

# Sports Therapy and Sports Therapy with Placement Year

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|   | <i>BSc (Hons) Sports Therapy</i>                                 |
| <b>Final award</b>                                | <i>BSc (Hons) Sports Therapy with Placement Year</i>             |
|   | <i>BSc Sports Injuries</i>                                       |
|   | <i>DipHE Sports Injuries</i>                                     |
| <b>Intermediate awards available</b>              | <i>CertHE Soft-tissue Therapies</i>                              |
| <b>UCAS code</b>                                  | <i>C630</i>  |
| <b>Details of professional body accreditation</b> | <i>Society of Sports Therapists</i>                              |
|   | <i>QAA Benchmark for Hospitality, Leisure, Sport and Tourism</i> |
| <b>Relevant QAA Benchmark statements</b>          | <i>QAA Benchmark for Health Studies</i>                          |
| <b>UEL Academic School</b>                        | <i>School of Health, Sport and Bioscience</i>                    |
| <b>Date specification last up-dated</b>           | <i>July 2014</i>   |

## Profile

### The Summary - UCAS Programme Summary

#### Banner Box

The BSc (Hons) Sports Therapy is accredited with the leading body for Sports Therapy in the UK, The Society of Sports Therapists. Honours Graduates are eligible to apply for full membership of the Society and are also eligible to be covered by The Society of Sports Therapists professional malpractice and public liability insurance scheme.

#### Entry Requirements

For entry to the BSc (Hons) Sports Therapy programme, students will be required to have a minimum of 280 UCAS points from passes at A2 level in three subjects including grade B in Physical Education, Science or Maths, (AS Levels are not acceptable). BTEC Level 3 Diploma in Sports Science with a DDM classification and to include a D in one of the following units: 4 Research Methods for Sport and Exercise Sciences; 18 Sports Injuries; 21 Sport and Exercise Massage; 14 Exercise, Health and Lifestyle. Overseas qualifications must be assessed as equivalent to the above by NARIC. All students admitted to the University are required to have GCSE to a standard of at least Grade C in Maths and English (or equivalent). For overseas students there is a requirement for demonstrated evidence of proficiency in written and spoken English. This requires an average IELTS score of 6.0 across all criteria or TOEFL score of 650, or an equivalent.

Students may be admitted through Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes.

Applicants whose qualifications do not fulfil these criteria may be admitted to the programme at the admission tutor's discretion, and only if they are likely to be successful in gaining an award. This will normally involve an entry test and/or interview

Applications for advanced entry to year 2 or 3 of this programme will be assessed on an individual basis. All applicants requesting advanced entry must supply a full and official transcript of their grades and modules plus at least one academic reference from their university.

Entrance to the course will require enhanced DBS disclosure.

At UEL we are committed to working together to build a learning community founded on equality of opportunity - a learning community which celebrates the rich diversity of our student and staff populations. Discriminatory behaviour has no place in our community and will not be tolerated. Within a spirit of respecting difference, our equality and diversity policies promise fair treatment and equality of opportunity for all. In pursuing this aim, we want people applying for a place at UEL to feel valued and know that the process and experience will be transparent and fair and no one will be refused access on the grounds of any protected characteristic stated in the Equality Act 2010

## **About the Programme**

### **What is Sports Therapy?**

Sports Therapy is concerned with the prevention of injury and the rehabilitation of sports people back to optimum levels of performance. It utilises the principles of Sport Science and “*physiotherapeutic*” skills in the context of sports and exercise medicine. A Sports Therapist is a healthcare professional who has the knowledge, skills and ability to:

- utilise sports and exercise principles to optimise performance, preparation and injury prevention programmes
- provide the immediate care of injuries and basic life support in a recreational, training & competitive environment
- assess, treat and, where appropriate, refer on for specialist advice and intervention
- provide appropriate sport and remedial massage in a sport & exercise context
- plan and implement appropriate rehabilitation programmes.

### **Sports Therapy at UEL**

Studying Sports Therapy at the University of East London will enable you to develop both subject-specific knowledge and the ability to relate it to the clinical situation. Students will learn the scientific basis from which the pathologies and management of sports injuries can be understood. On completion of the programme, you will possess expertise in the five areas of competency:

- Prevention of injuries
- Recognition & evaluation of injuries

- Management, treatment and referral
- Rehabilitation
- Education and professional practice issues

### **Programme structure**

A 3-4 year (full-time) programme. The programme offers common core content with Sport and Exercise Sciences programmes. Theory and practical-based learning form the basis of the programme. Students have the opportunity to register for a year-long sandwich placement module between years 2 and 3. The placement will provide students with the opportunity to expand, develop and apply the knowledge, understanding and skills learnt in the taught years of the degree in a work-based situation.

### **Learning environment**

The University has a purpose-built Clinical Education facility, as well as laboratories, strength and conditioning facilities, and treatment suites. The recently opened University of East London Sports Dock gives athletes and students the perfect environment to develop subject-specific knowledge and the ability to relate it to the clinical situation. A new library has been opened at Stratford Campus that enhances the student learning environment further still. We utilise a range of learning approaches, including traditional lectures, laboratories and practical classes, and our staff actively research Sports Therapy and the complementary areas of Sports Science and Physiotherapy.

### **Assessment**

You will be assessed using theory and practical examinations, clinical portfolios, essays, critical analysis of papers, oral presentations, case studies and independent research.

### **Work experience/placement opportunities**

Students will be able to utilise the University's links with existing regional and national professional sporting organisations to establish work experience and placement opportunities during their study. They will also be encouraged to create links with organisations to develop their own vocational and academic skills. Students are expected to achieve a minimum of 100hrs of supervised sports therapy experience over years 1-2. To be eligible for accreditation with The Society of Sports Therapists upon graduation, students will be required to complete and log an additional minimum of 200 hours of supervised clinical sports therapy experience on completion of Year 2 and prior to completion of Year 3. Students will be encouraged to seek placements with professional, amateur and elite sport and physical activity organisations, as well as with established University sporting clubs and societies. In addition, students will gain the opportunity to develop their skills in a University-organised Sports Injury Clinic, with the support of academic and professional staff through the degree programme. Students have the opportunity to register for a year-long sandwich placement between years 2 and 3

### **Project work**

Final-year students will have the opportunity to undertake an independent research project relating to the applied field of Sports Therapy. The successful completion of this project

makes a significant contribution to the overall award of BSc (Hons) in Sports Therapy, and enables students to research and develop knowledge and practice in a sporting or practical discipline of their own choosing.

### **Added value**

Upon successful completion of this programme, and award of the BSc (Hons) in Sports Therapy, Graduates will be eligible to apply for full membership of The Society of Sports Therapists. Students may also apply for membership/recognition of other professional bodies (including REPS and SMA) and progress onto further study in Physiotherapy, Sports Rehabilitation, Sports Medicine, Exercise, Strength & Conditioning or Teaching.

### **Is this programme for me?**

#### **If you are interested in...**

Contributing directly to peak performance and injury reduction in professional and recreational athletes, and those participating in physical activity?

Do you have aspirations of a career working with Professional athletes or perhaps owning your own therapy business supporting individuals from a diversity of sports?

#### **If you enjoy...**

Studying in a dynamic and supportive environment, where you will be encouraged to develop your skills and abilities and reach your full potential.

#### **If you want...**

To gain a thorough grounding in the professional requirements to work as a sports therapist, and to study in a London-based University with a strong track record in graduate employment, this programme of study will suit you.

### **Your future career**

Sports Therapists who are members of The Society of Sports Therapists have the knowledge, skills and ability to work at all levels of the sport and exercise continuum. The University has a strong track record in graduate employability, and offers opportunities for further study and research. This course provides graduates with the competencies to work as a self-employed therapist or within the health and fitness industry, health promotion, professional sport or research.

### **How we support you**

National Student Survey (NSS) results report that the Subject area offers high levels of support to students, with Sport coming in the top two for satisfaction with teaching. Academic staff with applied experience and strong subject knowledge will encourage you to achieve your potential as a Sports Therapy graduate. Upon commencing your programme of study, you will be assigned a personal tutor for the duration of your degree. You will also be assigned a tutor to supervise your final year research project.

## **Bonus factors**

The 2012 London Olympic Games has created a critical mass of investment and activity in competitive and recreational sport in the London area. As the University of East London continues to develop proactive links with stakeholders and organisations involved in the Olympic games, our campus' location provides exciting opportunities to develop professional and vocational links with a range of national and international sports organisations, and world class performance facilities.

## **Programme aims add learning outcomes**

### **What is this programme designed to achieve?**

This programme is designed to give students the opportunity to:

- Demonstrate a systematic understanding of sports therapy, including acquisition of coherent and detailed knowledge, which is informed by current understanding of the discipline, to enable graduates to achieve the benchmark requirements for membership status of The Society of Sports Therapists
- Deploy accurately established techniques of analysis and enquiry, to equip students to be reflective practitioners in the professional field of Sports Therapy
- Demonstrate a conceptual understanding that enables the student to devise and sustain arguments, and/or solve problems, using ideas and techniques within sports therapy
- Describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in sports therapy
- Manage their own learning, and make use of scholarly reviews and primary sources
- Apply the methods and techniques they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete); to formulate judgements, and to frame appropriate questions to achieve a solution, or identify a range of solutions, to a problem
- Communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences
- Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility, decision making in complex and unpredictable contexts and the learning ability needed to undertake appropriate further training of a professional or equivalent nature

### **What will you learn?**

#### **Knowledge**

- Sports Therapy and related disciplines
- The applied context of Sports Therapy that will be of personal value and also of value to employers
- The competencies required for Sports Therapy, that integrate theory and practice in an applied manner based within a challenging academic culture
- The role of the Sports Therapist in injury prevention and rehabilitation of the athlete
- Boundaries of professional competence, and the role of other exercise and health professionals

## **Thinking skills**

- Application of skills and knowledge of Sports Therapy and its related disciplines to practice
- Critical evaluation of research and other evidence to make appropriate conclusions and recommendations
- Reflection on experience and practice, and taking responsibility for learning and professional development
- Conception, development and investigations of research questions using appropriate methods

## **Subject-based practical skills**

- Identification of injury and illness risk factors
- Management, treatment and referral of patients
- Implementation of a comprehensive rehabilitation and reconditioning programme
- Provision of advice on Sports Therapy and basic healthcare
- Conduct of a research project in a relevant discipline

## **Skills for life and work (general skills)**

- Communication and literacy
- Application of numerical techniques
- Problem solving
- Independent learning and working
- Working with others
- Use of information and communications technology

## **The Programme - Module Menu and Degree classification**

### **Introduction**

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do, e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year One of an undergraduate degree programme
- 4 Equivalent in standard to the first year of a full-time undergraduate degree programme
- 5 Equivalent in standard to the second year of a full-time undergraduate degree programme
- 6 Equivalent in standard to the third year of a full-time undergraduate degree programme
- 7 Equivalent in standard to a Masters degree

### **Credit rating**

The overall credit-rating of this programme is 360 credits.

### Typical duration

The expected duration of this programme is 3 years (or 4 years with the sandwich placement year option), offered in full-time mode of study only.

### How the teaching year is divided

The teaching year begins in September and ends in June. A student will register for 120 credits in an academic year.

### What you will study and when

A student registered in a full-time attendance mode will take 120 credits per year. Typically this will be comprised of four 30 credit modules. The exact number may differ if the programme is comprised of 15, 45 or 60 credits modules. An honours degree student will complete modules totalling 120 credits at level four, modules totalling 120 credits at level five and modules totalling 120 credits at level six.

| Level | Module Code | Module Title   | Distance Learning<br>Y/N | Credits | Status* |
|-------|-------------|--|--------------------------|---------|---------|
| 4     | SE4100      | Human Performance  | N                        | 30      | Core    |
| 4     | SE4102      | Research Methods and Study Skills for Sport and Exercise | N                        | 30      | Core    |
| 4     | SE4107      | Sports Therapy Skills I                                  | N                        | 30      | Core    |
| 4     | SE4105      | Sports Therapy Skills II                                 | N                        | 30      | Core    |
| 5     | SE5101      | Sports Therapy Skills III                                | N                        | 30      | Core    |
| 5     | SE5100      | Physiological and Nutritional Assessments                | N                        | 30      | Core    |
| 5     | SE5104      | Analysis and Development of Performance                  | N                        | 15      | Core    |
| 5     | SE5113      | Training Programmes for Sport and Exercise               | N                        | 15      | Core    |
| 5     | SE5102      | Research Methods and Design                              | N                        | 30      | Core    |
| 6     | SE6099      | Work Placement – Sports Therapy Sandwich Year            | N                        | 120P    | Option  |
| 6     | SE6100      | Independent Research Project                             | N                        | 30      | Core    |
| 6     | SE6108      | Sports Therapy Skills IV                                 | N                        | 30      | Core    |
| 6     | SE6103      | Sports Therapy Skills V                                  | N                        | 15      | Core    |
| 6     | SE6104      | Work Placement – Professional Practice                   | N                        | 30      | Core    |

|   |               |  |   |    |      |
|---|---------------|--|---|----|------|
| 6 | <b>SE6101</b> | Exercise Physiology Techniques for Applied Practice and Research | N | 15 | Core |
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*\*Please Note – A core module for a programme is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a programme is a module selected from a range of modules available on the programme.*

### **Requirements for gaining an award**

In order to gain an **honours** degree in *Sports Therapy* you will need to obtain 360 credits including:

- A minimum of 120 credits at level four or higher
- A minimum of 120 credits at level five or higher
- A minimum of 120 credits at level six or higher
- A minimum of 200hrs assessed work placement at level six

In order to gain an **honours** degree in *Sports Therapy with Placement Year* you will need to obtain 360 credits including:

- A minimum of 120 credits at level four or higher
- A minimum of 120 credits at level five or higher and the 120 credit sandwich module at Level P should the 120 credit Level P module not be achieved, students return to the normal honours degree in Sports Therapy pathway (see above).
- A minimum of 120 credits at level six or higher

In order to gain an **ordinary degree** in *Sports Injuries* you will need to obtain a minimum of 300 credits including:

- A minimum of 120 credits at level four or higher
- A minimum of 120 credits at level five or higher
- A minimum of 60 credits at level six or higher

In order to gain a **Diploma of Higher Education** in *Sports Injuries* you will need to obtain at least 240 credits including:

- A minimum of 120 credits at level four or higher
- A minimum of 120 credits at level five or higher

In order to gain a **Certificate of Higher Education** in *Soft-tissue Therapies* you will need to obtain 120 credits at level four or higher

### **Degree Classification**

Where a student is eligible for an Honours degree by passing a valid combination of module to comprise an award and has gained the minimum of 240 UEL credits at level 5 or level 6 on the current enrolment for the programme, including a minimum of 120 UEL credits at level 6, the award classification is determined by calculating;

|   |   |     |   |  |   |     |
|---|---|-----|---|--|---|-----|
| The arithmetic mean of the best 90 credits at level 6 | x | 0.8 | + | The arithmetic mean of the next best 90 credits at levels 5 and/or 6 | x | 0.2 |
|---|---|-----|---|--|---|-----|

and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

|         |                                       |
|---------|---------------------------------------|
| 70-100% | First Class Honours                   |
| 60-69%  | Second Class Honours, First Division  |
| 50-59%  | Second Class Honours, Second Division |
| 40-49%  | Third Class Honours                   |
| 0-39%   | Not passed                            |

## Teaching, Learning and Assessment

### Teaching and learning

*Knowledge is developed through*

- Guided reading
- Lectures
- Online activities

*Thinking skills are developed through*

- Seminar discussions and debates
- Problem-solving activities
- The use of applied scenarios in practical activities

*Practical skills are developed through*

- Practical coaching/teaching sessions
- Delivery of informal presentations
- Workshops on specific skills

*Skills for life and work (general skills) are developed through*

- Group-based activities to develop teamwork skills
- Planning activities with feedback
- Project work

### Assessment

*Knowledge is assessed by*

- Coursework taking the form of reports and essays
- Tests/Examinations – both online and more traditional

*Thinking skills are assessed by*

- Coursework of a more 'applied' nature such as case studies using real-life examples
- Independent project work

*Practical skills are assessed by*

- Delivery of practical coaching/teaching sessions
- Production of activity/session plans
- Presentations

*Skills for life and work (general skills) are assessed by*

- Project work
- Group work on practicals and presentations

## **How we assure the quality of this programme**

### **Before this programme started**

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

### **How we monitor the quality of this programme**

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its

conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### **The role of the Programme Committee**

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

### **The role of external examiners**

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

The external examiner reports for this programme are located on the UEL virtual learning environment (Moodle) on the school notice board under the section entitled 'External Examiner Reports & Responses'. You can also view a list of the external examiners for the UEL School by clicking on the link below.

<http://www.uel.ac.uk/qa/externalexaminersystem/currentexaminers/>

### **Listening to the views of students**

The following methods for gaining student feedback are used on this programme:

- Module evaluations
- Programme evaluations
- Student representation on programme committees (meeting 2 times year)
- Annual student satisfaction questionnaires

Students are notified of the action taken through:

- circulating the minutes of the programme committee
- providing details on the programme/module intranet (Moodle) sites
- Individual responses to students as required

## **Listening to the views of others**

The following methods are used for gaining the views of other interested parties:

- Links with former students
- Consultation with employers both formally and informally
- Meetings with providers of post-graduate training (e.g. PGCE/School Direct)

## **Where you can find further information**

Further information about this programme is available from:

- The UEL web site (<http://www.uel.ac.uk>)
- The programme handbook (<http://www.uel.ac.uk/undergraduate/specs/sportstherapy/>)
- Module study guides (<http://www.uel.ac.uk/undergraduate/specs/sportstherapy/>)
- UEL Manual of General Regulations (<http://www.uel.ac.uk/qa/policies/manual/>)
- UEL Quality Manual (<http://www.uel.ac.uk/qa/policies/qualitymanual/>)
- School web pages (<http://www.uel.ac.uk/hsb/>)
- Quality Assurance Agency for Higher Education (<http://www.qaa.ac.uk/> )
- Regulations for the Academic Framework (<http://www.uel.ac.uk/academicframework/>)
- UEL Guide to Undergraduate Programmes (<http://www.uel.ac.uk/adi/undergraduate/>)
- The Society of Sports Therapists (<http://www.society-of-sports-therapists.org/>)