



Course Handbook  
BSc (Hons) Sports Therapy  
2019/20  
David Rhodes  
School of Health Sciences



Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.

## **UCLan Mission statement**

### **WE PROMOTE ACCESS TO EXCELLENCE ENABLING YOU TO DEVELOP YOUR POTENTIAL**

We value and practise equality of opportunity, transparency and tolerance.

We strive for excellence in all we do: locally regionally, nationally and internationally. We work in partnership with business, the community and other educators.

We encourage and promote research innovation and creativity.

## **Student Charter**

The Student Charter has been developed by the University and the Students' Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or 'contract' between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. [Read the full Student Charter](#)

## **Supporting Diversity at UCLan**

UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to

- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan [Equality and Diversity Policy](#) for further information.

## Table of Contents

UCLan Mission statement.....	2
Student Charter.....	2
Supporting Diversity at UCLan.....	2
Table of Contents.....	3
Welcome to the course.....	<b>Error! Bookmark not defined.</b>
Rationale, aims and learning outcomes of the course.....	<b>Error! Bookmark not defined.</b>
Learning Outcomes.....	7
Knowledge and Understanding.....	7
Subject-Specific Skills.....	8
Thinking Skills.....	9
Other Skills.....	9
Course Team.....	<b>Error! Bookmark not defined.</b>
Expertise of Staff.....	<b>Error! Bookmark not defined.</b>
Academic Adviser.....	<b>Error! Bookmark not defined.</b>
Administration Details.....	<b>Error! Bookmark not defined.</b>
Communication.....	<b>Error! Bookmark not defined.</b>
External Examiner.....	<b>Error! Bookmark not defined.</b>
Structure of the Course.....	<b>Error! Bookmark not defined.</b>
Overall structure.....	<b>Error! Bookmark not defined.</b>
Modules available.....	<b>Error! Bookmark not defined.</b>
Course Requirements.....	<b>Error! Bookmark not defined.</b>
Progression Information.....	<b>Error! Bookmark not defined.</b>
Study Time.....	<b>Error! Bookmark not defined.</b>
Weekly Timetable.....	<b>Error! Bookmark not defined.</b>
Expected hours of study.....	<b>Error! Bookmark not defined.</b>
Attendance Requirements.....	<b>Error! Bookmark not defined.</b>
Clinical Placement.....	19
Data Protection.....	20
Approaches to Teaching and Learning.....	20
Learning and Teaching Methods.....	20
Expertise of staff.....	24
Study skills.....	<b>Error! Bookmark not defined.</b>
Learning resources.....	<b>Error! Bookmark not defined.</b>
Learning information services (LIS).....	<b>Error! Bookmark not defined.</b>
Electronic resources.....	<b>Error! Bookmark not defined.</b>
Personal development planning.....	<b>Error! Bookmark not defined.</b>
Rationale:.....	26
In Year 1.....	28

In Year 2.....	28
In Year 3.....	28
Preparing for your career.....	<b>Error! Bookmark not defined.</b>
Student support.....	<b>Error! Bookmark not defined.</b>
Academic Advisers.....	31
Student Support .....	<b>Error! Bookmark not defined.</b>
Students' Union One Stop Shop .....	33
Referencing .....	<b>Error! Bookmark not defined.</b>
Confidential material .....	<b>Error! Bookmark not defined.</b>
Cheating, plagiarism, collusion or re-presentation.....	<b>Error! Bookmark not defined.</b>
Classification of Awards.....	39
Course Requirements .....	40
Student Feedback .....	<b>Error! Bookmark not defined.</b>
Student Staff Liaison Committee Meetings (SSLC) .....	<b>Error! Bookmark not defined.</b>
Appendices .....	<b>Error! Bookmark not defined.</b>
Programme Specification .....	<b>Error! Bookmark not defined.</b>

## Welcome to the course

The School of Health Sciences welcomes you to the BSc (Hons) Sports Therapy Programme. We hope that you will enjoy your studies and experience here.

This handbook covers the programme of study for the Degree in Sports Therapy. This handbook should be read in conjunction with the School Student Handbook. You will be introduced to the use of the handbook during your welcome week.

We believe that studying for this degree will be an enjoyable experience but one that will require hard work and dedication. You will have every chance of succeeding if you believe that you can succeed and that you give yourself every opportunity to do so.

“If in doubt about anything, please ask we are here to help”!

*Sports Therapy is an aspect of healthcare that is specifically concerned with the prevention of injury and the rehabilitation of the patient back to optimum levels of functional, occupational and sports specific fitness, regardless of age and ability. It utilises the principles of sport and exercise sciences incorporating physiological and pathological processes to prepare the participant for training, competition and where applicable, work. (The Society of Sports Therapists., 2016).*

We have just said goodbye to the 2013 intake of students. Many of these students have exceeded their aspirations with a few gaining degrees higher than were expected at the end of year 2. This illustrates that hard work and application can affect your chances of success and if you apply yourself to your studies and engage in the many placement opportunities that are available to you, then you will be successful.

It is no surprise that those students who performed well or above expectations were those that fully participated in all the placements and work experience opportunities. This is also key to gaining employment within this industry as many students have achieved employment post a successful placement.

Your first year may well be a challenge for you as studying at University will be a new experience. Embrace the changes and apply yourself. Take advantage of all opportunities for further studies and experiences. If you follow this advice you will find your progress through the three years both enjoyable and rewarding. A lack of engagement through poor attendance or not meeting deadlines for both assessed and pre-lesson work will hamper your progress and make your journey through years 2 and 3 more challenging.

Engage with the course and enjoy your experience with us.

I would like to take this opportunity to wish you the very best in your studies and the knowledge that the staff are here to help you succeed.

***David Rhodes Course Leader and Senior Lecturer in Sports Therapy***

**Rationale, aims and learning outcomes of the course**

The rationale and philosophy underpinning the BSc (Hons) Sports Therapy degree is to provide an intellectually challenging programme of study. The module content has been designed to provide a high quality education for those students aspiring to work in the field of Sports Therapy.

The course embraces both the vocational and academic aspects of Sports Therapy. It is designed to give you a firm understanding of the issues that affect the injured athlete. It should be regarded as vocationally relevant as opposed to purely vocational or academic. The object is to equip you with the skills, knowledge and understanding necessary to function in any contemporary sports environment. Additionally, a number of transferable skills are developed during the course; these include presentation and leadership skills communication, academic writing and time management. Each of these skills is essential in developing the knowledge and experiences necessary for the contemporary career market. The course is approved by The Society of Sports Therapists (<http://www.society-of-sports-therapists.org>) and all students become student members whilst studying at the university and upon successful graduation are eligible to apply for full membership. The learning content of the modules of the course embodies the societies key competencies highlighted on the above website, which highlights that graduate Sports Therapists have the ability to:

- **utilise sports and exercise principles to optimise performance, preparation and injury prevention programs**
- **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 programs**

**Aims of the Programme**

- **To present students with a structured education (in Sports Therapy) that integrates vocational and academic elements that meets The Society of Sports Therapists' requirements.**

- **Providing an opportunity for the students to learn from the application of contemporary evidence based practice**
- **To develop the skills, competence, attitudes and behaviours, which meet the requirements of the relevant UK professional and awarding body/ies (On graduation students will be eligible to apply for membership to the Society of Sports Therapists).**
- **To ensure that graduates are able to deliver safe and effective person-centred sports therapy treatment and advice based on best available evidence.**
- **To enhance the students' ability to work collaboratively with others**
- **To prepare students for further academic study, employment and the demands of the changing employment market.**

## **Learning Outcomes**

Listed below are the learning outcomes that you will be expected to achieve in order to complete your chosen course of study.

### **Knowledge and Understanding**

This is the area where you will be required to apply, analyse and evaluate the knowledge content of the course. For example, it is often suggested that in the immediate management of injury that ice be applied to an injury. The physiological and pathological rationale for why this is common practice should be first understood then critically analysed and finally evaluated as to its usefulness in the situation that you may find yourself in with an athlete.

- To critically evaluate the knowledge base that underpins and informs practice within the context of current and future practice in Sports Therapy.
- To critically apply theory to practice in order to enhance professional competence and personal development.
- To critically reflect upon academic, professional and personal development through a structured programme of Continuing Personal Development.
- To have a critical awareness of the moral, ethical and legal issues which underpin best practice in the field of Sports Therapy.
- To evaluate the importance and to be able to apply those broad principles that are relevant

to the physiological, biochemical, nutritional and psychological principles of human movement.

- Understand, appraise and apply techniques of research and enquiry to create and interpret knowledge.

### **Subject-Specific Skills**

These are the skills that you will need to acquire in order to become a Sports Therapist. For example, being able to apply first aid on the pitch; to be able to assess an injury; to plan and carry out an exercise rehabilitation programme.

- To apply the decision making process in dealing with the immediate management of injuries within a sporting environment.
- To critically understand and adhere to, professional, statutory and ethical codes of conduct, and current legislation applicable to sports therapists.
- To recognise the obligation to maintain Fitness for Sports Therapy Practice and the need for continuing professional development.
- To work as an autonomous practitioner in the field of Sport Therapy within The Society of Sports Therapists guidelines.
- To deliver competent, safe, and evidence-based application of a range of therapeutic interventions, including assessment, treatment and rehabilitation of injury.
- To develop and implement a range of practices and strategies that will help to reduce the risk and severity of injury.
- To monitor and critically evaluate human sporting performance in the field, clinical or practical setting.
- To identify and critically reflect on a student's own Personal Development Planning.
- To contribute to the development and dissemination of evidence-based practice within a sports rehabilitation context.
- To apply techniques of research to independently plan, design, execute, and report on a

sports-related research project.

## **Thinking Skills**

These are the skills of critical analysis and evaluation which you will need to develop in order to become an independent therapist. Taking responsibility for the management of your athlete will require that you are able to apply the knowledge that you have gained to the benefit of the athlete. Using your judgement based on knowledge and understanding and subject specific skills will be developed

- To exercise professional accountability and responsibility, utilising professional knowledge, skills and expertise within the context of a multi-disciplinary team.
- To develop specialist analytical skills, knowledge and expertise in the area of Sports Therapy.
- To critically appraise current evidence based research to plan, implement and evaluate rehabilitation and therapeutic interventions leading to improvements in patient outcomes.
- To critically evaluate and execute practical Sports Therapy interventions with due regard to ethical and safe and effective practice.
- To critically evaluate and execute practical Sports Therapy interventions based on an independently researched sports-related project with due regard to ethical and safe and effective practice.

## **Other Skills**

These are the transferable skills that are vitally important in helping you to become a safe and effective therapist. For example, communications both oral and written are fundamental to the successful Sports Therapist. Managing IT appropriate software, working in an inter-professional environment and developing your own learning style are all additional skills you will need to extend.

- To communicate effectively with a variety of health professionals within a multi-professional health and sporting environment.
- To plan and manage a student's own learning through a commitment to a process of personal Development Planning.
- To demonstrate competence in data presentation, communication and information

technology skills, particularly word processing, spread sheets, statistical software, internet and other e-learning applications.

- To appreciate the different roles undertaken within in a team working environment and to be able to adopt and sympathetically respond to a number of different roles.



### Course Team

David Rhodes – Course Leader	BB133	<a href="mailto:Drhodes2@uclan.ac.uk">Drhodes2@uclan.ac.uk</a>
Mark Leather – Senior Lecturer	BB133	<a href="mailto:Mleather2@uclan.ac.uk">Mleather2@uclan.ac.uk</a>
Andy Cunningham – Principal Lecturer	BB125	<a href="mailto:acunningham@uclan.ac.uk">acunningham@uclan.ac.uk</a>
Verity Scholes – Associate Lecturer	BB126	<a href="mailto:vscholes1@uclan.ac.uk">vscholes1@uclan.ac.uk</a>
Lisa Hartley-Woodrow - Lecturer	BB126	<a href="mailto:lhartley-woodrow@uclan.ac.uk">lhartley-woodrow@uclan.ac.uk</a>
Paul Ashworth – Associate Lecturer	BB126	<a href="mailto:pashworth2@uclan.ac.uk">pashworth2@uclan.ac.uk</a>
Dr Erin Morehead – Senior Lecturer	BB119	<a href="mailto:ekmorehead@uclan.ac.uk">ekmorehead@uclan.ac.uk</a>
Jill Alexander - Lecturer	BB119	<a href="mailto:jalexander3@uclan.ac.uk">jalexander3@uclan.ac.uk</a>
Sara Fisher – Senior Lecturer	BB126	<a href="mailto:sfisher@uclan.ac.uk">sfisher@uclan.ac.uk</a>

### Expertise of staff

The staff delivering on the BSc (hons) Sports Therapy programme have extensive experience in working in elite sport and private practice. This experience and practice is integral to the design and delivery of the course and allows students to benefit from the knowledge and expertise of working in such environments by developing key skills and highlighting areas for development. Exposing students to contemporary strategies employed by Sports Therapists, that ultimately gives them an excellent foundation for employment in a variety of potential roles. The Sports Therapy team are fully engaged in research and how this guides teaching. All members of staff teaching on the programme are engaged in the research process and are generating publications from their work, which involves students and elite partner organisations.

## Academic Advisor

All students are appointed a personal tutor. You will be given the name of your academic adviser during welcome week and you will have an opportunity to meet with them.

Record their name and contact details here:

Name of my Personal Tutor .....

Room Number .....

Email address .....



## Administration details

You will be given information regarding the School Student Admin Team during Welcome Week.

Senior Administrative Officer:

Senior Administrative Assistant:

Student Administration Office –

General School Enquiries Office –

## Communication



The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Your course academic team will communicate with you via your UCLan email – it is vital that you check this regularly for updates relating to your course. Other information will be available for

you on your School Blackboard site; you will find this in the Student Office which you will find under My Organisations.

## External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly.

Ms Jenny Jones

Principal and Programme Tutor

University of Hertfordshire

College Lane Campus

Hatfield

Herts

AL10 9AB

Tel: 07949 420471

[j.a.jones@herts.ac.uk](mailto:j.a.jones@herts.ac.uk)



### Structure of the course

#### Overall structure

This is a three-year full-time degree, which can be studied as either full or part-time. The course structure including the module titles is shown in the table below.

In addition to the structured programme of study you are expected to complete a minimum of 250 hours of clinical placements. These are opportunities for you to observe therapists in action, to practice your skills and.

**In year 1** you will be expected to complete a minimum of 25 hours of first aid pitch side in a sporting environment. (Further details are outlined in the PU 1007 module handbook) and these will be completed on external and internal placement opportunities. In addition to this you will need to complete a minimum of 25 hours clinical placement in PU1006 (Further details are outlined in the PU 1007 module handbook).

**In year 2** there are opportunities to work in the onsite sports massage clinic and you will be expected to engage in internal and external placement opportunities working within your scope of practice, here you will complete a minimum of 100 hours clinical placement and in **year 3** as well as completing external placements you will staff the student sports injury clinic internally. Again you will be expected to complete a minimum of 100 hours clinical placement.

In addition to these structured opportunities there are opportunities for you to work at external

events like marathons, cycling events and much more providing event support for the athletes. By the completion of your degree you must have completed a **MINIMUM of 250 hours** of placements. However, to increase your employability you are encouraged to complete as many as you possibly can and I emphasise the 250 hours is a minimum. The students that complete far in excess of this number our most successful students and the ones that achieve employment.

These hours will be audited to ensure you comply with this requirement and will formulate some of your assessments (see module descriptors and module information packs for PU1006, PU1007, PU2007 and PU3005). Failure to complete these hours may mean that although you will pass the honours degree the Society of Sports Therapists will not accept you for full membership until you can demonstrate your compliance with the 250 hours requirement. So it is in your own interests to gain as much experience as you can, particularly in evenings, holidays and weekends and to make sure that all your involvements are recorded and audited by placement supervisors. This is your responsibility to ensure that these hours are completed and hours/reflective logs will be included in your assessments within your modules. The Sports Therapy teaching team will provide you with details of the many placements and work opportunities we have developed. Many of them are in the evenings and at weekends so you need to be flexible in managing your time. You will also be encouraged to source and develop your own placements using your own sporting networks and contacts.

You will be given more support in organising work placements as part of the course and all the documentation you will need to complete is available on the relevant Blackboard space.

Modules available

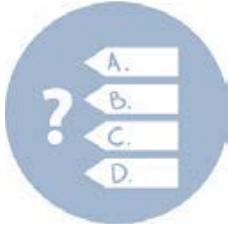
Programme Structures (Full time)				Awards and Credits*
Level	Module Code	Module Title	Credit	
Level 6	PU3005	<b>Compulsory</b> Sports Therapy and Clinical	20	<b>Bachelor Honours Degree (BSc Hons Sports Therapy)</b> Requires 360 credits including a minimum of 220 at Level 5 and above and 100 at Level 6
	PU3006	Management of Sports Injuries in Specific Populations	20	
	PU 3100	Complete Management of the injured Athlete	20	
	HI3000	Applied Strength and Conditioning for Sports Therapists	20	
		<b>Option Module from a choice of:</b>		<b>Bachelor Degree (BSc Sport, Health and Exercise)</b> Requires 320 credits including a minimum of 180 at Level 5 and above and 60 at Level 4
	TL3102	Dissertation Or	40	
	PU3914	Research Project	20	
	PU3306	<b>Plus</b> Skills for Leadership and Business	20	
	TL3153	Advances in Fitness Training	20	
	TL3114	Industry Based Experience	20	

Level 5	PU2007	Soft Tissue Therapy and Practice	20	<b>Diploma of Higher Education Sport, Health and Exercise</b> Requires 240 credits including a minimum of 100 at Level 5 or above
	HI2006	Screening Techniques for Sports Injury Prevention	10	
	HI2007	Manual Therapy for Sports Injuries	30	
	PU2010	Rehabilitation of Sports Injury	20	
	PU2011	Functional Anatomy and Pathology in	20	
	PU2016	Assessment Research Methods and Evidence Based Practice 2 (e-learning option part time)	20	
Level 4	PU1001	Anatomy	20	<b>Certificate of Higher Education</b> Requires 120 credits at Level 4 or above
	PU1002	Research Methods and Evidence Based Practice1	20	
	HI1000	Fundamentals of Movement and Exercise Principles	20	
	PU1304	Physiology and Pathology for Sport and Exercise	20	
	PU1006	Foundations in Sports Therapy	20	
	PU1007	Management, Treatment and Referral in Sports Injuries		
	Level 3 (Compulsory modules for Foundation Entry)	TLC125	Essential Skills for Lifelong Learning (	
XSC 102	Fundamentals of Sport, Exercise and Nutritional Sciences	60		
PUC103	Physical activity and Health Promotion	20		
PUC104	Foundations in Sports and Exercise Injury Management	20		

Exceptionally, students may take up to one 20-credit option at Stage 1 and up to one 20 credit option at Stage 2 from the School's module catalogue and/or a module from the UCLan Advantage Curriculum Pathway (ie. Language, Futures, Volunteering modules) provided that the option contributes to the learning outcomes of the programme. Permission of the Course Leader is required.

### BSc (Hons) Sports Therapy Part-Time Route

Year 1	Year 2	Year 3	Year 4	Year 5
PU1001 (20)	PU1304 (20)	PU2007 (20)	PU3005 (20)	PU3914 (20) Plus PU3306, TL3153, TL3114 or TL3102(40)
PU1002 (20)	PU1006 (20)	PU2011 (20)	PU3006 (20)	
HI1000 (20)	PU2016 learning [E option] (20)	HI2007 (30)	PU3100 (20)	
PU1007 (20)	HI2006 (10)	PU2010 (20)	HI3000 (20)	



## Course requirements

All modules within the programme are classed as 'core modules' and to progress through levels all assessments within core modules must be passed, marks will not be aggregated across assessments. All core modules are identified in the programme specification. The course is accredited by the Society of Sports Therapists and each module is designed to meet the Society's key competencies, which can be found at <http://society-of-sports-therapists.org/>.

### For courses which prepare students for entry onto a professional register:

As a student undertaking this course, you are bound by the Code of Conduct as specified by **The Society of Sports Therapists** and subject to the UCLan procedure for the consideration of Fitness to Practise.

## Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you. In the first instance you should make an appointment to meet with your academic advisor who can discuss and guide you through the options available.

## Study Time

### Weekly timetable

Your timetable will be available online via <https://apps.uclan.ac.uk/WeeklyTimetable>.

Please be aware your timetable may vary throughout the academic year therefore it is vital that you check your timetable on a regular basis.

### Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.

Do not forget the substantial amount of time you will need to spend on clinical placements. This means that your time-management skills become more critical.

The contact time with module tutors is not the total number of **learning hours**. The contact time is simply the number of **teaching hours** and is a fraction of the total learning hours. The total number of learning hours includes **personal study hours**. The total number of learning hours depends on the level of study. Students should at all levels expect to engage in no less than **48 hours** of learning and study each week. The following table outlines the key components of the approximate learning hours.

Activity	Total number of hours
Lectures, seminars, workshops	14 hours
Personal learning and study, library research, writing assignments	24 hours
Work placements	10 hours
Total workload per week	48 hours

During any placements it is normal to follow a typical full-time working week as negotiated with the placement supervisor. Remember: It is students' responsibility to manage their time effectively. Note that time is "perishable" and lost time can never be regained.



### Attendance Requirements

You are required to attend all timetabled learning activities for each module. 100% attendance is recommended. **Unless your absence is authorised by the course lead any student it will be classed as unauthorised. Students are expected to maintain an 80% attendance across all modules in line with the School of Health policy. Failure to meet this requirement may result in non-entry for practical examinations. This often results in students failing their exams on the grounds of unsafe practice, as detailed by the professional body.** Notification of illness or exceptional requests for leave of absence must be emailed through to:

[brookhubattendance@uclan.ac.uk](mailto:brookhubattendance@uclan.ac.uk) and the module leader, you will then receive an automated response with an absence form that you must complete.

## **International students**

It is your responsibility under the UK Border Agency (UKBA), Points Based System (PBS) – that you **MUST** attend your course of study regularly; under PBS, UCLan is obliged to tell UKBA if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly. Your attendance will be monitored closely.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

The School of Health Sciences will monitor your attendance on a weekly basis to ensure that you are continuing to fully engage in your programme of study, if your attendance is poor than you will be referred and asked to attend a meeting with your course team, it is important that you respond to any correspondence regarding this.

You will be able to check your own attendance record through your myUCLan.

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that **you must only enter your own details on the system**. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

## **Clinical Placement**

Many students rate their work experience as 'superb' and the vast majority have thoroughly enjoyed them. They develop many new skills, a greater knowledge and far greater maturity, which they have found to be beneficial to their academic studies.

Most students agree that 'a placement is what you make of it' and that you 'get out as much as you put in'. While this may sound clichéd it is often true and whether the placement proves to be superb, good, or not as good as you had hoped, you are certain to come away with valuable experience for the future and it increases employment opportunities. Even if your placement is not ideal you will find, on reflection that you have learned a lot both about yourself

and the world of work while tackling any problems that emerge can be valuable in developing interpersonal skills, which within this industry is a key skill to develop.

Keeping a positive attitude is important. Remember that how you conduct yourself will affect others and those who work with you will want to enjoy having you in their work place.

As part of your Sports Therapy programme you are expected to have completed a minimum of 250 hours. Records of your experiences and hours completed will be required for completion of some assessments within modules of the programme, which will be detailed to you by your module leads.

Documentation to support you and your placement provided available on the Sports Therapy Page on Blackboard, again where these will be found will be detailed within MIPS and you will be directed to you by your module leads. The placement coordinator is Lisa Hartley-Woodrow, although all staff are there to support you through this process.

## **Data Protection**

All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University's policy on the use and disclosure of personal information, please contact the Data Protection Liaison Officer, Strategic Development Service, University of Central Lancashire, Preston, PR1 2HE.

## **Approaches to teaching and learning**

### **Learning and teaching methods**

The teaching and learning strategy of the programme aims to assist you in developing into an independent & autonomous learner. In acknowledgement that you each learn in a different way you will experience a variety of teaching styles & formats. This variety [outlined below] is intended to give you a rich assortment of learning experiences.

### **Key note lectures**

Lectures will be used to introduce concepts, give information and to 'set the scene' for your learning. Study materials are often made available in advance via eLearn so that you have the opportunity to review material prior to a session.

### **Group work**

Seminars, tutorials, discussions, debates and workshops will be used to develop your problem-solving ability and to allow you to explore and discuss concepts, ideas and information. You will be expected to 'come prepared' to these sessions, ready to discuss your ideas and understanding of a subject area in order to allow further development of ideas as a group. Group reflection and knowledge sharing workshops will be used during and after practice-based modules to encourage you to share your experiences & learning.

### **Problem based learning**

Problem based learning [PBL] approaches where scenarios/triggers are the focuses of learning are used in selected modules. In PBL you work out what you need to learn and how to apply this new knowledge as solutions to the problem. In PBL the Lecturer's role is one of facilitator, keeping you on track and helping you to identify relevant resources. In PBL you will assume a high degree of responsibility for your learning, work with others, set relevant learning goals for yourself and the group as a whole. You will need to take the initiative and be prepared to present demonstrations of your learning achievements.

### **Practical Skills Sessions**

Practical sessions allow you to acquire and practice the necessary therapeutic skills for safe and effective patient interventions. These sessions will progressively be linked to genuine case studies to help you to integrate the theory of Sports Therapy with the practice.

### **Case studies**

Real life case studies are a key element within the programme's teaching and learning strategy. These may be video or paper-based, and are used to facilitate a range of skills including assessment, clinical reasoning, goal setting and the formulation of rehabilitation

management strategies. They also further embed some key aspects of the course curriculum including trauma management, sports specific rehabilitation and sports science.

### **Independent / self-directed study / research**

For each hour of tutor contact that you have within a module you will be expected to do 1-2 hours of additional study in your own time.

As you progress on the course, answers to your questions will not always be readily available in standard textbooks. You will need use your independent study time to find and use contemporary, research-based materials (journal articles, conference papers, Internet postings, current research programme briefs, research work in progress, and so on). Self-directed study will enable you to develop the skills for Lifelong Learning (LLL) and Continued Professional Development (CPD) that are essential components of your future professional responsibility.

### **Clinical placements**

This is one of the most important aspects of the course and develops you as a practicing clinician, but also will provide you with employment opportunities through the degree and post-graduation. Practice based learning forms a large part of the Sports Therapy programme. Placements will occur in a range of Sports Therapy settings.

Placements are arranged throughout the programme and you must satisfactorily complete a minimum of 250 hours of placements in order to graduate with a B.Sc. (Hons) in Sports Therapy. Opportunities are available at level 6 to undertake placements abroad as part of the ERASMUS scheme.

### **Portfolio development**

The use of reflection and portfolio development will be introduced at level four. A portfolio will be developed throughout the programme and will clearly link to internal and external placement activities. It will include a variety of different sources of evidence including;

- personal development plans,
- reflective pieces,
- log of experiences,
- evidence of activity / achievement and
- specific aspects of formative/summative assessment.

### **eLearn (Managed Learning Environment)**

The University's managed learning environment is called eLearn (previously called WebCT). eLearn is a key component of the school's teaching strategy and as such it is a major teaching and learning resource in each module. You will need to have broadband internet access to enable you to view the full scope of teaching materials. eLearn module sites will include information such as module descriptors, module handbooks, module assessments and provide you with access to a range of resources to support your learning. eLearn also provides access to other supporting materials which include directed study notes to prepare in advance of timetabled sessions, material relating to taught sessions, live electronic links, discussion sites and chat rooms.

### **Level four**

At level four the emphasis will be on developing a broad foundation of Sports Therapy knowledge and skills. There will be an emphasis on you to undertake preparatory reading, and come to sessions ready to discuss what you have read with your peers. Practical skills will be developed, as well as communication and team working skills. Case studies will be used to help you to apply your knowledge and skills. The use of reflection as a learning tool will be introduced and emphasised. Professionalism will be introduced and practice placement experience at level four aims to develop this concept in the clinical context. The use of best available evidence to underpin practice will be introduced. As part of your assessments you will be required to complete a minimum of 50 hours clinical placement. In addition to your degree programme within PU1006 and PU1007 external qualifications will be completed. Within PU1006 you will have the opportunity to begin the VTCT Level 4 Sports Massage Qualification, which will be completed by the end of Level 5 and in PU1007 you will complete a relevant sports first aid qualification, which will be completed in introduction week see (module information packs).

### **Level five**

At level five you will build on the broad foundation of Sports Therapy specific skills and knowledge developed at level four, as well as beginning to develop knowledge and skills in new areas of Sports Therapy. There will be an emphasis on developing your ability to learn independently. You will begin to develop critical analysis and evaluation skills. A problem-solving approach will be used in both campus based and practice-based modules. Further use will be made of 'genuine case studies'. However, at level five these will reflect more complex clients than those cases studied at level four. Sports Therapy practice based modules will provide you with the opportunity to apply and consolidate learning and develop new knowledge and skills in relation to your clinical experiences. An expansion of your knowledge of research will enable you to begin to use the best available evidence to underpin your clinical decision-making. As part of your assessments you will be required to complete a minimum of 100 hours clinical placement. At the end of level 5 completion of the VTCT Level 4 Sports Massage qualification will be done in module PU2007 (see module information pack)

### **Level six**

At level six there will be a further shift towards independent learning. There will be opportunities to develop your studies in areas of particular interest and to develop research ideas. You will develop higher-level critical appraisal, evaluation, problem solving and supervisory skills. You will be expected to show increasing autonomy in your clinical practice and will be able take on the challenge of managing clients with complex problems. Critical analysis of your clinical experience will enable you to identify a setting for your negotiated Sports Therapy practice placement. At level six you will be expected to consistently underpin your clinical decision making with best available evidence. As part of your assessments you will be required to complete a minimum of 100 hours clinical placement. In addition to this at level 6 you will have the opportunity to decide whether you complete a dissertation (40 credit module) or a single research project (20 credit module). If you decide to complete the single research project you will have to complete another 20 credit module, which you will have the option of PU3306 – Skills for Leadership and Business, TL3114 – Industry Based Experience or TL3153 – Advances in Fitness Training.

### **Expertise of staff**

The team involved in teaching on the programme are well qualified both academically and by their work experience and are current practitioners within their specialist fields. All have worked or are working in elite sport and all are involved in consultancy work and/or research at a high level in the area of Sports Therapy.

The staff are the most valuable resource you have so we encourage you to maintain a full attendance and avail yourself of all opportunities to meet them in personal tutorials and external activities. All staff are dedicated to developing effective and productive working relationships and you as the student have an integral role in allowing this to happen.

You are encouraged to read the mini biographies of staff on the School web page and check out information about their publications.

## Study skills

The development of study skills are supported throughout the programmes in a number of ways, with the most significant of these being through the use of Personal Development Planning (PDP).

PDP is inherent within all our programmes so as to equip you with the essential skills required to successfully undertake the course and to develop additional skills which will enhance your future employability. In addition to this bespoke service which we offer within the School, you are also able to obtain further additional assistance from university wide services such as WISER and the Library.

WISER <http://www.uclan.ac.uk/students/study/wiser/index.php>



**Learning resources**

**Learning Information Services (LIS)**

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

The LIS provide an extensive range of resources and support particularly relevant for this course. [This link](#) will take you to the LIS page for the School of Health Sciences where you can see subject guides and find how to access a range of on-line databases. If you need any specific help with the LIS you should contact the specialist

Subject liaison officer for our area – Linda Wadsworth Her email address is [lwadsworth@uclan.ac.uk](mailto:lwadsworth@uclan.ac.uk)

## Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

Furthermore, interactive learning packages will be made available on Blackboard (E-Learn) to support your studies.

**As a student member of The Society of Sports Therapists you have full access to the British Journal of Sports Medicine - <http://www.society-of-sports-therapists.org/index.php>**

### 3.4 Personal development planning

#### **BSc (Hons) Personal Development Planning (PDP) Policy**

##### **Student Guide**

###### **Rationale:**

Personal Development Planning (PDP) as important to both staff and students.

***Personal development planning is about making your time and efforts work for you. Put yourself in charge of your own future!***

Personal Development Planning (PDP) should be seen as a lifelong process. It is defined as 'a structured and supported process undertaken by an individual to reflect upon their own learning, performance and / or achievement and to plan for their personal, educational and career development.'

The primary objective for PDP is to improve the capacity of individuals to understand what and how they are learning, and to review, plan and take responsibility for their own learning.

The expectations are that:

- at the start of the programme, you will be introduced to the opportunities for PDP
- you will be provided with opportunities for PDP at each stage of your programme
- the rationale for PDP at different stages of a programme will be explained
- the nature and scope of opportunities for PDP, and the recording and support strategies will be determined by your programme.
- 

Why will PDP be beneficial to Sports Therapy students?

For students an effective scheme should help you to:

- a) Make links and gain a (holistic) overview of your studies within a modular environment
- b) Reflect critically
- c) Become more independent
- d) Adopt a more pro-active in your academic study, extra-curricular pursuits and career planning
- e) Capitalise on your learning in a variety of contexts.

Aims of PDP within Sports Therapy

1. To provide a process which focuses on individual staff and student needs
2. To maximise learning through PDP
3. To ensure PDP is embedded within courses
4. To ensure that students take responsibility for their own personal development
5. To link the process to employability

Implementation

1. You will be made aware of the process for PDP within the Sports Therapy
2. All staff will be involved in the delivery of PDP
3. PDP will be delivered through 4 elements

1. Personal tutoring

- You will be allocated an academic adviser. Their role is to support your academic and pastoral needs

2. Student to student mentoring

- There will be an opportunity within the course or University to be allocated student mentor

3. PDP embedded within the taught curriculum

- You will have opportunities for
  - Skills auditing (subject-specific or professional as well as transferable skills)
  - Setting of appropriate long-term planning of personal, educational and career goals
  - Developing a PDR (Personal Development Record)

#### 4. Extracurricular activities

- You will be directed and encouraged to participate in appropriate and additional activities

#### **In Year 1**

You will be:

1. Introduced to the concept of PDP within welcome week
  - Made aware of the opportunities for personal development through 'signposting' appropriate activities
  - Informed where PDP elements lie within the taught course, the ideas underpinning PDP and its benefits
2. Allocated a member of staff as an academic adviser and provided with one-to-one support through personal tutorials by week 6
3. Allocated a level 2 student mentor if requested
- 4.

#### **In Year 2**

You will be:

1. Re-introduced to the concept of PDP within the first three weeks of semester 1
  - Made aware of the opportunities for personal development through 'signposting' appropriate activities
  - Informed where PDP elements lie within the course, the ideas underpinning PDP and its benefits
2. Given the opportunity to reflect on your first year experience and consider an individual management plan for the coming year
3. Allocated a member of staff as an academic adviser and provided with one-to-one support through personal tutorials by week 6
  - Allocated a level 1 student(s) as a mentee if requested
  - Allocated a level 3 student mentor if requested

#### **In Year 3**

You will be:

1. Re-introduced to the concept of PDP within the first three weeks of semester 1
  - Made aware of the opportunities for personal development through 'signposting' appropriate activities

- Informed where PDP elements lie within the course, the ideas underpinning PDP and it's benefits
2. Given the opportunity to reflect on your second year experience and consider an individual management plan for the coming year
  3. Allocated a member of staff as an academic adviser and provided with one-to-one support through personal tutorials by week 6
  4. Allocated a level 2 student(s) as a mentee if requested



### Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it at every level. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life. Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.
- You will be able to record your journey using Pebblepad, the university's e-portfolio system, which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It's your future: take charge of it!

[Careers](#) offers a range of support for you including:-

- career and employability advice and guidance
- access to work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills
- business start-up, freelance and self-employment advice
- the Futures Award, a University Certificate which formally recognises your employability and enterprise achievements whilst at UCLan.
- To enhance employability, we have introduced opportunities for you to undertake additional

vocational qualifications. These include the following:

- 
- Level 3/4 Sports Massage Practice Trauma First Aid
- Exercise referral (Reps )
- 
- Coaching qualifications

## **Student Support**

Student Engagement Assistants (SEAs) will be members of the Student Support and Wellbeing Team in SASS, and will play a vital role in providing a student-friendly access point to the wider specialist support services. The SEAs will be based within the Student Support Hub in Foster Building 058, and will also operate from the 'I' Information Point in the Library. They will meet students who need help and support and any queries which can be handled immediately will be dealt with there and then. Where the issue is more complex or sensitive the SEAs will provide one to one wellbeing appointments and / or refer onto the appropriate service (internal or external). Wellbeing appointments will be available daily; some will be pre-booked, but there will also be appointments kept free to book on the day.

Your Academic Support Tutor is your academic adviser or module leader Your Student Support Administrator is also available to help you and answer any queries you may have, please email [ccunningham@uclan.ac.uk](mailto:ccunningham@uclan.ac.uk).

[THE "i"](#) is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only, Printing and Printer Credit, UCLan Cards, the 'I' shop and UCLan Financial Support Bursary (first year students only).

## **Conduct**

You will be expected to abide by the [Regulations for the Conduct of Students](#) in the University. UCLan expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

You will also be required to enrol as a student member of the society of Sports Therapists which will require you to adhere to their [code of conduct](#).

All Sports Therapy students must behave in a professional manner at all times, including those periods when they are required to act as models and/or practice skills. When taking part in a practical session, practical exam or when on placement you should be able to comply with the following statements:

- During practical sessions, exams and on placement you should be in good health and able to participate to your full potential. If you consider yourself unable to take part for any reason, you should seek advice from the course leader at the earliest opportunity.
- You are expected to behave in a professional manner at *all times* and adhere to the principles of professional dress identified below.
- For exams, on placement and when in University professional dress is:
  1. UCLan branded sports kit or
  2. Plain Polo shirt and plain tracksuit bottoms/shorts (No football shirts or other logos on shirts other than brand e.g. Nike, Puma)
  3. Footwear appropriate for sport and not leisure activities
  4. Football boots for USA pitches
- Other aspect of a professional appearance include:
  1. Hair neat and tidy and tied back if below shoulder length (note that extremes of hair colour and hair decoration are not acceptable)
  2. Jewellery limited to a wedding ring with no protruding stones and 1 pair of plain ear studs
  3. Jewellery should be removed from any other piercings (e.g. tongue bar, lip ring, eyebrow ring, nose stud etc)
  4. Wristwatches should be removed whenever participating in clinical skills and for the duration of any examination.
  5. Fingernails should be short and clean with no acrylic nails or nail varnish
  6. No chewing/eating in sessions practical or lectures
- Professional conduct includes:
  1. Being polite and professional when in a clinical environment – whether this is real or simulated
  2. Introducing yourself to patients, models and other clinical staff by giving your name and student status and asking how they wish to be addressed.
  3. Using your voice appropriately with consideration given to the clinical situation and person that you are treating
  4. Ensuring that explanations are clear and accurate
  5. Conducting yourself in accordance with the principles of Health and Safety (identified overleaf) and professional guidelines on safe practice, taking into account any local policies which influence this.
  6. Completing all work to a high standard

7. Engagement within sessions and full attendance
8. Addressing emails from staff promptly and in the correct manner
- During the process of acquiring the necessary examination and therapeutic skills, students may have to:
  1. Act as “models” to allow fellow students to practice the skills previously taught by the staff. Again, consent from the model would be required prior to any practice-taking place, practice previously taught skills without any staff supervision. It may at times be necessary for students and “models” to practice without direct supervision from a member of the teaching staff in order that an acceptable level of competence is acquired. Consent to practice would again be required from the “model”
  2. Dress in a manner which is appropriate to expose the body part(s) being considered and allow skills practice to be effective,
  3. Work in mixed gender groups and to examine and practice modalities with models of both gender

If your behaviour is considered to be unacceptable, any member of academic staff is able to issue an informal verbal warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.



### **Academic Advisors**

Your Academic Adviser's will meet with you at least twice per year. They are here to work with you to help you understand your assignment feedback and help you reflect and action plan in order to improve your performance within and across academic years.

They will be able to help you plan for your intended future careers and encourage you to take up additional qualifications and opportunities that are available. They will help you collect evidence to create and dress CV's

Your Personal Tutor will work with you to create an individualised learning/development plan that will see you becoming active, global citizens as per the UCLan Medium Term Strategy.

### **Students with disabilities**

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk) - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

### **Assessment arrangements for students with a disability**

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, [disability@uclan.ac.uk](mailto:disability@uclan.ac.uk)

The disability contact for the School is?

[?@uclan.ac.uk](mailto:disability@uclan.ac.uk)

Tel: 01772 894910

### **Students' Union**

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:

<http://www.uclansu.co.uk/>

### **Students' Union**

The Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students' Council. The Students' Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students' rights is at the core of what we do and is encompassed by our tag line of, *Making Life Better for Students*. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

Your Union is also the home to a fantastic range of student-led [societies](#), [sports teams](#) and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go pop into the [Opportunities Centre](#) on the ground floor of the Students' Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the [Advice and Representation Centre](#) are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

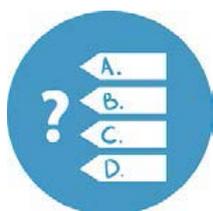
More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at <http://www.uclansu.co.uk/>.

If your course recruit's students who are not already in employment, please include the following:

The Opportunities Centre is the Union's One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

If your course is for students not studying on the main campus please include the following :  
– as one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please check <http://www.uclansu.co.uk/> for full details on what we may be running in your partner institution.

## Assessment



### Assessment Strategy

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

Assignments allow you to develop your own arguments and conclusions related to set tasks

as there are often many possible solutions to a particular problem. Assessment is largely based on the ability to demonstrate clearly which approach you have taken and why.

The most appropriate method of assessment has been selected in order to meet the specified learning outcomes outlined in the module information pack. Assessment methods used include:

- Formal essays and reports
- Practical observations and skill competence
- Individual and group presentations
- Seminar papers on nominated topics
- Log books, diaries and portfolio of practical work
- Industry based project

The course team have devised the assessment strategy with the needs of the Sports Therapy industry in mind. The emphasis towards practical skills and evidence based practice reflect the need and abilities of the industry more adequately than conventional examinations you would be expected therefore to have a professional approach to a wide range of assessment situations.

### **Dealing with difficulties in meeting assessment deadlines**

Assignments must be submitted no later than the date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to the relevant module leader or Personal Tutor

**Authorisation of the late submission** of work requires written permission. Your School is authorised to give permission for **one extension period of between 1 and 10 working days** where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances ([Academic Regulations](#)).

You should complete and submit an [extension request form](#), with any supporting evidence, to your School office. Further information is available on the Student Portal at: [https://www.uclan.ac.uk/students/study/examinations\\_and\\_awards/extenuating\\_circumstances.php](https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php)

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University's Policies and Procedures on Extenuating Circumstances ([Academic Regulations](#) and [Assessment Handbook](#)).

### **Extenuating circumstances**

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their students than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see [Academic Regulations](#) and [Assessment Handbook](#)).

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see [Academic Regulations](#)).

Further information is available on the Student Portal at: [https://www.uclan.ac.uk/students/study/examinations\\_and\\_awards/extenuating\\_circumstances.php](https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php)

You can apply for extenuating circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester

Further information about the submission process is available at: [https://www.uclan.ac.uk/students/study/examinations\\_and\\_awards/extenuating\\_circumstance\\_submission.php](https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstance_submission.php)

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances ([Academic Regulations](#) and [Assessment Handbook](#)).

### **Late submissions**

If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark (ie 40% for levels 4, 5 and 6 work, 50% for level 7 work) for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0%.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0%.

### **Notification of assignments and examination arrangements**

All of the hand-in deadlines for formal assessments are published in the Module Information Packs (MIP) at the start of the academic year. It is your responsibility to manage the research, synthesis and production of your assignments throughout the year to ensure you submit within the hand-in deadlines. Lead lectures, seminars and applied practicals are designed to support your assignment submission and failure to attend any of these sessions may result in module tutors not offering additional individual tutorials.

All coursework must be submitted with an **Assessed Work** cover sheet. The cover sheet must be completed and signed. The **completed** cover sheet is a declaration that the work that has been submitted has not been plagiarised as well as providing appropriate details.

For online submissions there is an electronic cover sheet available.

Many of your assessments will require you to submit your work to a software package called TURNITIN. This is designed to help you ensure you are not guilty of plagiarism and allows staff to check your written referencing sources. It is also an excellent way of providing feedback some of which will be oral rather than written.

The cover sheet is a medium for providing formal feedback on coursework. Coursework submitted without a completed cover sheet may be treated as a non-submission and marks may be deducted in accordance with the University regulations on late and non-submissions.

## **Referencing**

This is an important aspect of academic work and is very easy to understand. A key starting point in understanding referencing is to address the questions, what, why, when and how. Referencing is a simple issue but one that many students avoid getting just right. Referencing is the process of ensuring that any sources used are appropriately acknowledged. It is about being fair. If the ideas presented are not that of the students, its sources and authors need to be highlighted. Learning to be an effective student is also about learning to be an effective academic.

Essentially the purpose of referencing is to ensure that presented work is substantiated with and supported by appropriate theories and evidence.

Further information regarding “How to Reference” can be found at [this link](#): Look at the School of Health Referencing guide.

It is strongly recommended that you visit this website.

## **Confidential material**

During your course you will be expected to access confidential information e.g. patient notes which will inform aspects of your assignments. It is important that you remember your ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within their assignments.

You will receive extensive training and guidance in this area as part of your first year modules.

## **Cheating, plagiarism, collusion or re-presentation**

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the [Academic Regulations](#): G7 and the [Assessment Handbook](#).

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the [Assessment Handbook](#).
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

Within the School of Health Sciences, all student assessments that are text-based are submitted via a software package called 'Turnitin. This is accessed through your module Blackboard space. While this package will provide you with your feedback and grade, its original purpose was to examine the originality of your work. Turnitin works by comparing your submitted assignments to an extremely large database of journals and books as well as websites and student work from UCLan and other Universities. If you copy information from these sources, 'Turnitin' will signpost these to the tutor in the final originality report. The tutor will then make a judgement as to whether you have plagiarised or not. This is a very robust tool and has identified plagiarism that may have gone unnoticed previously. You will be shown how to access 'Turnitin' and will use it throughout the duration of your programme. If you would like to know more about the Originality check in 'Turnitin' then follow the link: [http://turnitin.com/en\\_us/features/originalitycheck](http://turnitin.com/en_us/features/originalitycheck) .

The process of investigation and penalties which will be applied can be reviewed in the [Assessment Handbook](#), section 5. If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the [Students' Union Advice and Representation Centre](#) by emailing: [suadvice@uclan.ac.uk](mailto:suadvice@uclan.ac.uk) for support and guidance.

### **Appeals against assessment board decisions**

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University [Academic Regulations](#): Section I. You cannot appeal simply because you disagree with the mark given.

The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student's academic performance has been adversely affected by extenuating circumstances which the student has, **for good reason**, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students' Union Advice Centre [suadvice@uclan.ac.uk](mailto:suadvice@uclan.ac.uk) for support.

### **Classification of Awards**

The University publishes the principles underpinning the way in which awards and results are decided in [Academic Regulations](#). Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be

awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the [Students' Union Advice and Representation Centre](#) by emailing: [suadvice@uclan.ac.uk](mailto:suadvice@uclan.ac.uk) for support and guidance.

## Course requirements

In order to achieve the BSc Hons Sports Therapy and be eligible to apply for membership to the SST (<http://www.society-of-sports-therapists.org/index.php>) students are expected to fulfil all the requirements of the programme. Students must complete all the compulsory modules indicated in the course structure and must achieve in total the required number of modules as indicated in academic regulations. Progression through levels will not be permitted if pre-requisites have not been met by success on previous modules.

In addition, it is a requirement that students satisfactorily undertake a period of supervised work experience **250 hours minimum duration**. This will allow students eligibility to apply for full membership with the SST (<http://www.society-of-sports-therapists.org/index.php>).

Exercise:

The practical sessions in Sports Therapy will involve an element of exercise. At times this may include exercising strenuously. We need to be sure that you are able to physically take part in these sessions and that we are aware of medical conditions that may affect your performance. Staff will obviously set exercises that are safe and within your capabilities.

*'Being unfit is not a medical condition'*

To ensure that we are aware of any conditions please complete the *Physical Activity Readiness Questionnaire* that will be provided to you during your welcome week. Once completed please return to the course leader. All replies will be treated confidentially and will only be seen by the course leader and the appropriate module tutor; with the student's permission.



### **Student Feedback**

You can play an important part in the process of improving the quality of this course through the feedback you give.

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

As a result of a recent course review modules have been improved and structure of the course has undergone a change. More sports injury specific modules have been included in year 3 and a new physiology module has been added to year 1. The learning and teaching strategy for anatomy has been reviewed and a policy of PDP has been introduced. There have also been changes in assessment method/criteria in response to external comments.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision

making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

In addition to the formal course requirements students have the opportunity to talk to the course leader or their personal tutor about any aspects of the course by making an appointment.

### **7.1 Student Staff Liaison Committee meetings (SSLCs)**

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Your Course Leader will facilitate the meetings using [guidelines](#) and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, personal tutoring arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

Schedules of SSLC meetings are then circulated to the representatives through their UCLan email.

Minutes from the meetings are circulated to all course leaders and course representatives who will then distribute to the whole course cohort.

## Appendices

### Programme Specification(s)

**UNIVERSITY OF CENTRAL LANCASHIRE**

### **Programme Specification**

<b>1. Awarding Institution / Body</b>	University of Central Lancashire
<b>2. Teaching Institution and Location of Delivery</b>	University of Central Lancashire Preston campus
<b>3. University School/Centre</b>	School of Health Sciences
<b>4. External Accreditation</b>	The Society of Sports Therapy
<b>5. Title of Final Award</b>	BSc (Hons) Sports Therapy
<b>6. Modes of Attendance offered</b>	FT/PT
<b>7. UCAS Code</b>	CB60
<b>8. Relevant Subject Benchmarking Group(s)</b>	QAA Hospitality, Leisure, Sport & Tourism 2008
<b>9. Other external influences</b>	SST Standards of Conduct, Performance & Ethics SST Standards of Education & Training REPs

	Sports Massage Association Skills Active Skills for Health National Occupational Standards VTCT
<b>10. Date of production/revision of this form</b>	July 2016  Revised May 2018
<b>11. Aims of the Programme</b>	
<ul style="list-style-type: none"> <li>To present students with a structured education (in Sports Therapy) that integrates vocational and academic elements that meets The Society of Sports Therapists' requirements.</li> </ul>	
<ul style="list-style-type: none"> <li>Providing an opportunity for the students to learn from the application of contemporary evidence based practice</li> </ul>	
<ul style="list-style-type: none"> <li>To develop the skills, competence, attitudes and behaviours, which meet the requirements of the relevant UK professional and awarding body/ies (On graduation students will be eligible to apply for membership to the Society of Sports Therapists).</li> </ul>	
<ul style="list-style-type: none"> <li>To ensure that graduates are able to deliver safe and effective person-centred sports therapy treatment and advice based on best available evidence.</li> </ul>	
<ul style="list-style-type: none"> <li>To enhance the students ability to work collaboratively with others</li> </ul>	
<ul style="list-style-type: none"> <li>To prepare students for further academic study, employment and the demands of the changing employment market.</li> </ul>	

<b>12. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>A. Knowledge and Understanding</b>
A1. Contemporary issues and professional practice relevant to sports therapy practice.
A2. National and international policies and health agendas and the way in which they influence Sports Therapy practice.
<b>Teaching and Learning Methods</b>
Modes of delivery include teacher-led lectures, student-led seminars and workshops, laboratory and practical sessions; work based learning, and individual tutorial sessions. Student learning is encouraged and supported by eLearn (web-based virtual learning environment) and reflective practice.
<b>Assessment methods</b>
Reflective clinical portfolios, Practical reports, projects and data analysis; individual presentations, student led practical sessions/demonstrations; examinations.
<b>B. Subject-specific skills</b>

- B1. Technical ability in the application of a range of graduate level Sports Therapy skills/competencies
- B2. Apply a person-centred approach
- B3. Adopt and adapt appropriate Sports Therapy techniques to ensure safe and effective practice and critically review the outcomes
- B4. Implement legal and ethical principles in practice
- B5. Facilitate innovation in order to create improvement in health and well being

**Teaching and Learning Methods**

Modes of delivery include teacher-led lectures, student-led seminars and workshops, laboratory and practical sessions, work based learning, and individual tutorial sessions. Student learning is encouraged and supported by E learn (web-based virtual learning environment) and reflective practice.

**Assessment methods**

Reflective clinical portfolios, Practical reports, projects and data analysis; individual presentations, student led practical sessions/demonstrations; examinations.

**C. Thinking Skills**

- C1. Solve problems by critically appraising and evaluating best available evidence
- C2. Apply effective reasoning to justify appropriate application of knowledge
- C3. Apply effective clinical reasoning to justify the use of practical and professional skills
- C4. Debate the impact of change on Sports Therapy practice

**Teaching and Learning Methods**

Thinking skills are developed throughout all modules. Students will develop these skills through a combination of review, reflection and experimental and clinical work. The variety of teaching and learning experiences offered will facilitate the students experience particularly through the provision of work-based learning opportunities.

**Assessment methods**

Reflective clinical portfolios, Practical reports, projects and data analysis; individual presentations, student led practical sessions/demonstrations; examinations.

**D. Other skills relevant to employability and personal development**

- D1. Exemplary attitudes and behaviours in all professional and personal contexts
- D2. Accesses, appraises and applies best available evidence to practice
- D3. Adopt a flexible and adaptable approach to employment

- D4. Work effectively with others
- D5. Reflect on own performance and plan lifelong learning.
- D6. A broad range of communication skills and strategies

**Teaching and Learning Methods**

Thinking skills are developed throughout all modules. Students will develop these skills through a combination of review, reflection and experimental and clinical work. The variety of teaching and learning experiences offered will facilitate the students experience particularly through the provision of work-based learning opportunities.

**Assessment methods**

Reflective clinical portfolios, Practical reports, projects and data analysis; individual presentations, student led practical sessions/demonstrations; examinations.

13. Programme Structures (Full time)				14.
Level	Module Code	Module Title	Credit rating	Awards and Credits*
Level 6	PU3005	<b>Compulsory</b> Sports Therapy and Clinical	20	<b>Bachelor Honours Degree BSc Hons (Sports Therapy)</b> Requires 360 credits including a minimum of 220 at Level 5 and above and 100 at Level 6
	PU3006	Management of Sports Injuries in Specific Populations	20	
	PU 3100	Complete Management of the injured Athlete	20	
	HI3000	Applied Strength and Conditioning for Sports Therapists	20	
	TL3102	<b>Option Module from a choice of:</b> Dissertation	40	<b>Bachelor Degree (BSc Sport, Health and Exercise)</b> Requires 320 credits including a minimum of 180 at Level 5 and above and 60 at Level 6
	PU3914	<b>Or</b> Research Project	20	
	PU3306	<b>Plus</b> Skills for Leadership and Business	20	
	TL3153	Advances in Fitness Training	20	
	TL3114	Industry Based Experience	20	

Level 5	PU2007	Soft Tissue Therapy and Practice	20	<b>Diploma of Higher Education Sport, Health and Exercise</b> Requires 240 credits including a minimum of 100 at Level 5 or above
	HI2006	Screening Techniques for Sports Injury Prevention	10	
	HI2007	Manual Therapy for Sports Injuries	30	
	PU2010	Rehabilitation of Sports Injury	20	
	PU2011	Functional Anatomy and Pathology in	20	
	PU2016	Assessment Research Methods and Evidence Based Practice 2 (e-learning option part time)	20	
Level 4	PU1001	Anatomy	20	<b>Certificate of Higher Education</b> Requires 120 credits at Level 4 or above
	PU1002	Research Methods and Evidence Based Practice1	20	
	HI1000	Fundamentals of Movement and Exercise	20	
	PU1304	Physiology and Pathology for Sport and Exercise	20	
	PU1006	Foundations in Sports Therapy	20	
	PU1007	Management, Treatment and Referral in Sports Injuries		
Level 3 (Compulsory modules for Foundation Entry)	TLC125	Essential Skills for Lifelong Learning (	20	Requires completion of 120 credits at Level 3.  Students who exit after successful completion of 120 credits at Level 3 will receive a transcript of the modules and grades
	XSC 102	Fundamentals of Sport, Exercise and Nutritional Sciences	60	
	PUC 103	Physical activity and Health Promotion	20	
	PUC104	Foundations in Sports and Exercise Injury Management	20	

### 15. Personal Development Planning

Personal development planning is an integral part of the programme and will be facilitated by the student's personal tutor and the completion of a professional development portfolio over the three years of the programme. Students will be introduced to this at the beginning of the

programme as part of the PU1006 an PU1007, when they will complete a learning styles questionnaire and identify their personal strengths and weaknesses and strategies to develop in these areas.

Students will also complete the University Employability Skills Assessment at regular intervals in conjunction with their personal tutor, in order to monitor their development of transferable employability skills, and highlight areas that need further input either by personal tutor or other University services.

Experiential learning experience forms a cornerstone of the PDP process. Students will develop major parts of their portfolio in these modules, and the portfolio will form a pass-fail component of these modules

Following these experiences, students will be allocated reflection time and 1:1 time with their personal tutor to discuss and reflect on their on-going development plan.

As well as the outlined support for PDP, students will be encouraged to form action learning sets, in order for them to continually reflect on and discuss their practice. These are seen as a method of fast-tracking thought processes, using others as sounding boards to help develop clarity and direction. Students will be introduced to the format and structure of Action Learning Sets in Professional Practice 1 module, and encouraged to use this method to support their learning and development across the programme.

## **16. Admissions criteria**

Anyone 18 years or over can apply. In keeping with UCLAN widening participation initiative, applications from both school leavers and mature candidates are welcomed and a wide range of entry qualifications are accepted equal to 280 points or above, including either Biology, Physical Education or Sports/Exercise Sciences

The following information outlines the entry requirements. Applicants should be 18 years or older. Applications from school leavers and mature candidates are welcomed.

- GCSE/O level: 6 passes at grade C or above, including English, Mathematics and a Science plus one of the following:
- A Level (A2): 280 UCAS points from 3 A2 6-Unit awards to include PE or a Science subject AVCE Double Award = AA + Single A2 at D or above
- BTEC ND: DMM
- Scottish Highers: AABBB
- Irish Leaving Certificate: 280 points
- IB: 30 points.

Entry from appropriate foundation, access and other therapy courses will be considered. For entry into the second year of the course students must have an HND in Sports Therapy, with a second year merit profile.

Accreditation for prior learning will be considered. Applications from individuals with non-standard qualifications, relevant work experience and who can demonstrate the ability to cope

with and benefit from degree level studies are welcome. You will often be asked to attend an interview.

If you have not studied recently you may be required to undertake a Science Access programme or the University Foundation Studies Certificate.

Entry onto the programme is subject to satisfactory enhanced DBS clearance.

#### **17. Key sources of information about the programme**

- **UCAS website**
- **School of Health Sciences website**
- **Fact sheet**
- **UCLan undergraduate prospectus**
- **UCLan website:** <http://www.uclan.ac.uk/information/courses>

## 8. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																	
				Knowledge and understanding		Subject-specific Skills					Thinking Skills				Other skills relevant to employability and personal development						
				A1	A2		B1	B2	B3	B4	B5	C1	C2	C3	C4	D1	D2	D3	D4	D5	D6
LEVEL 6	HI3000	Applied Strength and Conditioning for Sports Therapists (20)	Core	*			*	*	*	*	*	*	*	*	*		*				
	PU3914	Research project (20)	option	*	*		*	*	*	*	*		*		*			*			
	TL3102	Dissertation (40)	option	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	PU3005	Sports Therapy and Clinical Practice (20)	Core	*			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
	PU3006	Management of Sports Injuries in Specific Populations (20)	Core	*	*		*	*	*	*	*	*			*		*				
	PU3100	Complete Management of the injured Athlete (20)	Core	*	*		*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

	PU3306	Skills for Leadership and Business (20)	Option	*							*	*	*	*	*	*	*	*	*		
	TL3153	Advances in Fitness Training (20)	Option	*	*		*	*		*	*	*		*	*	*	*	*	*		
	TL3114	Industry Based Experience (20)	Option	*			*	*	*	*	*	*	*	*	*	*	*	*	*		
<b>LEVEL 5</b>	PU2007	Soft Tissue Therapy and Practice (20)	Core	*	*		*	*	*	*			*	*	*		*	*	*		
	HI2006	Screening techniques for Sports Injury Prevention (10)	Core	*			*	*	*	*	*	*	*	*		*					
	PU2016	Research Methods and Evidence Based Practice 2 (e learning option) (20)	Comp	*					*	*	*	*				*					
	HI2007	Manual Therapy for Sports Injuries (30)	Core	*			*	*	*	*	*	*	*	*		*					
	PU2010	Rehabilitation of Sports Injury (20)	Core	*			*	*	*	*	*	*	*		*					*	
	PU2011	Functional Anatomy and Pathology in Assessment (20)	Core	*			*	*	*	*	*	*	*		*					*	

. LEVEL 4

PU1001	Anatomy (20)	Core	*			*	*	*	*	*	*	*			*				
PU1304	Physiology and Pathology for Sport and Exercise	Core	*			*	*	*	*	*	*	*			*				
PU1002	Research Methods and Evidence Based Practice 1 (20)	Comp	*			*			*		*	*			*				
HI1000	Fundamentals of Movement and Exercise (20)	Core	*	*		*	*	*	*	*		*	*	*	*	*	*	*	*
PU1006	Foundations in Sports Therapy (20)	Core	*	*		*	*	*	*	*	*	*	*		*				
PU1007	Management, Treatment and Referral in Sports Injuries	Core		*		*	*	*	*	*	*	*	*	*	*		*	*	*

## 19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

For example, for a standard BA/BSc (Hons) award the exit award learning outcomes for CertHE (Level 4) and DipHE (Level 5), BA/BSc (Level 6) should be included; for a postgraduate Masters, this would normally be PGDip and PGCert.

### Learning outcomes for the award of: Bachelor Degree (BSc Sport, Health and Exercise) – Level 6

<b>13. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>A. Knowledge and Understanding</b>
A1. National and international policies and health agendas and the way in which they influence Sports Therapy practice.
<b>Teaching and Learning Methods</b>
Modes of delivery include teacher-led lectures, student-led seminars and workshops, laboratory and practical sessions; work based learning, and individual tutorial sessions. Student learning is encouraged and supported by eLearn (web-based virtual learning environment) and reflective practice.
<b>Assessment methods</b>
Reflective clinical portfolios, Practical reports, projects and data analysis; individual presentations, student led practical sessions/demonstrations; examinations.
<b>B. Subject-specific skills</b>
B1. Apply a person-centred approach
B2. Implement legal and ethical principles in practice
B3. Facilitate innovation in order to create improvement in health and well being
<b>Teaching and Learning Methods</b>
Modes of delivery include teacher-led lectures, student-led seminars and workshops, laboratory and practical sessions, work based learning, and individual tutorial sessions.

Student learning is encouraged and supported by E learn (web-based virtual learning environment) and reflective practice.

**Assessment methods**

Reflective clinical portfolios, Practical reports, projects and data analysis; individual presentations, student led practical sessions/demonstrations; examinations.

**C. Thinking Skills**

C1. Solve problems by critically appraising and evaluating best available evidence

C2. Apply effective reasoning to justify appropriate application of knowledge

C3. Debate the impact of change on Sports Therapy practice

**Teaching and Learning Methods**

Thinking skills are developed throughout all modules. Students will develop these skills through a combination of review, reflection and experimental and clinical work. The variety of teaching and learning experiences offered will facilitate the students experience particularly through the provision of work-based learning opportunities.

**Assessment methods**

Reflective clinical portfolios, Practical reports, projects and data analysis; individual presentations, student led practical sessions/demonstrations; examinations.

**D. Other skills relevant to employability and personal development**

D1. Exemplary attitudes and behaviours in all professional and personal contexts

D2. Adopt a flexible and adaptable approach to employment

D3. A broad range of communication skills and strategies

D4. Work effectively with others

D5. Reflect on own performance and plan lifelong learning.

D6. A broad range of communication skills and strategies

**Teaching and Learning Methods**

Thinking skills are developed throughout all modules. Students will develop these skills through a combination of review, reflection and experimental and clinical work. The variety of teaching and learning experiences offered will facilitate the students experience particularly through the provision of work-based learning opportunities.

**Assessment methods**

Reflective clinical portfolios, Practical reports, projects and data analysis; individual presentations, student led practical sessions/demonstrations; examinations.

**Learning outcomes for the award of: Diploma of Higher Education Sport, Health and Exercise – Level 5**

<b>14. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>A. Knowledge and Understanding</b>
A1. National and international policies and health agendas and the way in which they influence Sports Therapy practice.
<b>Teaching and Learning Methods</b>
Modes of delivery include teacher-led lectures, student-led seminars and workshops, laboratory and practical sessions; work based learning, and individual tutorial sessions. Student learning is encouraged and supported by eLearn (web-based virtual learning environment) and reflective practice.
<b>Assessment methods</b>
Reflective clinical portfolios, Practical reports, projects and data analysis; individual presentations, student led practical sessions/demonstrations; examinations.
<b>B. Subject-specific skills</b>
B1. Apply a person-centred approach
<b>Teaching and Learning Methods</b>
Modes of delivery include teacher-led lectures, student-led seminars and workshops, laboratory and practical sessions, work based learning, and individual tutorial sessions. Student learning is encouraged and supported by E learn (web-based virtual learning environment) and reflective practice.
<b>Assessment methods</b>
Reflective clinical portfolios, Practical reports, projects and data analysis; individual presentations, student led practical sessions/demonstrations; examinations.
<b>C. Thinking Skills</b>
C1. Apply effective reasoning to justify appropriate application of knowledge
C2. Debate the impact of change on Sports Therapy practice
<b>Teaching and Learning Methods</b>
Thinking skills are developed throughout all modules. Students will develop these skills through a combination of review, reflection and experimental and clinical work. The variety of

teaching and learning experiences offered will facilitate the students experience particularly through the provision of work-based learning opportunities.
<b>Assessment methods</b>
Reflective clinical portfolios, Practical reports, projects and data analysis; individual presentations, student led practical sessions/demonstrations; examinations.
<b>D. Other skills relevant to employability and personal development</b>
D1. Exemplary attitudes and behaviours in all professional and personal contexts D2. Accesses, appraises and applies best available evidence to practice D3. Adopt a flexible and adaptable approach to employment D4. Work effectively with others D5. Reflect on own performance and plan lifelong learning. D6. A broad range of communication skills and strategies
<b>Teaching and Learning Methods</b>
Thinking skills are developed throughout all modules. Students will develop these skills through a combination of review, reflection and experimental and clinical work. The variety of teaching and learning experiences offered will facilitate the students experience particularly through the provision of work-based learning opportunities.
<b>Assessment methods</b>
Reflective clinical portfolios, Practical reports, projects and data analysis; individual presentations, student led practical sessions/demonstrations; examinations.

#### Learning outcomes for the award of: Certificate of Higher Education – Level 4

<b>15. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>A. Knowledge and Understanding</b>
<b>Teaching and Learning Methods</b>
Modes of delivery include teacher-led lectures, student-led seminars and workshops, laboratory and practical sessions; work based learning, and individual tutorial sessions. Student learning is encouraged and supported by eLearn (web-based virtual learning environment) and reflective practice.
<b>Assessment methods</b>

Reflective clinical portfolios, Practical reports, projects and data analysis; individual presentations, student led practical sessions/demonstrations; examinations.
<b>B. Subject-specific skills</b>
B1. Apply a person-centred approach
<b>Teaching and Learning Methods</b>
Modes of delivery include teacher-led lectures, student-led seminars and workshops, laboratory and practical sessions, work based learning, and individual tutorial sessions. Student learning is encouraged and supported by E learn (web-based virtual learning environment) and reflective practice.
<b>Assessment methods</b>
Reflective clinical portfolios, Practical reports, projects and data analysis; individual presentations, student led practical sessions/demonstrations; examinations.
<b>C. Thinking Skills</b>
<b>Teaching and Learning Methods</b>
Thinking skills are developed throughout all modules. Students will develop these skills through a combination of review, reflection and experimental and clinical work. The variety of teaching and learning experiences offered will facilitate the students experience particularly through the provision of work-based learning opportunities.
<b>Assessment methods</b>
Reflective clinical portfolios, Practical reports, projects and data analysis; individual presentations, student led practical sessions/demonstrations; examinations.
<b>D. Other skills relevant to employability and personal development</b>
D1. Exemplary attitudes and behaviours in all professional and personal contexts
D2. Accesses, appraises and applies best available evidence to practice
D3. Adopt a flexible and adaptable approach to employment
D4. Work effectively with others
D5. Reflect on own performance and plan lifelong learning.
D6. A broad range of communication skills and strategies
<b>Teaching and Learning Methods</b>
Thinking skills are developed throughout all modules. Students will develop these skills through a combination of review, reflection and experimental and clinical work. The variety of teaching and learning experiences offered will facilitate the students experience particularly through the provision of work-based learning opportunities.

**Assessment methods**

Reflective clinical portfolios, Practical reports, projects and data analysis; individual presentations, student led practical sessions/demonstrations; examinations.