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**Programme Specification**

**Title of course: BSc (Hons) in Sports Therapy (Top-up)**

**Date specification produced: January 2016**

**Date specification last edited: August 2022**

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended 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 teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

**Title:** BSc (Hons) in Sports Therapy (Top-up)

**Awarding Institution:** Kingston University

**Teaching Institution:** Nescot

**Location:** Reigate Road, Epsom

**Programme accredited by:**

**SECTION 2: THE PROGRAMME**

1. **Programme Introduction**

The BSc Top-Up programme is specifically designed to provide FdSc Sports Therapy graduates, with a challenging curriculum that will develop their knowledge and clinical skills in preparation for employment in the sports industry. The programme will also provide a Top-Up route for students who hold other relevant qualifications.

The BSc Top-Up programme is validated by Kingston University and delivered at Nescot. The College promotes a supportive learning environment for its students. With a low student to staff ratio, the College is able to provide excellent academic support to enhance the learning experience. Students will benefit from innovative and collaborative teaching strategies that are engaging and designed to contextualise the academic knowledge and skills within the curriculum. Academic and pastoral support is underpinned by a Personal Tutor system that enables students to engage with the subjects being addressed in their modules, explore entrepreneurship activities and develop skills in finding and successfully applying for careers opportunities.

In addition, students will benefit from access to Kingston University’s Union of Kingston Students, sports clubs and societies.

The programme competencies closely reflect the core competencies and disciplines expected of the Sports Therapy governing bodies and meet the National Occupational Standards in Sports Therapy and Sports Massage. The programme equips graduates with the appropriate knowledge and skills to seek employment in the sports therapy industry.

Emphasis is placed upon developing the strength and conditioning principles that are incorporated throughout injury rehabilitation for a wide range of populations. Knowledge of anatomy, physiology, and clinical assessment principles are developed to provide advanced and effective clinical reasoning for a wide range of sports therapy treatments. Students enrolled on the programme will build a detailed knowledge of emergency action plans and normal operating procedures associated with working as a pitchside sports therapist. This will include an understanding of advanced clinical skills in electrotherapies, advanced osteopathic mobilisations, and emergency trauma.

Students enrolled on the programme will accumulate 300 hours of clinical and emergency trauma practice. The hours will be broken down between three of the four modules, LS6700 Principles of Strength and Conditioning (100h), LS6701 Advanced Clinical Practice (100h) and LS6702 Emergency Trauma & Pitchside Management (100h). Principally these hours will be accrued through simulated placement within the Nescot sports injuries clinic, assessing and treating sports teams, the wider public, college staff and students. There will also be opportunities to accrue emergency trauma practice hours through pitchside work with Nescot College sports teams and Kingston University British University and Colleges Sport (BUCS) teams. This will enable students to develop their match preparation, pitch-side care and post-match treatment of injuries as a sports therapist.

Finally, students will be prepared in undertaking an independent research project on a sports therapy topic. It will require students to draw upon the knowledge of fundamental principles and theories of treatment, rehabilitation, clinical application and research delivered throughout the academic year. The project is a "capstone" module and a key final component of the programme and develops students' skills in designing, planning and implementing research.

1. **Aims of the Programme**

The BSc (Hons) in Sports Therapy (Top-up) programme has been specifically designed to develop the academic, clinical and professional skills required for a Sports Therapist. The aims of the course are:

1. To provide a rigorous relevant intellectual programme of study in the cognate area of sports therapy, through an academic and applied experience that develops an advanced theoretical and contextual understanding
2. To develop clinical reasoning that enables confident practical application of modalities, enhancing expertise in the field of sports therapy consistent with the requirements of the profession.
3. To provide a learning environment that creates active, independent and critically reflective learners who are able to respond to the changing needs of sports therapy at local, regional and national level
4. To develop students research skills and professionalism that will facilitate prospects for postgraduate study, life-long learning, and employment
5. To develop an in-depth theoretical knowledge and practical application of pitch-side first aid techniques, emergency handling and rescue procedures
6. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA subject benchmarks for Hospitality, Leisure, Sport & Tourism / Foundation Degree and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2012), and relate to the typical student.

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| **Programme Learning Outcomes** |
|  | **Knowledge and Understanding****On completion of the course students will be able to:** |  | **Intellectual skills – able to:****On completion of the course students will be able to:** |  | **Subject Practical skills** **On completion of the course students will be able to:** |
| A1 | Demonstrate knowledge of the fundamental scientific principles of strength and conditioning and training design  | B1 | Effectively apply the skills of evaluation and critical interpretation to solve complex problems  | C1 | Execute skilled, competent, evaluative and reflective techniques to initiate and undertake critical analysis of sports therapy information  |
| A2 | Demonstrate a critical understanding of new developments in the knowledge and practice of pitch-side sports therapy  | B2 | Independently design medical protocols and procedures related to pitch-side sports therapy practise. | C2 | Confidently administer advanced practical therapy techniques with continuous regard for safety and risk assessment  |
| A3 | Apply subject knowledge to support accurate sports therapy assessment through analysis and diagnosis of the client  | B3 | Apply knowledge to the solution of unfamiliar problems in the work-based environment  | C3 | Plan, design, execute and communicate a sports therapy project providing evidence of critical engagement and interpretation of appropriate data |
| A4 | Independently evaluate and monitor the effects of sports therapy interventions on the client  | B4 | Critically evaluate reflective practice and clinical reasoning within sports therapy practice  |  |  |
| A5 | Critically debate the theoretical basis of qualitative and quantitative research for sports therapy  | B5 | Recognise and respond to moral, legal, ethical and safety issues which pertain to sports therapy  |  |  |
| A6 | Demonstrate a critical understanding of the principles behind professional codes of conduct and operational & strategic management in sports therapy, and of the way in which they have been developed  |  |  |  |  |

In addition to the programme learning outcomes identified overleaf, the programme of study defined in this programme specification will allow students to develop a range of key skills.

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| **Key skills** |
| **Self awareness skills** | **Communication skills** | **Interpersonal skills** | **Research and information literacy skills** | **Numeracy skills** | **Management & leadership skills** | **Creativity and problem solving skills** |
| Take responsibility for own learning and plan for and record own personal development | Express ideas clearly and unambiguously in writing and the spoken work | Work well with others in a group or team | Search for and select relevant sources of information | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | Determine the scope of a task (or project) | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |
| Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | Present, challenge and defend ideas and results effectively orally and in writing | Work flexibly and respond to change | Critically evaluate information and use it appropriately | Present and record data in appropriate formats | Identify resources needed to undertake the task (or project) and to schedule and manage the resources | Work with complex ideas and justify judgements made through effective use of evidence |
| Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | Actively listen and respond appropriately to ideas of others | Discuss and debate with others and make concession to reach agreement | Apply the ethical and legal requirements in both the access and use of information | Interpret and evaluate data to inform and justify arguments | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |  |
| Work effectively with limited supervision in unfamiliar contexts |  | Give, accept and respond to constructive feedback | Accurately cite and reference information sources | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | Motivate and direct others to enable an effective contribution from all participants |  |
|  |  | Show sensitivity and respect for diverse values and beliefs | Use software and IT technology as appropriate |  |  |  |

1. **Entry Requirements**

The minimum entry qualifications for the programme are:

* Foundation degree in Sports Therapy from a UK university or other HE establishments (or international equivalent recognised by NARIC) with a relevant curriculum
* We will consider a range of alternative qualifications or experience that is equivalent to the typical offer. Applications from international students with equivalent qualifications are welcome and other healthcare professions with the requisite practical and clinical skills.
* You will be required to produce a valid Disclosure and Barring Service check (DBS) before the commencement of the course to indicate that you are permitted to work with members of the public.
* A minimum IELTS score of 6 overall is required with no element being less than 5.5, or equivalent is required for those for whom English is not their first language.

Applicants with qualifications that do not meet these requirements, but with significant professional experience, may also be considered. See Kingston University [Admissions Policy](http://cdn.kingston.ac.uk/documents/aboutkingstonuniversity/howtheuniversityworks/policiesandregulations/documents/AP1-admissions-policy-201516.pdf).

1. **Programme Structure**

This programme is offered in full-time / part-time mode and leads to the award of BSc (Hons) in Sports Therapy.

**E1. Professional and Statutory Regulatory Bodies**

 None.

**E2. Work-based learning, including sandwich programmes**

The Top-Up course has a substantial emphasis on practical or simulated ‘work based learning’ elements, which are embedded in modules LS6700 Principles of Strength & Conditioning; LS6701 Advanced Clinical Practice and LS6702 Emergency Trauma & Pitchside Management.

An essential component of the work based learning is the 300hrs of clinical practice time that students need to accrue for the LS6700 Principles of Strength and Conditioning (100h), LS6701 Advanced Clinical Practice (100h) and LS6702 Emergency Trauma & Pitchside Management (100h) modules. Support is provided by the module leader to find and secure placements needed to accrue these hours, although students are encouraged to develop their own professional networks. Simulated work based learning will also take place within LS6700 Principles of Strength & Conditioning through practical problem solving and case studies. Where students are unable to secure appropriate placements or are unable to maintain a placement, the College will provide appropriate simulated work-based learning opportunities to enable them to accrue the required 300 clinical hours. Further information on work-based/simulated learning is provided in the placement handbook.

**E3. Outline Programme Structure**

The course is made up of four modules each worth 30 credit points. A student must complete 120 credits at level 6. Students will be provided with the university regulations and specific additions that are sometimes required for accreditation by outside bodies (e.g. professional or statutory bodies that confer professional accreditation such as the Sports Therapy Organisation and Society of Sports Therapy). Full details of each module will be provided in module descriptors and student module guides.

In part-time mode, students will complete modules LS6700 and LS6701 in year 1, and LS6702 and LS6703 in year 2.

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| **Level 6 (all core)** |
| **Compulsory modules** | **Module code** | **Credit** **Value** | **Level**  | **Teaching Block** |
| Principles of Strength & Conditioning  | LS6700 | 30 | 6 | 1&2 |
| Advanced Clinical Practice | LS6701 | 30 | 6 | 1&2 |
| Emergency Trauma & Pitchside Management | LS6702 | 30 | 6 | 1&2 |
| Sports Therapy Project | LS6703 | 30 | 6 | 1&2 |

Level 6 requires the completion of all modules

1. **Principles of Teaching Learning and Assessment**

This programme has been designed to take into account the KU Curriculum Design Principles and the core competencies of the National Governing Bodies of Sports Therapy. The course employs a wide range of teaching and learning strategies that will keep all students actively engaged throughout the course. Teaching and learning will focus on developing student academic skill and autonomy by utilising evidence and research informed teaching strategies. Strategies like circular learning allow the students to re-visit and retain important knowledge, as well as apply new clinical assessments and practices to existing knowledge. Teaching and learning methods are carefully crafted to suit the content and the learning outcomes of the module. The teaching strategies for Practice-based modules focus on the development of skills through formative simulated practical scenarios that enable students to apply understanding and develop clinical skills in preparation for summative assessment. The development of academic and employability skills are embedded throughout the course and are assessed formatively and summatively across all modules. A range of assessment methods will be used that enable students to demonstrate therapeutic knowledge and skills. Examples of which include case studies, journal reviews, presentations, practical exams and a dissertation. The assessment strategy in each module has been designed to provide formative opportunities that allow students to receive feedback identifying areas for development so that they may best prepare for subsequent summative assessments. Care has been taken to avoid assessment bunching to allow every student opportunity to perform at their best.

Students will develop advanced sports therapy knowledge and practical skills in the supervised work experience opportunities in the Principles of Strength and Conditioning in Sports Therapy, Advanced Clinical Practice and Emergency Trauma and Pitchside Management modules. This practical application of knowledge and skills will provide the opportunities for critical reflection through case reviews to develop their clinical reasoning and philosophy of practice.

1. **Support for Students and their Learning**

**Induction**

The course commences with an induction programme that aims to familiarise students with each other, the course requirements, the regulations of the University, the college environment, and academic writing conventions. Within induction, there will be opportunities for students to meet the course team, their tutor and college support staff. This will enable early identification of support needs. In order to support students effectively, thorough, on-line initial assessments are undertaken in language, literacy, numeracy and IT.

**Personal Tutor Scheme (Tutorials)**

Students will be allocated a personal tutor. The role of the personal tutor is to support students to pass the programme, to provide an opportunity for reflection on academic progress and professional development. Students will be entitled to a one-to-one tutorial each teaching block where progress will be discussed. If students feel the need for more support they can ask the programme coordinator or contact Student Support Services directly.

As part of the tutorial process, students will be supported to undertake personal development planning (PDP). PDP is a process that enhances and supports students in reviewing, building and reflecting on their personal and educational development.

**Pastoral support**

The college provides access to a nurse during some of the week, as well as a counsellor for more personal and emotional health needs. The college has two designated student finance officers who can provide advice on issues such as student loans, travel cards, accommodation and bursary information.

**Learning support**

The college has a designated learning support department that can support a range of learning disabilities by conducting assessments and accessing funding through the Disabled Students’ Allowance (DSA). The team can also provide support in the form of a drop-in or more regular support sessions where appropriate.

**Learning Resources Centre (LRC)**

The LRC provides a comprehensive collection of textbooks and other study aids including journals, newspapers, and audio-visual materials. Many of these resources can be accessed remotely from the Nescot website and the virtual learning environment (Weblearn). There are a range of on-line databases suitable for sports therapy research and all students are able to acquire an Athens password for access.

Laptop access in the classroom supports teaching, learning and assignment completion. The LRC provides ready access to PCs and on-line resources as well as assistive technology and Information Technology (IT) support staff. The IT support staff offer a range of workshops to develop students’ IT skills in such areas as word-processing, internet searching, etc. All teaching sessions are roomed with access to Smartboard (interactive whiteboard) to allow for maximum modelling of good practice in the use of ILT for teaching and learning. Students also have access to the Kingston University Learning Resources Centre with their Kingston University student card.

There is a designated sports therapy classroom set up for either theoretical and practical lessons, or easy integration of the two. It has computer and Smartboard for the use of ILT in teaching while also room for practical beds and equipment for practical sessions. This room also doubles up as a sports injuries clinic through the use of the clinical screens and practical beds. The clinic also contains a range of rehabilitation and treatment equipment to enable students to use these modalities for deeper knowledge and understanding as well as developing important clinical skills.

**Work placement support**

Students will be designated a ‘placement tutor’ who will oversee and supervise any needs arising from the variety of placements engaged within. They will help as a liaison between placement staff and students. Their role will be supported by a work placement guide providing information to placement providers and students on their respective roles and responsibilities to ensure safe and effective placement experiences.

1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision in line with the University Quality Assurance regulations and compliant with Kingston University policies. These include:

* External examiners
* Student Voice Committees
* Boards of Study with student representation
* Annual review and development
* Periodic review undertaken at the subject level
* Student evaluation
* Moderation policies
1. **Employability Statement**

Preparation for work is an integral part of the BSc Hons Degree in Sports Therapy. The programme has been designed to enable students to develop their employability skills to support progression and success in a competitive economy.

The department has excellent links with employers to ensure the skills and knowledge acquired by students are appropriate to workplace requirements. One such link is through supervisor feedback contributions in the modules that require supervised work experience. There will be a significant focus on the employability of students with careers advice from the placement tutor and the network of supervisors.

The ‘practice’ aspect of the programme is emphasised in taught material, practical activities and work-based placements and assessments. The Nescot Sports Injury Clinic and other workplace opportunities are supervised and play a central role in developing practitioner skills in a safe learning environment while also offering the students some autonomy to make clinical decisions as they would in their own practice. Students will become self-aware through critical reflection as part of their professional practice and understand the importance of acting ethically. They will develop the confidence to consider original solutions to problems and influence change within a culturally diverse sporting context.

All students are encouraged to gain sports therapy related vocational experience throughout the year and are actively encouraged to attend additional continual professional development courses. They are also encouraged to explore the job market and possible career paths, and to consider developing attributes that employers look for in graduates above and beyond essential academic skills.

In addition to developing subject specific skills, modules place emphasis on developing the transferable skills essential to successful employment. This includes developing the ability of students to confidently apply and communicate their knowledge and ideas through oral and written communication, presentations and implementation of practice.

1. **Approved Variants from the Undergraduate Regulations.**

None.

1. **Other sources of information that you may wish to consult**

*Nescot Sports Therapy webpage* <http://www.nescot.ac.uk/higher-education/sports-therapy/courses/sports-therapy--foundation-degree-n6700/>

*Sports Therapy Organisation* [*https://www.sportstherapyorganisation.org.uk/*](https://www.sportstherapyorganisation.org.uk/)

*The Quality Assurance Agency for Higher Education subject benchmarks*

<http://qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-events-hospitality-leisure-sport-tourism-16.pdf?sfvrsn=159df781_10>

 **Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are summatively assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes. Include both core and option modules.

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|  |  | **Level 6** |
| **Module Code** | LS6700 | LS6701 | LS6702 | LS6703 |
| **Knowledge & Understanding** | A1 | FS | FS | FS | S |
| A2 |  | FS | F | FS |
| A3 | FS | FS | FS |  |
| A4 | FS | FS | FS | FS |
| A5 | F | F | F | FS |
| A6 | S | FS | FS |  |
| **Intellectual Skills** | B1 | FS | FS | FS | FS |
| B2 | F | F | FS |  |
| B3 | FS | FS | FS | S |
| B4 | FS | FS | FS | S |
| B5 | FS | FS | FS | FS |
| **Practical Skills** | C1 | FS | FS | FS | S |
| C2 | FS | FS | FS | S |
| C3 |  |  |  | FS |

**Students will be provided with formative assessment opportunities throughout the course to practice and develop their proficiency in the range of assessment methods utilised.**

**Technical Annex**

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| **Final Award(s):** | *BSc (Hons) Degree in Sports Therapy (Top-Up)* |
| **Intermediate Award(s):** |  |
| **Minimum period of registration:** | *1yrs Full-time; 2yrs Part-time* |
| **Maximum period of registration:** | *2yrs Full-time ; 4yrs Part-time* |
| **FHEQ Level for the Final Award:** | *6* |
| **QAA Subject Benchmark:** | *Hospitality, Leisure, Sport & Tourism* |
| **Modes of Delivery:** | *Full-time or Part-time* |
| **Language of Delivery:** | *English* |
| **Faculty:** | *Health, Science, Social Care and Education* |
| **School:** | *Life Sciences, Pharmacy and Chemistry* |
| **JACS code:** | *This is the* [*Joint Academic Coding System*](http://www.qaa.ac.uk/WorkWithUs/Documents/jacs_codes.pdf) *(JACS) agreed jointly by UCAS and HESA.*  |
| **UCAS Code:** | *C600* |
| **Course Code:** | *N6700* |
| **Route Code:** |  |
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