatomy	30	M	None	None
SPTH1017	Sport & Exercise Physiology	30	M	None	None
SPTH1018	Sports Massage, Injuries & Illness	30	M	None	None
SPTH1019	Principles and Practice of Training	15	M	None	None
SPTH1020	Study Skills for Sports Therapists	15	M	None	None

Single Honours Requirements at Level 4

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

Level 5

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre- requisites (Code of Module required)	Co- requisites/ exclusions and other notes*
SPTH2008	Biomechanics for Sports Therapy	15	M	None	None
SPTH2010	Trauma Management, Examination & Assessment	15	M	None	None
SPTH2011	Sports Rehabilitation	30	M	None	None
SPTH2012	Manual Therapy for Sports Therapists	30	M	None	None
SPTH2014	Research Process for Sports Therapists	15	M	None	None
SPTH2015	Psychology and Nutrition for Sports Therapists	15	M	None	None

Single Honours Requirements at Level 5

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

Level 6					
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre- requisites (Code of Module required)	Co- requisites/ exclusions and other notes*
SPTH3000	Sports Therapy Independent Research Project	30	M	SPTH2014	None
SPTH3003	Clinical Placement	30	M	SPTH2010, SPTH2011, SPTH2012	None
SPTH3010	Advanced Sports Therapy	30	M	None	None
SPTH3011	Sports Therapy in Action	30	M	SPTH2010	None

Single Honours Requirements at Level 6

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