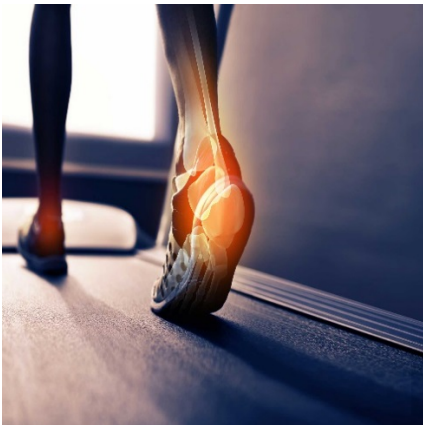


| Middlesbrough College

| BSc (Honours) Sports Therapy with Rehabilitation [Top-Up]

| Programme Specifications



Programme Specification

(Notes on how to complete this template are provide in Annexe 2)

1. Overview/ factual information

Programme/award title(s)	BSc (Honours) Sports Therapy with Rehabilitation [Top-Up]
Teaching Institution	Middlesbrough College
Awarding Institution	The Open University (OU)
Date of first OU validation	2018
Date of latest OU (re)validation	2023
Next revalidation	2027/2028
Credit points for the award	120
UCAS Code	A169
Programme start date	September 2023
Underpinning QAA subject benchmark(s)	Events, Hospitality, Leisure, Sport and Tourism 2019 Health Studies (2019)
Other external and internal reference points used to inform programme outcomes	SEEC Credit Level Descriptors Framework for Higher Education Qualifications Foundation Degree Characteristics Statement
Professional/statutory recognition	Sports Therapy Organisation (STO)
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face)	FT, Face-to Face
Duration of the programme for each mode of study	1 year
Dual accreditation (if applicable)	N.A.
Date of production/revision of this specification	December 2022

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student's handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The overall aim of the programme is to provide a contemporary sector-relevant syllabus for practitioners, or for those aiming for employment in the sports therapy with rehabilitation industry. This will be achieved by following intended learning outcomes under the following categories:

Knowledge and Understanding

- Apply sector-relevant skills, knowledge, understanding and professional attitudes required to contribute to, and find/create employment in the sports therapy with rehabilitation industry;
- Demonstrate a detailed understanding of key testing equipment (hardware and software) related to the vocational area

Cognitive Skills

- Critically analyse data, draw conclusions and apply solutions in a sports therapy with rehabilitation context;
- Synthesise information to inform a choice of solutions to a range of problems in a sports therapy with rehabilitation context;
- Critically apply academic and vocational sports therapy and rehabilitation knowledge and relate this information to clients' needs;

Practical and Professional Skills

- Produce effective programmes tailored to the needs of individual clients;
- Apply multiple different sports therapy and rehabilitation related techniques to effectively treat/support patients/clients;

Key Transferrable Skills

- Reflect critically and independently upon the application of sports therapy with rehabilitation practice in different contexts.
- Utilise a range of study methods in the exploration of sports therapy with rehabilitation practice.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

Completion of the Foundation Degree in *Sports Therapy with Rehabilitation* provides the opportunity for students to progress onto this programme. The Fd programme was developed alongside this award.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place

N.A.

2.4 List of all exit awards

BSc Sports Therapy with Rehabilitation [60]

BSc (Honours) Sports Therapy with Rehabilitation [120 Credits]

BSc Sports Therapy with Rehabilitation

<u>Programme Structure - LEVEL 6</u>					
Compulsory modules	Credit points	Optional modules	Credit	Is module compensa	Semester
Dissertation	40			N	Year
Acute Sports Injury Management	20			N	Long
Return to Performance	20			Y	Year
EBP and Placement	20			N	Long
Neuromusculoskeletal Pain – Treatment and Assessment	20			N	Year
					Long

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

A1: Critically evaluate a range of theories, principles, techniques, specialist software, and technologies to design a sports therapy and rehabilitation treatment regimen.

A2: Research, critically evaluate and analyse primary and/or secondary data in order to inform unpredictable and complex problems.

A3: Demonstrate a detailed and comprehensive knowledge and understanding of complex and conflicting theories and concepts relevant to sports therapy and rehabilitation.

A1: In addition to exploring a range of theories and techniques, hands-on experience of a range of specialist field-based equipment and software, such as Optojump, EMG, GPS units and heart rate monitoring, is encountered in the practical seminars in the physiology laboratory and the practical environments. The practical elements of Sports Therapy and Rehabilitation are embedded with limited tutor guidance through group and one-to-one demonstrations within the College Therapy Clinic, Health and Fitness suite and the Sports Hall. Practical sessions provide hands-on experience of managing clients and designing and executing full patient/client assessment, full rehabilitation programmes and offering a range of solutions to deficits in recovery from injury, return to play/function and athletic performance. Emphasis is placed on evidence-based practice. The skills obtained from the practical sessions are put into practice during student placements with internally and externally. Students are required to provide sports therapy and rehabilitation services for their assigned placements, under limited supervision of qualified staff. Summative assessment of this outcome is through the final dissertation, client assessment with accompanying justification, presentation, written reports, case studies, reflective e-portfolio of placement hours and practical assessments.

A2: Students are required to include accurate data and statistical analysis methods when designing primary and/or secondary research. Students are also expected accurately to analyse data collected to and formulate precise and meaningful conclusions. Summative assessment includes the final dissertation, written reports, case studies, and an e-portfolio of placement hours.

A3: Detailed theoretical knowledge and understanding of sports therapy and rehabilitation practice is provided through a combination of lectures and seminars. Lectures are used to ignite curiosity in

3B. Cognitive skills

Learning outcomes:

Learning and teaching strategy/

3B. Cognitive skills	
<p>B1: Critically evaluate and analyse sources of primary and secondary data/ research in order to adapt techniques relevant to sports therapy and rehabilitation individually and as part of a multi-disciplinary team.</p> <p>B2: Articulate theoretical arguments and research questions relating to sports therapy and rehabilitation practice.</p>	<p>B1: Practical seminars revolve around peer interaction and group collaboration, with students taking the lead discussing client/ athlete information and data and how this information can be used to drive improvements in performance. Hands-on experience of obtaining information and data from clients/athletes is included in seminars (working with peers in their programme group and clients/athletes within the college), with facilitation from the module tutor. In addition, student placements within the Middlesbrough College sports academies, and during an external placement, require students to discuss a range of clinical, client/athlete information and data with therapists and coaches, before being agreed with the placement supervisor, in order design treatment and rehabilitation programmes that restore function and improve performance. Summative assessment is through written reports, case studies, presentations, e-portfolio of placement hours and practical assessments.</p> <p>B2: All theory-based seminars focus on higher-level research skills and</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods

3C. Practical and professional skills

C1: Plan and design specific sports therapy and rehabilitation research/interventions in a range of complex scenarios ensuring ethical implications are suitably considered.

C2: Critically reflect upon personal performance, values and systems in the context of sports therapy and rehabilitation using reflective practice and implement changes to practice.

C3: Demonstrate an informed understanding of the utilisation of specialist sports therapy and rehabilitation equipment across a wide range of applications.

C1: Practical seminars and student placements require students to plan effective treatment and rehabilitation programmes in order to improve return to function and athletic performance. In order to justify the design of the programmes, students are required critically to evaluate their selected methodologies, under limited guidance from the tutor and/or placement supervisor. Summative assessment is through the final dissertation, written reports, case studies, e-portfolio of placement hours and practical assessments.

C2: Seminars provide the opportunity for students to discuss their application of sports therapy and rehabilitation theory and knowledge, with a range of practitioners, such as peers, strength and conditioning coaches, therapists and sport scientists. This feedback is recorded by students and used to help direct future development. In addition, after completion of the student placement, students are required to hold a professional discussion with their placement supervisor, in order to obtain feedback and areas of development. Seminars and tutorials provide the opportunity for students critically to self-reflect upon their application of sports and rehabilitation therapy, the systems they have used and how their own values have affected their practice - all with limited guidance from the module tutors. Students are expected to select and apply a range of tools to aid in this self-reflection. In addition, after completion of student placements, students are required to submit an evidence-based reflection of their practice, stating how they will use the experiences to develop further. This reflection is discussed with the placement supervisor. Summative assessment includes client assessment with accompanying justification, presentation, written reports, case studies, an exercise referral plan and an e-portfolio of placement hours.

C3: Students are required to select appropriate sports therapy and rehabilitation equipment in order to obtain the data they may require in response to more complex research questions. Students are challenged to use the equipment effectively and to apply the results in order to improve sports therapy and rehabilitation outcomes. In one-to-one tutorials, students discuss the applications of data obtained from testing to drive forward clinical outcomes. Summative assessment is through the final dissertation, written reports,

3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/
<p>D1: Utilise reflective practice to critically evaluate and develop personal role to communicate effectively with clients and assume responsibility whilst adapting to complex and unpredictable contexts.</p> <p>D2: Demonstrate sustained levels of accuracy in advanced scholarship skills with presentation of articulate, written commentary, analysis and enquiry.</p> <p>D3: Demonstrate the ability to undertake independent study autonomously with limited supervision/direction in exploring theory and developing practice within the</p>	<p>D1: Students are challenged to provide sports therapy and rehabilitation guidance to a diverse range of clients, under limited supervision. Students are tasked with adapting their interpersonal and communication skills to suit a range of clients in unpredictable contexts. Summative assessment is through e-portfolio of placement hours and practical assessments.</p> <p>D2: Students are expected to take ownership of their academic writing and presentation style. Students should review their own scholarship skills, identify areas of development and seek guidance on how to improve. One-to-one tutorials are made available for students to discuss strengths and areas of development in their scholarship skills. Summative assessment is through the final dissertation.</p> <p>D3: Key lectures are used to signpost students to resources that support the</p>

[Please insert here title of exit awards(s) at Level 6]

B.Sc. Sports Therapy with Rehabilitation [60 Credits]

B.Sc. (Honours) Sports Therapy with Rehabilitation [120 Credits]

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
- **where in the structure above a professional/placement year fits in and how it may affect progression**
- **any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route**

4.1 Delivery

A significant feature of the programme structure is the duration of all modules: all are delivered in year-long mode. The main reason for this structure is to allow prolonged development of professional skills. Sports Therapy and Rehabilitation practice requires interaction with a multitude of clients, athletes, end goals, techniques and rehabilitation regimens. Year-long module delivery provides the opportunity to advance these skills over a longer period and assists staff in developing autonomy in students.

4.2 Clinic

Middlesbrough College's Sports Injury Clinic is a college-based clinic run by the Fd (L5) and BSc Sports Therapy with Rehabilitation students. Students are supervised at all times by lecturers on the prospective courses. Students accumulate clinical hours in the Sports Injuries Clinic and evidence this through a reflective clinical log as part of summative assessments for specific modules. Students utilise the physiology lab and gymnasium to assist client's needs where necessary.

Clients at the clinic have a mix of sports injuries and Musculo-skeletal injuries. Clinic is open to the staff and students at Middlesbrough College, external local teams, and the general population. Clients pay a nominal fee to be assessed and treated by the students. Students can utilise any learned soft tissue techniques and rehabilitation techniques applicable.

Bookings for the clinic are taken via the Sport, Travel and Public Service (STPS) reception, and treatment plans and re-bookings are managed by the students.

Students keep medical notes (currently written) and are encouraged to keep contemporaneous notes (SOAP), ensuring clients can be followed up by colleagues in a professional and progressive way. This safeguards continuity and ensures that clients can be treated effectively by other therapists. Notes are stored in locked cabinets and stored so that client's medical records are handled as per GDPR 2018.

3rd Party and Public Liability insurance is provided by the College Liability insurance Zurich Municipal Insurance- Policy Number - NHE-08CB43-0013, for students and Lecturers treating clients in clinic as long as they stay within their scope of practice.

4.3 Clinic Hours

The programme provides onsite clinical work placement opportunities at the College as part of the module *EBP and Placement*. This module requires students to attend the in-house Injury Clinic and complete supervised clinical experiential learning for a minimum of 150 hours. This reflective placement is in line with the industry standard for education and training. 60 of the 150 hours must be undertaken within the Middlesbrough College Injury Clinic. The remaining 90 placement hours include a combination of pitch-side care with a Middlesbrough College sports academy (50 hours) and an external placement(s) (40 hours). When providing pitch-side care, students are on hand to treat any injuries and/or medical conditions athletes may have while competing. Students are supported in obtaining and completing further supervised placement outside the College in sports teams and/or clinical environments. Placements are monitored by module tutors including the use of a placement handbook.

5. Support for students and their learning

5.1 Induction

The following activities are provided in Induction Week:

- Alumni speak to new students about their experience of the programme and provide specific advice around what students need to do to achieve the highest possible grades and get the most out of the programme.
- Current students from all three years are invited to a light lunch/buffet to meet and greet new students.
- A representative from the Student Union helps to elect Student Representatives.

5.2 Engagement Support

Engagement is monitored closely to ensure that all students are getting the best from the programme. Should a student need to miss a session for any reason, they are required to email the lecturer beforehand. Where a lecturer notes that a student is absent with no prior warning, the student is contacted at the end of the session, asking if the student is well and reminding the student that they are required to inform lecturers if they cannot attend.

Where a student misses three consecutive sessions, the year tutor also contacts the student with an invitation to attend a formal meeting. Where attendance problems persist, the year tutor works with the college student support staff who, where necessary, direct students to the relevant confidential support (personal, financial, etc.). Where students are facing difficulties, it is vital to ensure they get the right support and where necessary, decide to withdraw or suspend as the timing of any withdrawal/suspension can affect their student loan.

5.3 Tutorial Support

Student tutorial opportunities are embedded in all sessions. Practical sessions are structured to provide ongoing tutorials from lecturers while students are completing group tasks. Theory sessions are structured to provide input through demonstration followed by facilitated practical experimentation, in which spontaneous tutorials can be held or scheduled for dedicated, timetabled weekly tutorial sessions. Formative and summative feedback tutorial sessions are also designed into each module and feedback tutorial sessions are listed in module guides.

5.4 Encouraging Completion

One of the significant advantages offered by the programme is the amount of time students are given by module tutors. This is due to the relatively small number of students and mode of delivery discussed above. There are, therefore, plenty of opportunities to give formative feedback and emphasise the importance of submitting on time. Another oft-repeated comment is that students must let lectures know as soon as possible if a deadline may be missed so that, where appropriate, a deferred submission application can be submitted.

5.5 Reassessment Period

Tutorials and all essential resources are provided for students who are offered reassessment opportunities by a properly constituted Exam Board.

5.6 Year Tutors

The year tutor offers return to study sessions during which students are encouraged to reflect on their performance in preceding programmes and develop support strategies, determine the highest award classification that is attainable, and develop strategies to achieve this best outcome.

6. Criteria for admission

The directly relevant entry qualification is a Foundation Degree in Sports Therapy with Rehabilitation. However, for applicants who have not completed that programme, the programme team explore the applicants' qualifications in relevant, related fields at Foundation Degree or HND level (such as injury management).

Where applicants apply with qualifications that are not directly relevant, the programme team looks for evidence of relevant experience. Non-standard entrants are interviewed to assess their ability to complete the course. This activity entails a review of any professional experience and training gained in the workplace to ensure that applicants are adequately prepared to cope with the academic level of study. The programme team explore applicants' qualifications and experience for relevance and will apply the college RPL process/policy if necessary. All applicants are interviewed by the Programme Leader.

For non-standard applicants who lack specific fundamental skills/certificates essential to join the programme, e.g. the LUBAS certificate which is required for students to provide pitch-side care, these students are provided the opportunity to achieve this certificate at the start of the academic year. Additionally, non-standard entrants are encouraged to use their £500 pot of funding to fill any significant gaps in knowledge and/or clinically specific skills which they may have in comparison to standard entrants.

In all cases, successful candidates require qualifications in English Language and Mathematics to at least GCSE grade 4 level or have demonstrated adequate skills and competencies in an interview.

In addition, all applicants are required to apply for enhanced DBS which is funded

7. Language of study

English.

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N.A.

9. Methods for evaluating and improving the quality and standards of teaching and learning.

9.1 College HE Teaching and Learning

The College has recognised the importance of having a distinct approach to HE learning and teaching for over ten years. The first HE specific Learning and Teaching process was introduced in 2009. Subsequent reviews and updates in 2011 and 2014 have enhanced the process to reflect the aims of the [UK Professional Standards Framework](#) and prepared the College to meet the expectations of the [Teaching Excellence Framework](#).

Many of the innovations established in the evolution of this process have been subsumed into the current Cross-College Learning and Teaching model for all levels, including a non-graded observation process. The underlying principle is to place the student at the centre of the process to ensure that their learning and attainment of learning outcomes drives the process. Underpinning this has been a focus on ensuring that lecturing staff are fully engaged in the process to match outcomes to professional discussion and peer review. These approaches have been further refined to form part of the college departmental review process.

9.2 Observation of Teaching and Learning (OTL)

The OTL process for HE provision has been contextualised to reflect the differences between HE and FE. The OTL process for FE courses is based upon the expectations of the Common Inspection Framework, whereas the HE model is aligned to the expectations of the [UKPSF](#) and the TEF. Central to the process is the student as an independent learner, developing their academic skills as they progress through their academic career.

The college model distinguishes between different levels of study and differing abilities of the students. At Level 4, teaching staff take a lead role in the student learning process, but as students progress, the balance gradually evolves so that the students become leaders/co-leaders of learning. To facilitate this model, student learning and reflection may not take place at the same time as content delivery, making it difficult for an observer to see the product of the model. To work around this, the OTL process for HE lessons is based on mapping the observation of the session to the scheme of work and planned assessment tasks.

The outcome of the OTL forms the basis of a professional discussion with a Teaching and Learning mentor as well as with members of the HE teaching team, to ensure that good practice is shared across the College. Any trends identified from OTL reports or staff feedback are used to inform relevant CPD activity.

9.3 Feedback from Students

Another input to the process of evaluating and improving the quality and standards of teaching and learning is feedback from students. Feedback emerges through several routes. The most significant is through module evaluation questionnaires. In addition to five-point Likert scale questions, students are asked to state 'what worked and what could be improved' regarding any aspect of the module. The results and comments from the module evaluation questionnaires feed into module reports. Over the past twelve years this student feedback has been vital in informing the major and minor modifications the programme has undergone. Student feedback is also collected from induction surveys, the Student Reps, the NSS and in both formal and *ad hoc* tutorials.

9.4 Staff Workforce Development

Improving the quality and standards of teaching and learning is also a focus of the internal and external workforce development (WFD) sessions. Academic staff attend a range of internal and external staff development events aimed at improving teaching and learning. The academic year 20/21 saw the introduction of Teaching Innovation Groups (TIG).

9.5 Staff New to HE

All staff new to teaching HE at the College are required to hold a relevant degree and a PGCE as part of the terms of their employment. A higher degree is desirable

10. Changes made to the programme since last (re)validation

- The following modules are included for Revalidation at Level 6 in March 2023: EBP and Placement, Return to Performance, Neuro MSK Pain – Treatment and Assessment Techniques, and Acute Sports Injury Management.
- All existing modules have been reviewed/update to assure industry relevance.
- Each module included on the previous version of the programme has been amended either considerably or slightly depending on the extent required determined by the module lead and/or programme leader.
- Greater emphasis has been placed on providing students with practical hands-on experience in settings which replicate industry at Level 6. In the module EBP and Placement, students apply their knowledge and skills retained into the College's internal clinic, which is open to staff, students and the general public. Also, in the module EBP and Placement, students will attend Middlesbrough College's Sports Academy matches on Wednesday afternoons to provide "pitch-side" care where necessary. This enables students to gain the necessary knowledge and skills to do so from Lectures/Seminars, and the LUBAS Trauma course which they attend in November.
- Currently, the course is not accredited by an external body, preventing students from graduating as accredited Sports Therapists and therefore subsequently being employed by several external organisations such as a professional sports team. This means graduates are required to seek accreditation independently after graduation. Therefore, the programme team are exploring accreditation by the Sports Therapy Organisation (STO) which is recognised by many employers.
- Students are also provided with £500 each per academic year to enable them to gain any necessary qualifications they perceive to make them more employable. Despite this arrangement existing previously on the programme, the students did not take these opportunities on board.

Annexe One: Curriculum map

Annexe Two: Notes on completing the OU programme specification template

Annexe One - Curriculum map

Level	Study module/unit															
		A 1	A 2	A 3	A 4	B 1	B 2	C 1	C 2	C 3	C 4	D 1	D 2	D 3		
6	Dissertation		✓	✓	✓	✓	✓	✓						✓	✓	
	EBP and Placement	✓	✓	✓		✓	✓	✓	✓			✓		✓		
	Neuro MSK Pain – Treatment and Assessment Techniques	✓		✓	✓	✓			✓	✓	✓	✓			✓	
	Acute Sports Injury Management	✓		✓		✓	✓	✓		✓	✓	✓			✓	
	Return to Performance	✓		✓		✓	✓	✓	✓						✓	

Annexe Two: Notes on completing programme specification templates

1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.

2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>

3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>

4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.

5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.

6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.

7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.

