UNIVERSITY OF PLYMOUTH

exeter college endc

ACADEMIC PARTNERSHIPS PROGRAMME QUALITY HANDBOOK 2026-2027

BSc (Hons) Sports Therapy

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Welcome and Introduction

Welcome to the BSc. (Hons) Sports Therapy delivered at Exeter College. We are delighted that you have chosen to study with us. The specialist programme for Sports Therapy integrates academic learning and the development of practical skills to provide the necessary skills for Sports Therapy.

The degree incorporates standard professional practice requirements including therapy related skills and practice, ethical foundations of practice and the conventional knowledge base of pathological, physiological, psychological, biomechanical analysis of performance, injury treatment, rehabilitation, and prevention of injury. It is accredited by and leads to the opportunity to apply for membership of, the Society of Sport Therapists (SST).

The programme has recently been approved with the University of Plymouth to aid in the development and enhance the structure and running of the course. As Sports Therapy is a rapidly growing industry, this course will be perfect to help you grow and become a strong therapist, following from your foundation degree or equivalent.

There will be a student representative for each tutor group on the programme, where they are invited to attend regular programme meetings to give feedback. We have developed the programme from your feedback over the years, and these sessions are essential for growth of Sports Therapy. We work closely with the University of Plymouth during these processes.

You will take part in active “real life” clinics during the academic year, and you are required to participate in additional placement activities. There are placement opportunities that we can support you with, and some of these in the past have included working with Exeter Chiefs RFC and Exeter City FC. You will also be given the opportunity to attend sporting events with Warrior Chimps. You will be assigned to a Sports Academy at the college where you will be their designated lead Sports Therapist for the year, working with year two Sports Therapists also.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

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This Programme Quality handbook contains important information including:

- The approved programme specification
- Module records

Note: The information in this handbook should be read in conjunction with the current edition of:

- Your Programme Student Handbook which contains student support-based information on issues such as finance and studying at HE available on Moodle
- Your Module Guide available at on Moodle.
- Your University of Plymouth Student Handbook available at: https://www.plymouth.ac.uk/your-university/governance/student-handbook

Programme Specification

1. Programme Overview

Programme Title:	BSc (Hons) Sports Therapy
Exit Award(s):	BSc Applied Sports Injury Management Certificate in Higher Education Diploma in Higher Education
Faculty/school/Partner:	Exeter and North Devon College Group (throughout the documentation referred as Exeter College as this is the site of delivery)
Delivery location:	Exeter College
Mode of delivery:	Campus taught
Level of qualification:	6
Programme duration: Full/Part-time	Full time, 3 years
Programme Entry Points:	96
QAA Subject Benchmark Group(s):	• Events, Hospitality, Leisure, Sport, and Tourism QAA Subject Benchmark Statement November 2019 • Health Studies QAA Subject Benchmark Statement April 2024 • The UK Quality Code for Higher Education (The QAA) • Classification Descriptions for FHEQ Level 6 (The QAA)
UCAS code:	ST36
HECOS code(s):	100475 Sports Therapy 100%

The QAA UK Quality Code for Higher Education
OfS Quality and Standards

2. Brief description of the programme

The BSc (Hons) Sports Therapy degree offers a unique and professionally focused learning experience, underpinned by accreditation from The Society of Sports Therapists (The SST). This programme combines academic rigour with hands-on clinical training, preparing students to work confidently and competently in sports therapy and rehabilitation settings. A key feature is the integration of practice-based learning throughout the course, culminating in 250 hours of supervised clinical experience in the final year. Students benefit from small cohort sizes, personalised academic support, and access to industry-standard facilities. Upon enrolment, students receive SST student membership, including £1.5 million of professional insurance cover, and upon graduation, they are eligible for full professional membership to The SST. Graduates of the programme are entitled to work under the professional title of Graduate Sports Therapist and are equipped to pursue careers across a wide range of settings, including amateur to elite sport, private practice, NHS and community musculoskeletal roles, the military, education, and further academic study up to PhD level.

3. Professional Accrediting Body

This programme is being developed with the support of SST – The Society of Sports Therapy with the intention of full PSRB accreditation once approved.

4. Teaching and Learning

Teaching quality, employability, and student support are key factors considered in the development of the programme. Lessons are delivered in a varied manner, including lectures, seminars, practical and clinic sessions with small group and individual tutorials. This allows students to be developed into critical thinkers through case-based learning and applied scenarios, enabling students to develop their problem-solving skills within various situations, students will also review their practice with both their peers and staff to enhance their skills further. The course will implement both the University's Education and Student Experience strategy and Exeter College's Teaching and Learning Excellence guidelines.

Throughout the programme inclusive teaching is utilised to support students' development socially, academically, and practically, this is through digital tools to improve learner engagement and accessibility. Accessibility measures such as altering classroom resources, utilisation of various teaching, learning and assessment strategies and ensuring exam access arrangements are implemented in line with DSA support. The teaching staff also pride themselves on creating an inclusive teaching environment, providing opportunities for all to be successful. Teaching of practical skills is a key element of this programme both within clinic sessions and during practical placements. This is core to meeting the competency standards set by the SST. The students will develop their skills in the early part of the programme in workshop/clinic settings and will build their ability to work independently throughout the programme to enable them to complete the placement hours in the final year. Year 1 students begin developing independent learning skills through guided tasks and structured practical sessions. They will begin to manage their own study time, complete indicative readings, practice basic assessment, and treatment techniques under supervision.

Independence is encouraged but supported by frequent feedback from staff. Year 2 students take greater responsibility for their learning by applying knowledge to case studies and clinical scenarios. Learners will plan and deliver treatments with less supervision, manage their own placement hours, and engage in self-directed research and reflection. Independence will grow as their confidence and competence develops. Year 3 students will demonstrate full professional impendence through extended clinical placements and the completion of a dissertation. They are expected to manage their own workload, make informed clinical decisions, and critically evaluate their practice. This level reflects readiness for autonomous practice as a graduate Sports Therapist.

5. Assessment methods

Assessment is aligned to the University of Plymouth Assessment Policy and designed to be a valid, reliable, and practical assessment of knowledge and understanding, critical thinking and professional attributes - with the intention to support the development of reflective, life-long learners who are able to assess their own performance. Assessment methods have also been selected to meet PSRB requirements to demonstrate required knowledge and practical competencies.

The programme is committed to ensuring assessment methods are fair and equitable, inclusive, and accessible, aligned with learning outcomes, compliant with equality legislation and consistent with the SST accreditation standards. The programme utilises a range of assessment methods including written coursework, practical assessments, reflective portfolios, and research projects/dissertations. These maintain inclusive through learning outcomes and professional standards being clearly mapped, accesses and transparency on grading criteria and grading rubrics, formative feedback opportunities during PDP and 1-1's, periodised assessment timetabling to avoid busy periods, all written in accessible language.

Reasonable adjustments are made in accordance with University of Plymouth and the Society of Sports Therapists (SST) policies. Reasonable adjustments will be determined in consultation with disability support services, Programme leadership, and accrediting organisations. Possible adjustments could be additional times in written examinations, rest breaks during assessment and modified assessment environments.

As an SST accredited programme, students must demonstrate achievement of required clinical and practical competencies, whilst reasonable adjustment can be made to assessment methods, students must still demonstrate the required practical competencies in a safe, effective, and independent manner to meet the SST professional standards.

Adjustments cannot remove core competency requirements, compromise patient / client safety, lower professional thresholds required for registration or substitute essential practical skills with purely theoretical assessments. If a competency is deemed an essential professional requirement, it must be achieved in practice.

Assessment breakdown below.

Year 1 assessment methods:
Written examination to assess underpinning knowledge (EXCE1182, EXCE1184, EXCE1185)
Portfolio of evidence to track practical competencies, introduce professional reflection (EXCE1187)
Presentations (EXCE1182)
Practical examinations (clinical setting, first aid setting, gym setting) (EXCE1183, EXCE1184, EXCE1186)
Laboratory report (EXCE1186)

Year 2 assessment methods
Practical examinations (EXCE2119, EXCE2124)

Written assignment (EXCE2124)
Coursework (literature review, project proposal, rehabilitation programme, exercise programme) (EXCE2120, EXCE2121, EXCE2122, EXCE2123
Presentation (EXCE2123)

Year 3 assessment methods
Practical examinations (EXCE3019, EXCE3020, EXCE3033)
Written examinations (EXCE3019)
Presentation (EXCE3020)
Coursework (EXCE3021, EXCE3022, EXCE3033)
Portfolio of evidence (EXCE3021, EXCE3022)

The BSc (Hons) Sports Therapy programme uses a comprehensive range of summative and formative assessments designed to ensure students develop the theoretical understanding, practical competence, and professional behaviours required for SST accreditation. Summative assessments include written examinations, coursework, practical and viva examinations, presentations, portfolios, and a final dissertation, enabling students to demonstrate academic knowledge, clinical reasoning, and applied skills in realistic and professional contexts. These assessments progressively build from foundational theory at Level 4 to autonomous clinical practice at Level 6. Alongside this, formative assessments—such as in-class practical feedback, self-reflections, draft submissions, peer review, mock assessments, and tutorial discussions—provide ongoing opportunities for feedback and development. Together, these approaches create a balanced and developmental assessment strategy that integrates theory with practice, supports reflective learning, and ensures graduates are fully prepared for safe, effective, and evidence-based professional practice.

In Year 1 (Level 4), assessment focuses on foundational scientific and clinical knowledge, with written and practical examinations used to evaluate understanding of anatomy, physiology, and basic injury assessment, alongside introductory clinical and reflective coursework. Moving into Year 2 (Level 5), assessments become more applied and integrative, combining practical examinations with questioning to test diagnostic reasoning, rehabilitation planning, and evidence-based decision-making. Coursework at this stage increasingly requires critical analysis and research application, bridging academic learning with clinical practice. By Year 3 (Level 6), assessment emphasises professional competence and independence, with students demonstrating advanced clinical reasoning, autonomous practice, and reflective professionalism through substantial clinical placements, portfolios, presentations, and a dissertation. This progressive structure ensures a coherent transition from theoretical foundations to advanced, practice-ready capability aligned with SST professional standards.

Feedback is provided in multiple forms, written, verbal, and digital, following summative and formative assessments. Written feedback on coursework highlights strengths, areas for improvement, and alignment with learning outcomes, while verbal feedback is frequently delivered in practical sessions, clinical workshops, and tutorials to refine technical skills and professional behaviours in real time. Feedforward is used proactively to help students apply previous feedback to future tasks and enhance ongoing performance. This includes guidance on how to improve academic writing, clinical reasoning, and professional communication, often supported through one-to-one

tutorials, group discussions, and reflective portfolio reviews. Mock assessments, draft submissions, and peer review sessions are also used to provide early formative feedforward opportunities, allowing students to act on advice before final submission or examination. Across all levels, feedback and feedforward are designed to be timely, specific, and developmental, promoting self-reflection and encouraging students to take increasing ownership of their learning. By Level 6, this approach supports students in integrating feedback autonomously within clinical decision making and professional practice, preparing them for the reflective and evaluative demands of working as an SST accredited Sports Therapist.

The use of authentic and practice-based assessments is apparent throughout the programme and replicate real-world professional contexts. From supervised clinical placements and emergency care simulations to rehabilitation programme design and multidisciplinary case presentations, students are consistently assessed in environments and scenarios that reflect the realities of sports therapy practice. This ensures graduates are not only academically competent but also professionally prepared, reflective, and confident in delivering safe, effective, and evidence-based care in diverse sporting and clinical settings.

6. Admissions Criteria:

Minimum entry qualifications for this programme are as follows:

All applicants must have GCSE (or equivalent) Maths and English at Grade 4/C or above.
Any additional requirements to be listed below:

Entry Requirements for BSc (Hons) Sports Therapy	
A-level/AS-level	Normal minimum entry requirements are CCC - BBC at A-level to include a science (e.g. Biology or Physical Education) 96 Points
BTEC National Diploma/QCF Extended Diploma	Candidates are interviewed before an offer is made. Grade MMM to DMM required. 96 Points
Access to Higher Education at level 3	Candidates are interviewed before an offer is made. Pass an Access to HE Diploma in Science, Health Sciences or Sports Science with 45 credits at Level 3. We recommend a minimum of 30 credits at merit or distinction.
Welsh Baccalaureate	Candidates are interviewed before an offer is made. Equivalent to 96 UCAS points
Scottish Qualifications Authority	Candidates are interviewed before an offer is made. Equivalent to 96 UCAS points
Irish Leaving Certificate	Candidates are interviewed before an offer is made. Equivalent to 96 UCAS points
International Baccalaureate	Candidates are interviewed before an offer is made. Equivalent to 96 UCAS points
Direct Entry to level 5 & 6	APEL to either Level 5 (Year 2) or Level 6 (Year 3) is only applicable when transferring from an accredited SST programme.

Disclosure and Barring Service (DBS) Requirements

All applicants must disclose any criminal records or other issues which might reasonably be considered to impact on their suitability to join a course at College. When considering applicants with criminal convictions the College will comply with the Rehabilitation of Offenders Act 1974. All offers to study with us are conditional on satisfactory health, welfare, and police checks completed before your course begins. If you do not pass these checks, you will not be able to continue your course. You may be allowed to start if the checks are still in progress, but if they are not passed, your place will be withdrawn.

Enhanced disclosures will be made on all students during the induction week of the programme; within your welcome pack you will be provided with the documentation required for these checks to be actioned. This process must be completed, even if a check has recently been completed for another organisation. All information is treated in the utmost confidence. Our courses involve roles that require a high level of public trust. To protect the safety of the public, all applicants must declare any convictions, cautions, or pending prosecutions. This information can also be provided on the UCAS application form.

A disclosure that includes details of an offence does not automatically prevent you from studying on our courses. Each case is reviewed individually and confidentially by the College's People and safeguarding teams. These faculties consider whether the disclosure could affect a student's ability to undertake placements, gain employment or professional accreditation after graduation.

Fitness to Practice

This programme is subject to the University of Plymouth's Fitness to Practice procedures, reflecting the professional responsibilities associated with sports therapy practice. Students are expected to demonstrate appropriate professional behaviour, integrity, and conduct throughout the programme, both in academic settings and during clinical placements; in alignment with the competencies outlined by the Society of Sports Therapists.

Fitness to practice encompasses behaviour, health, and professional conduct that may impact a student's ability to Practice safely, ethically, and effectively. Concerns may arise from, but are not limited to, breaches of professional conduct, unsafe practice, criminal behaviour, or health issues that may compromise client safety.

Where concerns about a student's fitness to Practice are identified, these will be managed in accordance with the University of Plymouth's Fitness to Practice policy. Outcomes may include support measures, conditions on practice, suspension from placement activity, or, in serious cases, withdrawal from the programme.

Full details of DBS procedures and the Fitness to Practice Policy are available through the University's governing regulations and policy webpages.

7. Programme structure diagrams.

Full-time Course Structure:

Module code	Module title	Stage of study	Credits	Level	Semester
EXCE1182	Introduction to Anatomy and Injury Pathology	1	20	4	All year
EXCE1183	Foundations of Musculoskeletal Clinical Assessment	1	20	4	All year
EXCE1184	Sports Therapy Skills	1	20	4	All year
EXCE1185	Applied Sport Sciences for Sports Therapists	1	20	4	All year
EXCE1186	Exercise Programming and Strength Foundations	1	20	4	All year
EXCE1187	Clinical Foundations and Professional Practice	1	20	4	All year
EXCE2119	Musculoskeletal Examination and Assessment	2	20	5	All year
EXCE2120	Advanced Sports Therapy Skills	2	20	5	All year
EXCE2121	Musculoskeletal Rehabilitation	2	20	5	All year
EXCE2122	Research Methods	2	20	5	All year
EXCE2123	Injury Prevention and Optimising Performance	2	20	5	All year
EXCE2124	Exercise for Health and Special Populations	2	20	5	All year
EXCE3019	Sports Trauma Management	3	20	6	All year
EXCE3020	Advanced Sports Rehabilitation	3	20	6	All year
EXCE3021	Contemporary Sports Therapy Practice	3	20	6	All year
EXCE3022	Professional Practice and Placement	3	20	6	All year
EXCE3023	Dissertation	3	40	6	All year

Skills passport assessment mapping		
Module Code	Module Title	Pre-Requisite module code & title
EXCE2119	Musculoskeletal Examination and Assessment	EXCE1182 Introduction to Anatomy & Injury Pathology EXCE1183 Foundations of musculoskeletal assessment
EXCE2120	Advanced Sports Therapy Skills	EXCE1182 Introduction to Anatomy & Injury Pathology EXCE1184 Sports Therapy Skills
EXCE2121	Musculoskeletal Rehabilitation	EXCE1182 Introduction to Anatomy & Injury Pathology EXCE1185 Applied Sport Sciences for Sports Therapists EXCE1186 Exercise Programming & Strength Foundations
EXCE2122	Research Methods	EXCE1187 Clinical Foundations and Professional Practice
EXCE2123	Injury Prevention and Optimising Performance	EXCE1185 Applied Sport Science for Sports Therapists EXCE1186 Exercise Programming and Strength Foundations
EXCE2124	Exercise for Health and Special Populations	EXCE1185 Applied Sport Science for Sports Therapists EXCE1186 Exercise Programming and Strength Foundations

EXCE3019	Sports Trauma Management	EXCE1184 Sports Therapy Skills EXCE2119 Musculoskeletal Examination and Assessment
EXCE3020	Advanced Sports Rehabilitation	EXCE2121 Musculoskeletal Rehabilitation EXCE2123 Injury Prevention and Optimising Performance EXCE2124 Exercise for Health and Special Populations
EXCE3021	Contemporary Sports Therapy Practice	EXCE2119 Musculoskeletal Examination and Assessment EXCE2120 Advanced Sports Therapy
EXCE3022	Professional Practice and Placement	EXCE2119 Musculoskeletal Examination and Assessment EXCE2120 Advanced Sports Therapy EXCE2121 Musculoskeletal Rehabilitation EXCE2123 Injury Prevention and Optimising Performance

Programme Aims:
The general aims of the programme are to:

The BSc (Hons) Sport Therapy programme aims to:

1. Equip students with the theoretical knowledge and practical skills required to assess, treat, and rehabilitate musculoskeletal injuries in a variety of clinical and sporting contexts.
2. Develop students' ability to apply clinical reasoning and evidence-based practice across the domains of prevention, assessment, intervention, rehabilitation, and emergency care.
3. Foster professional autonomy and multidisciplinary collaboration, preparing students to work effectively within healthcare teams and sports environments.
4. Promote ethical, inclusive, and culturally competent practice, ensuring graduates can respond to the diverse needs of individuals and communities.
5. Support students in undertaking supervised clinical placements, enabling the integration of academic learning with real-world experience and the development of professional competencies.
6. Encourage lifelong learning, reflective practice, and engagement with research, preparing graduates for continued professional development and leadership in the field of sports therapy.

9. Programme Intended Learning Outcomes

*Under "Module Code(s)" list the modules or modules in which each learning outcome is **primarily** assessed.*

1. Knowledge and Understanding				
LO	On successful completion of the named award, students will be able to:	**Module Code(s)**	**Module Learning outcomes.**	**80% attendance requirement**
1.	A comprehensive understanding of human anatomy, physiology, biomechanics, and pathology relevant to the assessment and management of musculoskeletal conditions.	EXCE1182 EXCE1183 EXCE1184 EXCE1185 EXCE1186 EXCE1187 EXCE2119 EXCE2120 EXCE2121 EXCE2123 EXCE2124 EXCE3019 EXCE3020 EXCE3021 EXCE3022	1, 2, 3, 4, 5 1, 2, 3, 4 2, 3, 4, 5 1, 2, 3, 4, 5 1, 2, 4 1, 5 1, 2, 3, 4, 5 1, 2, 5 2, 4 2 2, 3, 4 1 2, 4, 5 1, 2, 3, 5 3	 Y Y Y Y Y Y Y Y Y
2.	An in-depth knowledge of the principles and evidence base underpinning injury prevention, rehabilitation, and therapeutic interventions across diverse populations and recovery phases.	EXCE1183 EXCE1184 EXCE1186 EXCE1187 EXCE2119 EXCE2120 EXCE2121 EXCE2123 EXCE2124 EXCE3019 EXCE3020 EXCE3021 EXCE3022	4, 5 3, 4, 5 1, 2 3 1, 2, 3, 4, 5 1, 2, 3, 4, 5 1, 2, 3, 4, 5 2, 3, 4 1, 3 1, 3, 4 1, 2, 4, 5 1, 2, 5 3	Y Y Y Y Y Y Y Y Y
3.	A critical awareness of how cultural, structural, and social determinants influence health, wellbeing, and access to sports therapy services.	EXCE1187 EXCE2120 EXCE2121 EXCE2124 EXCE3020 EXCE3021 EXCE3022	3 1 1, 2, 3 1, 3 1, 2, 3, 4, 5 2, 5 3	Y Y Y Y Y

2. Cognitive and Intellectual skills

LO	On successful completion of the named award, students will be able to:	Module Code(s)	Module Learning outcomes.	80% attendance requirement
1.	The ability to apply clinical reasoning and decision-making frameworks to effectively assess, diagnose, and manage musculoskeletal injuries.	EXCE1182 EXCE1183 EXCE1184 EXCE1187 EXCE2119 EXCE2120 EXCE2121 EXCE2123 EXCE2124 EXCE3019 EXCE3020 EXCE3021 EXCE3022	2 5 2, 3, 4, 5 2, 4, 5 1, 2, 3, 4, 5 1, 2, 3, 4, 5 2 1 2, 3, 4, 5 1, 3, 4 1, 2, 4, 5 1, 2, 3, 4 3	 Y Y Y Y Y Y Y Y Y
2.	The capacity to critically engage with research, theoretical models, and reflective practice to support evidence-based clinical decision-making and ongoing professional development.	EXCE1183 EXCE1184 EXCE1186 EXCE1187 EXCE2119 EXCE2120 EXCE2121 EXCE2123 EXCE2124 EXCE3019 EXCE3020 EXCE3021 EXCE3022	5 3, 4, 5 4, 5 2, 4, 5 1, 2, 3, 4, 5 1, 2, 3, 4, 5 2 1, 3 2, 3, 4 1 1, 2, 4, 5 1, 2, 3, 4 4	Y Y Y Y Y Y Y Y Y
3.	The skills to analyse and evaluate rehabilitation strategies and therapeutic modalities for their effectiveness, safety, and ethical application in diverse clinical contexts.	EXCE1182 EXCE1184 EXCE1187 EXCE2119 EXCE2121 EXCE2123 EXCE2124 EXCE3020 EXCE3021 EXCE3022	5 3, 4, 5 4,5 4, 5 1, 2, 3, 4, 5 3 3, 5 1, 2, 3, 4, 5 1, 2 3	 Y Y Y Y Y Y

3. Practical and Employment related skills				
LO	On successful completion of the named award, students will be able to:	**Module Code(s)**	**Module Learning outcomes.**	**80% attendance requirement**
1.	The ability to practice safely, ethically, and professionally under the title of Graduate Sports Therapist across a range of settings, including sport, private practice, NHS, military, and education.	EXCE1184 EXCE1187 EXCE2119 EXCE2120 EXCE3019 EXCE3021 EXCE3022	2, 3, 4, 5 4, 5 1, 2, 3, 4, 5 1, 2, 3, 4, 5 1, 3, 4 4 2, 3	Y Y Y Y Y Y
2.	The competence to apply relevant professional standards and guidelines in delivering patient-centred care, with consideration for safeguarding, equality, and sustainability.	EXCE1183 EXCE1184 EXCE1187 EXCE2119 EXCE2120 EXCE2121 EXCE2123 EXCE2124 EXCE3019 EXCE3020 EXCE3021 EXCE3022	2, 3, 4 2, 3, 4, 5 4, 5 1, 2, 3, 4, 5 1, 2, 3, 4, 5 2, 3 1 3, 4 1, 2, 3, 4, 5 1, 2, 4, 5 1,2,34 2, 3	Y Y Y Y Y Y Y Y Y
3.	The skills to manage clinical caseloads and contribute effectively to service delivery through planning, documentation, and collaboration within multidisciplinary teams.	EXCE1183 EXCE1184 EXCE1187 EXCE2119 EXCE2120 EXCE2121 EXCE2123 EXCE2124 EXCE3019 EXCE3020 EXCE3021 EXCE3022	2, 3, 4 3, 4, 5 4, 5 1, 2, 3, 4, 5 1, 2, 3, 4, 5 2, 3 1 3 5 1, 2, 4, 5 1, 2, 3, 4 2, 3	Y Y Y Y Y Y Y Y Y
4.	The ability to conduct comprehensive musculoskeletal assessments and apply appropriate therapeutic modalities—including soft tissue, manual, and electrotherapy techniques—safely and effectively.	EXCE1183 EXCE1184 EXCE1187 EXCE2119 EXCE2120 EXCE2121 EXCE2124 EXCE3019 EXCE3020 EXCE3021 EXCE3022	2, 4, 5 3, 4, 5 4, 5 1, 2, 3, 4, 5 1, 2, 3, 4, 5 2, 3, 4 4 1, 3, 4 1, 2, 4, 5 1, 2, 3 3	Y Y Y Y Y Y Y Y Y

5.	The competence to deliver acute care in prehospital emergency situations, including life support and trauma management, in accordance with current clinical and professional guidelines.	EXCE1184 EXCE1187 EXCE3019 EXCE3022	1, 2, 4, 5 4, 5 1, 2, 3, 4 3	Y Y Y Y
6.	Demonstrated practical experience and readiness for professional practice through the completion of 250 hours of supervised practice-based learning in real-world clinical environments, meeting the competencies defined by the Society of Sports Therapists.	EXCE3022	1	Y
7.	Demonstrate 80% attendance or above at lectures and workshop sessions to prepare effectively for competency-based assessments	EXCE1183 EXCE1184 EXCE1187 EXCE2119 EXCE2120 EXCE2121 EXCE3019 EXCE3020 EXCE3022	6	Y Y Y Y Y Y Y Y Y

4. Key and Transferable skills				
LO	On successful completion of the named award, students will be able to:	**Module Code(s)**	**Module Learning outcomes.**	**80% attendance requirement**
1.	Communicate effectively and professionally with clients, peers, and multidisciplinary teams across a range of clinical and educational contexts.	EXCE1183 EXCE1184 EXCE1185 EXCE1186 EXCE1187 EXCE2119 EXCE2120 EXCE2121 EXCE2122 EXCE2123 EXCE2124 EXCE3019 EXCE3020 EXCE3021 EXCE3022 EXCE3023	2, 3, 4, 5 2, 3, 4, 5 1, 2, 3 2, 3, 4, 5 1, 4, 5 1, 2, 3, 4, 5 1, 2, 3, 4, 5 1, 3 1, 2, 3, 4, 5 3 3, 4 1, 3, 4 1, 2, 4, 5 1, 2 2 1, 2, 3, 4, 5	Y Y Y Y Y Y Y Y Y

2.	Demonstrate autonomy, initiative, and adaptability in problem-solving and decision-making within dynamic and unpredictable environments.	EXCE1183 EXCE1184 EXCE1186 EXCE1187 EXCE2119 EXCE2120 EXCE2121 EXCE2122 EXCE2123 EXCE2124 EXCE3019 EXCE3020 EXCE3021 EXCE3022 EXCE3023	4, 5 2, 3, 4, 5 2, 3, 4, 5 4, 5 1, 2, 3, 4, 5 1, 2, 3, 4, 5 2, 3 1, 2, 3, 4, 5 1, 3 3 1, 3, 4 1, 2, 4, 5 1, 2, 3 3 1, 2, 3, 4, 5	Y Y Y Y Y Y Y Y Y
3.	Reflect critically on personal and professional performance to support lifelong learning, self-awareness, and continuous improvement.	EXCE1183 EXCE1184 EXCE1185 EXCE1186 EXCE1187 EXCE2119 EXCE2120 EXCE2121 EXCE2122 EXCE2123 EXCE3020 EXCE2124 EXCE3019 EXCE3021 EXCE3022 EXCE3023	5 3, 4, 5 2, 5 2, 3, 4, 5 3, 4, 5 1, 2, 3, 4, 5 1, 2, 3, 4, 5 2, 3 1, 2, 3, 4, 5 4, 5 1, 2, 3, 4, 5 2, 5 5 1, 2, 3, 4, 5 3, 4, 5 3, 4, 5	Y Y Y Y Y Y Y Y

Modules that include a 'skills passport' style record maintained by the student

Year	Module code	Module Title	PILOs
1	EXCE1183	Foundations of Musculoskeletal Clinical Assessment	9.1.1 9.2.1, 9.2.2 9.3.2, 9.3.3, 9.3.4 9.4.1, 9.4.2, 9.4.3
	EXCE1184	Sports Therapy Skills	9.1.1, 9.1.2 9.2.1, 9.2.2, 9.2.3 9.3.1, 9.3.2, 9.3.3, 9.3.4, 9.3.5 9.4.1, 9.4.2, 9.4.3
	EXCE1187	Clinical Foundations and Professional Practice	9.1.1 9.2.1, 9.2.2, 9.2.3 9.3.1, 9.3.2, 9.3.3, 9.3.4, 9.3.5 9.4.1, 9.4.2, 9.4.3
2	EXCE2119	Musculoskeletal Examination and Assessment	9.1.1, 9.1.2 9.2.1, 9.2.2, 9.2.3 9.3.1, 9.3.2, 9.3.3, 9.3.4 9.4.1, 9.4.2, 9.43
	EXCE2120	Advanced Sports Therapy Skills	9.1.1, 9.1.2 9.2.1, 9.2.2 9.3.1, 9.3.2, 9.3.3, 9.3.4 9.4.1, 9.4.2, 9.4.3
	EXCE2121	Musculoskeletal Rehabilitation	9.1.2, 9.1.3 9.2.3 9.3.2, 9.3.3, 9.3.4 9.4.1, 9.4.2, 9.4.3
3	EXCE3019	Sports Trauma Management	9.1.1, 9.1.2 9.2.1, 9.2.2 9.3.1, 9.3.2, 9.3.4, 9.3.5 9.4.1, 9.4.2, 9.4.3
	EXCE3020	Advanced Sports Rehabilitation	9.1.1, 9.1.2, 9.1.3 9.2.1, 9.2.2, 9.2.3 9.3.2, 9.3.3, 9.3.4 9.4.1, 9.4.2, 9.4.3
	EXCE3022	Professional Practice and Placement	9.1.1, 9.1.2, 9.1.3 9.2.1, 9.2.3 9.3.1, 9.3.2, 9.3.3, 9.3.4, 9.3.5, 9.3.6 9.4.2, 9.4.3

10. Placement Opportunities (if applicable):

Students are required to complete a minimum amount of practice, 30 hours in the first academic year and 250 hours within the field in the third academic year, as per STT competencies. There is not a required number of hours to complete in year 2, however learners will complete two clinic sessions per week at Exeter College and have the opportunity to support our sports academies at fixtures.

Placements can be internal through our Exeter College Sports Academy, external through our partnerships or can be found by the learners themselves.

Learners will be supported and monitored whilst on placement, this will be conducted by both the tutor and the lecturer of the clinical practice sessions. Students will have full legal and GDPR compliance prior to starting placements, this will be supported by the module leader and tutor, ensuring DBS, insurance, and SST registration. If learners are unable to find a placement, we will find them one either internally or externally.

Guaranteed hours

Year 1 – 2 x Clinics per week from Oct half term – May half term (2.5 hours per week)
EXCE1187

Year 2 – 2 x Clinics per week from 3rd week in Sep – May half term (2.5 hours per week)
EXCE2120

Year 3 – 2 x Clinics per week from 3rd week in Sep – May half term (2.5 hours per week)
EXCE3022

Exeter College Academy fixtures
Wednesdays every week during Sep – April (minimum 4 hours per week)
EXCE3022

Additional Opportunities
Exeter Chiefs male, female, and academy
Exeter City male, female, and academy
AOC national championships
Exeter City Community Trust charity runs.
Rosslyn Park 7's
Exeter College addition Strength & Conditioning and rehab sessions

11. Any additional costs:

- Students will need to pay for a DBS check.
- Exeter College Sports Therapy Kit bundle (£100 approx.)
- Students have the potential of supporting the Exeter College Sports Academy's at the AOC National Championships in Nottingham for (£100 approx.)

Students can also apply for a student support fund; The focus of this fund is to support students who are facing financial insecurity to fully engage with their studies. The Student Support Fund is a means-tested fund, which means there are criteria for you to be eligible based on your current financial situation. If you are eligible, you will receive a bursary of up to £750 per year. You **must have accessed all student loans available to you before applying for this support fund.**

If you would like to discuss this fund further with a member of the team, please email WRAAPStudentExp@exe-coll.ac.uk.

12. Non-standard regulations and date approved:

All components of assessment within the programme must be achieved, with a minimum of 40% for all percentage-weighted assessments.

Minimum of 80% attendance must be attained in modules carrying SST competencies.

There is no compensation within or across modules.

Other requirements to note:
Clinical practice is assessed as Pass/Fail, due to the SST requirement to pass this assessment at 100% by the end of the programme.
Successful completion of the programme is defined as the achievement of both theory and practical elements of the programme and the completion of the 250 placement hours in year 3.
Students are required to pass each level of practice education before moving onto the next level of practice education.

13. Progression opportunities:

Upon successful completion of study students would be able to progress into a career as a Sports Therapist or apply for the MSc Physiotherapy (Pre-registration) at the University of Plymouth or other post graduate courses.

14. Transitional arrangements for existing students (if applicable):

N/A

15. Additional points

1. Prevent, Protect & Protect	
A Graduate Sports Therapist must be able to: 1.1 Identify and explain models of injury prevention, modern approaches to group injury and illness prevention, and methods for athlete monitoring and recovery, considering their effectiveness and common injury risk factors in specific populations. 1.2 Design, plan, implement and evaluate injury and illness prevention programmes including participant screening to identify individual risk factors and tailored intervention programmes to address intrinsic risk factors associated with injury and illness. 1.3 Identify potential risks to athlete and therapist welfare including infection control measures, safeguarding, mental health, travelling with teams, working with specialist groups, chaperoning, medicolegal requirements, scope of practice, insurance and The SST standards of conduct, performance and ethics and investigate ways to mitigate risk. 1.4 Encourage healthy, active lifestyles in all patient interactions by providing health advice and signposting to current guidelines based upon baseline markers (BP, HR, weight, BMI), activity, hydration, nutrition, anti-doping, weight management, and exercise prescription. 1.5 Work with person-centred care, empathy, and inclusivity, and demonstrate cultural sensitivity across the population and society. 1.6 Identify and promote the occupational scope of practice, the profession, and the employment landscape of the Graduate Sports Therapist.	EXCE1182 Introduction to Anatomy & Injury Pathology EXCE1183 Foundations of Musculoskeletal Clinical Assessment EXCE1184 Sports Therapy Skills EXCE1185 Applied Sport Sciences for Sports Therapists EXCE1186 Exercise Programming & Strength Foundations EXCE1187 Clinical Foundations & Professional Practice EXCE2119 Musculoskeletal Examination and Assessment EXCE2120 Advanced Sports Therapy Skills EXCE2121 Musculoskeletal Rehabilitation EXCE2123 Injury Prevention and Optimising Performance EXCE2124 Exercise for Health & Special Populations EXCE3019 Sports Trauma Management EXCE3020 Advanced Sports Rehabilitation EXCE3021 Contemporary Sports Therapy Practice EXCE3022 Professional Practice & Placement

2. Clinical Examination & Assessment	
A Graduate Sports Therapist must be able to: 2.1 Apply a working knowledge of anatomy, physiology, biomechanics and pathology to musculoskeletal clinical examination and assessment. 2.2 Recognise typical presentations of musculoskeletal injuries and non-musculoskeletal conditions across all populations. 2.3 Conduct a thorough subjective assessment sufficient to establish a potential tissue hypothesis, a diagnosis hypothesis, differential diagnoses, red flags, and non- musculoskeletal pathology indicators. 2.4 Conduct a thorough objective assessment sufficient to confirm/refute the diagnosis hypothesis, which may comprise of observation, quick touch, range of movement assessment (active, passive and resisted), accessory movements, manual muscle tests, ligament stress tests, palpation, 'special' tests, neurological tests, and other functional tests as deemed clinically relevant. 2.5 Refer patients to the appropriate care pathway where there are concerns for the patient, the working hypothesis is non- musculoskeletal in nature or where musculoskeletal imaging, or surgical consultation is required. 2.6 Use clinical reasoning at every stage of the clinical examination and assessment process with an appreciation of current evidence for the clinical usefulness of individual and test clusters.	EXCE1182 Introduction to Anatomy & Injury Pathology EXCE1183 Foundations of Musculoskeletal Clinical Assessment EXCE2119 Musculoskeletal Examination and Assessment EXCE2123 Injury Prevention and Optimising Performance EXCE3021 Contemporary Sports Therapy Practice EXCE3022 Professional Practice & Placement

3 Therapeutic Interventions	
A Graduate Sports Therapist must be able to: 3.1 Critically analyse the reported mechanisms and effects of therapeutic interventions including soft tissue therapies, thermal therapies, electrotherapies, joint manual therapies, taping and strapping, assistive modalities, and the therapeutic encounter. 3.2 Clearly explain and understand the indications, contraindications, precautions, and clearing tests required for the safe application of therapeutic modalities. 3.3 Practically demonstrate the safe selection, implementation and recording of the application of therapeutic modalities to patients. 3.4 Clinically reason the use of therapeutic interventions for all populations.	EXCE1184 Sports Therapy Skills EXCE1187 Clinical Foundations & Professional Practice EXCE2120 Advanced Sports Therapy Skills EXCE2123 Injury Prevention and Optimising Performance EXCE3021 Contemporary Sports Therapy Practice EXCE3022 Professional Practice & Placement

4 Rehabilitation	
A Graduate Sports Therapist must be able to: 4.1 Apply underpinning biomechanics, tissue mechanics, and tissue responses to load, to human movement. 4.2 Identify, apply, and interpret appropriate physiological tests to ascertain the patients baseline fitness/health/performance levels. 4.3 Safely prescribe exercise and educate patients for health and/or performance benefits using appropriate application of exercise programming and strength and conditioning principles. 4.4 Identify and critically analyse the tissue specific and injury specific healing processes and typical timeframes including any associated movement, exercise, skill, or functional task constraints. 4.5 Safely develop, deliver, and critically review criterion-based rehabilitation programmes for injury and illness suitable for each phase of rehabilitation. 4.6 Safely develop, deliver, and critically review 'return to function/play/competition' criteria and decision making including occupational, recreational, and sporting goals. 4.7 Safely develop, deliver, and critically review the initial needs analysis and ongoing rehabilitation and injury prevention programmes following return to work/recreation/sport/performance aimed at reducing the risk of reinjury or associated injury and optimising performance. 4.8 Understand the psychosocial effects of injury on the athlete and the return to normal and optimal specific function.	EXCE1185 Applied Sport Sciences for Sports Therapists EXCE1186 Exercise Programming & Strength Foundations EXCE2121 Musculoskeletal Rehabilitation EXCE2123 Injury Prevention and Optimising Performance EXCE2124 Exercise for Health & Special Populations EXCE3020 Advanced Sports Rehabilitation EXCE3022 Professional Practice & Placement

5 Professional & Equitable Practice	
A Graduate Sports Therapist must be able to: 5.1 Understand and apply key theories in prevention, assessment, therapeutic intervention, and rehabilitation. Critically analyse literature, and implement safe, effective practices based on research findings. 5.2 Discuss paradigms and concepts in healthcare and research, including the biomedical model, the biopsychosocial model, person-centred care, trauma-informed care, models of reflective practice, and critical theories. 5.3 Appreciate different healthcare settings and use evidence-informed practice in all aspects of your sports therapy skillset. 5.4 Undertake a research-based project that fulfils a full research process cycle and disseminate findings. 5.5 Deliver and disseminate information and practical sessions to individuals and groups including rehabilitation sessions, case conferences, and research updates. 5.6 Work individually as an autonomous practitioner and as part of a group including multidisciplinary team working and communicate effectively with all stakeholders involved in the patients care. 5.7 Engage with reflective practice in all aspects of professional work and understand the requirement for lifelong learning and Continuing Professional Development (CPD). 5.8 Adapt practice as needed to take account of new technological developments and changes in context including generative Artificial Intelligence (AI) and digital/remote Sports Therapy.	EXCE1182 Introduction to Anatomy & Injury Pathology EXCE1183 Foundations of Musculoskeletal Clinical Assessment EXCE1184 Sports Therapy Skills EXCE1185 Applied Sport Sciences for Sports Therapists EXCE1186 Exercise Programming & Strength Foundations EXCE1187 Clinical Foundations & Professional Practice EXCE2119 Musculoskeletal Examination and Assessment EXCE2120 Advanced Sports Therapy Skills EXCE2121 Musculoskeletal Rehabilitation EXCE2122 Research Methods EXCE2123 Injury Prevention and Optimising Performance EXCE2124 Exercise for Health & Special Populations EXCE3019 Sports Trauma Management EXCE3020 Advanced Sports Rehabilitation EXCE3021 Contemporary Sports Therapy Practice EXCE3022 Professional Practice & Placement EXCE3023 Dissertation

5.9 Work in an environmentally sustainable way and consider the impact of environmental and climate change on practice. 5.10 Evidence a minimum of 250 hours of supervised sports therapy placement. 5.11 Recognise the impact of culture, equity and diversity on practice and respond appropriately to the needs of different groups and individuals, with consideration for protected characteristics, intersectional experiences, and cultural differences. 5.12 Understand and apply equality legislation to practice. Make reasonable adjustments in practice and support others in doing so. 5.13 Ensure respectful treatment for all, recognising personal values, beliefs, and biases. Reflect on positionality, social determinants of health and structural inequalities. 5.14 Identify barriers for socially marginalized groups. Actively challenge these barriers and promote health justice. 5.15 Apply principles of equity, diversity and inclusion across all competencies and standards in practice.	

6 Acute Care in the Prehospital Emergency Setting	
A Graduate Sports Therapist must be able to provide adequate acute care in a variety of prehospital emergency settings for a variety of patient populations that would include: 6.1 Recognise traumatic injury mechanisms and safely approach the injured person(s). Assess patient responsiveness and call for help if needed, and in cases of cardiac or respiratory arrest, provide basic/advanced life support. 6.2 Immobilise the patient's cervical spine where appropriate and assess the airway, with the ability to intervene using airway manoeuvres (head-tilt-chin-lift/jaw thrust, suction), simple airway adjuncts (NPA, OPA), advanced airway adjuncts (I Gel) and demonstrate an awareness of invasive airway procedures (needle/surgical cricothyroidotomy) as required. 6.3 Establish if the patient is breathing with adequate ventilation, intervene to manage chest trauma (including the use of chest seals) and demonstrate an awareness of invasive procedures (including thoracocentesis). 6.4 Recognise the patient with insufficient circulation for end organ perfusion/shock and intervene (including managing haemorrhage and demonstrate an awareness of fluid therapy). 6.5 Recognise the patient with neurological injury and intervene (including triple immobilisation, concussion assessment, and management). 6.6 Recognise the patient with environmental illness/injury, fracture/dislocations, facial/orbital/dental injury, and medical emergency and intervene. 6.7 Demonstrate an awareness of typical medicines and medical gases administered in a pre-hospital trauma setting (including adrenaline,	EXCE1184 Sports Therapy Skills EXCE1187 Clinical Foundations & Professional Practice EXCE3019 Sports Trauma Management EXCE3022 Professional Practice & Placement

amiodarone, oxygen, Entonox, Penthrox, salbutamol, Ventolin, magnesium, diazepam). 6.8 Safely handover to appropriate definitive care (including paramedics). 6.9 Develop, implement, and review the effectiveness of Emergency Action Plans (EAPs)	

Module Records

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: EXCE1182 **MODULE TITLE:** Introduction to Anatomy and Injury Pathology

CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100475 Sports Therapy

PRE-REQUISITES: N/A **CO-REQUISITES:** N/A **COMPENSATABLE:** N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module introduces musculoskeletal anatomy and injury pathology in sport, exercise, and occupational contexts. Students will explore injury mechanisms, tissue adaptation, and healing, and use biomechanical terminology to describe movement and loading.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*					
P1 (Examination)	50%	**C1** (Coursework)	50%		

SUBJECT ASSESSMENT PANEL to which module should be linked: Sports Therapy.

Professional body minimum pass mark requirement:

In addition to the Standard Academic Regulations, students are required to:

- Pass all assessment components with a grade above 40%.

MODULE AIMS:

The module aims to:

- To develop foundational knowledge of gross musculoskeletal anatomy relevant to movement and injury.
- To introduce key injury mechanisms and pathological processes in sport, exercise, and occupational contexts.
- To apply biomechanical terminology in describing human movement and tissue loading.
- To explore principles of tissue adaptation, failure, and healing in response to mechanical stress.
- To outline the generic healing process and factors influencing recovery outcomes.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Identify key gross anatomical structures, with particular emphasis on the musculoskeletal system and its relevance to injury and movement.	9.1.1
2. Describe common injury mechanisms and pathological processes in sport, exercise, and occupational settings.	9.1.1 9.2.1
3. Use biomechanical terminology to describe human movement and tissue loading.	9.1.1
4. Explain the principles of tissue adaptation, failure, and healing in response to mechanical stress.	9.1.1
5. Outline the generic healing process and typical recovery timeframes, including factors that influence healing outcomes.	9.1.1 9.2.3

DATE OF APPROVAL: 12/02/2026	**FACULTY/OFFICE:** Partnership
DATE OF IMPLEMENTATION: September 2026	**SCHOOL/PARTNER:** Exeter College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** All year
MODE OF DELIVERY:	Campus Taught
Notes:	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.

- Office for Students, Sector-recognised Standards
- Office for Students, Quality and Standards Conditions of Registration
- Subject benchmark statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026/2027 **NATIONAL COST CENTRE:** 106

MODULE LEADER: Evie Willmington **OTHER MODULE STAFF: Tammy Emmins**

Summary of Module Content

- Gross anatomy of human structure in relation to anatomical landmarks (skeletal and muscular); including palpations of bony landmarks.
- Function of skeletal and muscular systems in relation to sporting movement
- Origin, Insertions and Actions of the major muscles in the body
- Biomechanical principles of human movement: lever systems, centre of gravity, angular motion, linear motion, projectile motion, and stability
- Relate the biomechanical principles to musculoskeletal anatomy.
- Theory of the pathology of injury, including the stages of tissue repair and things that might affect it.
- Relating tissue repair to specific sporting injuries

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures/Seminars	12	Delivery of informative lesson & group discussions by the lecturer
Practical	36	Supervised clinic sessions
Tutorial	5	One to one, or small group sessions to support individual learner
Self-directed study	147	Students to self-study and complete assignments in own time
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name & associated ALO**	**Component Weighting**
Practical exam	Practical Examination ALOs 1 and 3	100%
Coursework	Essay ALOs 2, 4 and 5	100%

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Written exam	Written Examination ALOs 1 and 3	100%
Coursework	Essay ALOs 2, 4 and 5	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Evie Willmington Date: 27/08/2026	**Approved by**: Ali Hill Date: 27/08/2026

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EXCE1183 **MODULE TITLE:** Foundations of Musculoskeletal Clinical Assessment

CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100475 Sports Therapy

PRE-REQUISITES: N/A **CO-REQUISITES:** N/A **COMPENSATABLE:** N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module introduces students to musculoskeletal clinical assessment techniques. It covers anatomical structures, movement analysis, palpation, and strength testing, alongside subjective assessment skills, and clinical reasoning to support safe and effective early musculoskeletal evaluations.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*					
E2 (Clinical Examination)	100%	**A1** (Assessment)	Pass/ Fail		

SUBJECT ASSESSMENT PANEL to which module should be linked: Sports Therapy.

Professional body minimum pass mark requirement:

- Attend 80% of all taught sessions

In addition to the Standard Academic Regulations, students are required to:

- Pass all assessment components with a grade above 40%

MODULE AIMS:

The module aims to:

- To introduce students to key anatomical structures relevant to musculoskeletal assessment.
- To develop practical skills in assessing joint movement, muscle strength, and anatomical landmarks.
- To build competence in conducting structured subjective assessments with attention to safety.
- To foster foundational clinical reasoning for interpreting assessment findings.
- To prepare students for safe and effective early-stage musculoskeletal clinical decision-making.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Describe the origin, insertion, and action of key peripheral and spinal muscles and ligaments.	9.1.1
2. Perform a range of movement and manual muscle strength assessments for peripheral and spinal joints.	9.1.1 9.3.2, 9.3.3, 9.3.4 9.4.1
3. Demonstrate palpation techniques to identify anatomical landmarks and soft tissue structures.	9.1.1 9.3.2, 9.3.3 9.4.1
4. Undertake a structured subjective assessment, identifying red flags and safety concerns.	9.1.1, 9.1.2 9.3.2, 9.3.3, 9.3.4 9.4.1, 9.4.2
5. Apply foundational clinical reasoning to interpret assessment findings and support musculoskeletal decisions.	9.1.2 9.2.1, 9.2.2 9.3.4 9.4.1, 9.4.2, 9.4.3
6. Demonstrate 80% attendance or above at lectures and workshop sessions.	9.3.7

DATE OF APPROVAL: 12/02/2026	**FACULTY/OFFICE:** Partnerships
DATE OF IMPLEMENTATION: September 2026	**SCHOOL/PARTNER:** Exeter College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** All year
MODE OF DELIVERY:	Campus Taught
Notes:	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.

- Office for Students, Sector-recognised Standards
- Office for Students, Quality and Standards Conditions of Registration
- Subject benchmark statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026/2027
NATIONAL COST CENTRE: 106
MODULE LEADER: Tammy Emmins
OTHER MODULE STAFF: Evie Willmington / Miles Carrigan

Summary of Module Content

Principles of Clinical Assessment
Per peripheral joint and spinal region:

- AROM
- PROM
- Muscle Strength testing (e.g. MMTs)
- Palpation
- Muscle origin, insertion, and action
- Ligament origin, insertion, and function

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures/Seminars	12	Delivery of informative lesson & group discussions by the lecturer
Practical	36	Supervised clinic sessions
Tutorial	5	One to one, or small group sessions to support individual learner
Self-directed study	147	Students to self-study and complete assignments in own time
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name & associated ALO**	**Component Weighting**
Clinical Examination	Clinical Examination (Objective Structured Practical Examination OSPE) ALOs 1-5	100%
A1: Assessment	Evidence of 80% attendance or above ALO 6 & minimum 40% pass in clinical exam ALO 1-5	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Clinical Examination	Clinical Examination (Objective Structured Practical Examination OSPE) ALOs 1-5	100%
A1: Assessment	Evidence of 80% attendance or above ALO 6 & minimum 40% pass in clinical exam ALO 1-5	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Tammy Emmins Date: 27/08/2026	**Approved by**: Ali Hill Date: 27/08/2026

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: EXCE1184 **MODULE TITLE:** Sports Therapy Skills
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100475 Sports Therapy
PRE-REQUISITES: N/A **CO-REQUISITES:** N/A **COMPENSATABLE:** N
SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module develops essential sports therapy skills for acute care settings. Students will learn pitch-side first aid, soft tissue injury management, and supervised massage techniques. Emphasis is placed on maintaining safe practice, accurate clinical documentation, and professional communication.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*					
E1 (Examination)	40%	**E2** (Clinical Examination)	30%	**P1** **(**Practical)	30%
A1 (Assessment)	Pass/Fail				

SUBJECT ASSESSMENT PANEL to which module should be linked: Sports Therapy.

Professional body minimum pass mark requirement:
- Attend 80% of all taught sessions

In addition to the Standard Academic Regulations, students are required to:
- Pass all assessment components with a grade above 40%

MODULE AIMS:

The module aims to:
- To introduce students to essential skills for providing safe and effective pitch-side care in sport and exercise settings.
- To develop competence in managing acute soft tissue injuries using evidence-informed approaches.
- To build foundational skills in soft tissue therapy techniques under supervision.
- To promote safe clinical practice through adherence to hygiene, documentation, and safeguarding standards.
- To foster professional and empathetic communication in acute care and soft tissue treatment environments.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Apply basic pitch-side first aid techniques and respond appropriately to life-threatening emergencies.	9.3.5
2. Recognise and manage acute soft tissue injuries using contemporary acute care frameworks.	9.1.1 9.2.1 9.3.1, 9.3.2, 9.3.5 9.4.1, 9.4.2
3. Demonstrate safe and effective soft tissue therapy techniques under supervision.	9.1.1, 9.1.2 9.2.1, 9.2.2, 9.2.3 9.3.1, 9.3.2, 9.3.3, 9.3.4 9.4.1, 9.4.2, 9.4.3
4. Maintain a safe treatment environment and record clinical notes using appropriate standards.	9.1.1, 9.1.2 9.2.1, 9.2.2, 9.2.3 9.3.1, 9.3.2, 9.3.3, 9.3.4, 9.3.5 9.4.1, 9.4.2, 9.4.3
5. Communicate professionally with patients and team members, showing empathy in acute care settings.	9.1.1, 9.1.2 9.2.1, 9.2.2, 9.2.3 9.3.1, 9.3.2, 9.3.3, 9.3.4, 9.3.5 9.4.1, 9.4.2, 9.4.3
6. Demonstrate 80% attendance or above at lectures and workshop sessions.	9.3.7

DATE OF APPROVAL: 12/02/2026	**FACULTY/OFFICE:** Partnerships
DATE OF IMPLEMENTATION: September 2026	**SCHOOL/PARTNER:** Exeter College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** All year
MODE OF DELIVERY	Campus taught
Notes:	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.

- Office for Students, Sector-recognised Standards
- Office for Students, Quality and Standards Conditions of Registration
- Subject benchmark statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026/2027 **NATIONAL COST CENTRE:** 106
MODULE LEADER: Tammy Emmins **OTHER MODULE STAFF: Evie Willmington**

Summary of Module Content

Basic Pitch Side First Aid*
Acute management of soft tissue injury (PEACE/LOVE, POLICE etc)
Soft Tissue Therapy*

*See The SST Manuals for guidance

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	6	Delivery of informative lesson by the lecturer
Seminars/practical	42	Scheduled learning sessions where students engage in hands-on activities and interactive discussions
Tutorials	5	One to one, or small group sessions to support individual learner
Self-directed study	147	Students to self-study and complete assignments in own time
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name & associated ALO**	**Component Weighting**
Written exam	MCQ examination for Basic Pitch Side First Aid (1 hour) ALO's 1	100%
Practical	Basic Pitch Side First Aid (Practical Examination) ALO's 1, 4, 5	100%
Clinical Examination	Soft Tissue Simulated Clinical Examination ALO's 1-5	100%
A1 Assessment	Evidence of 80% attendance or above ALO6	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam	MCQ examination for Basic Pitch Side First Aid (1 hour) ALO's 1-5	100%
Practical	Basic Pitch Side First Aid (Practical Examination) ALO's 1	100%
Clinical Examination	Soft Tissue Simulated Clinical Examination ALO's 1-5	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Tammy Emmins Date: 27/08/2026	**Approved by**: Tammy Emmins Date: 27/08/2026

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EXCE1185 **MODULE TITLE:** Applied Sport Sciences for Sports Therapists

CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100475 Sports Therapy

PRE-REQUISITES: N/A **CO-REQUISITES:** N/A **COMPENSATABLE:** N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module introduces key principles of physiology, biomechanics, and psychology relevant to sports therapy. Students will explore how sports science supports injury prevention, rehabilitation, and performance, applying foundational concepts to movement analysis and therapeutic practice.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*					
E1 (Examination)	50%	**C1** (Coursework)	50%		

SUBJECT ASSESSMENT PANEL to which module should be linked: Sports Therapy.

Professional body minimum pass mark requirement:

In addition to the Standard Academic Regulations, students are required to:

- Pass all assessment components with a grade above 40%

MODULE AIMS:

The module aims to:

- To provide foundational knowledge of physiological systems and exercise responses.
- To introduce biomechanical principles underpinning human movement and joint function.
- To explore psychological theories related to motivation, behaviour change, and injury.
- To develop understanding of how sports science informs injury prevention and rehabilitation.
- To prepare students to apply sports science concepts in sports therapy contexts.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Describe basic physiological systems and explain key principles of exercise physiology relevant to musculoskeletal health.	9.1.1 9.4.1
2. Apply biomechanical concepts to human movement, joint function, and performance.	9.1.1 9.4.1, 9.4.3,
3. Identify and describe linear and angular forces and movement patterns influencing human motion.	9.1.1 9.4.1,
4. Outline psychological theories related to motivation, behaviour change, and injury response.	9.1.1
5. Recognise the role of sports science in supporting injury prevention, rehabilitation, and performance enhancement.	9.1.1 9.4.1 9.4.3

DATE OF APPROVAL: 12/02/2026	**FACULTY/OFFICE:** Partnership
DATE OF IMPLEMENTATION: September 2026	**SCHOOL/PARTNER:** Exeter College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** All year
MODE OF DELIVERY:	Campus Taught
Notes:	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.

- Office for Students, Sector-recognised Standards
- Office for Students, Quality and Standards Conditions of Registration
- Subject benchmark statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026/2027 **NATIONAL COST CENTRE:** 106
MODULE LEADER: Ali Hill **OTHER MODULE STAFF: Tammy Emmins**

Summary of Module Content

- Introduction to Exercise Physiology: physiological systems, energy systems, acute responses to exercise
- Introduction to Sports Biomechanics: human movement, joint function, linear and angular forces
- Introduction to Sports Psychology: motivation, behaviour change, injury response
- Application of sports science principles to injury prevention, rehabilitation, and performance enhancement
- Integration of physiological, biomechanical, and psychological concepts in sports therapy practice

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	30	Delivery of informative lesson by the lecturer
Practical	6	Exercise and lab practical's led by the lecturer
Seminars	12	Group discussions and activities led by the lecturer
Tutorial	5	One to one, or small group sessions to support individual learner
Self-directed study	147	Students to self-study and complete assignments in own time
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name & associated ALO**	**Component Weighting**
Written exam	Written Examination ALO's 1, 4 and 5	100%
Coursework	Laboratory Report ALO's 2 and 3	100%

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Written exam	Written examination ALO's 1, 4 and 5	100%
Coursework	Laboratory Report ALO's 2 and 3	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ali Hill Date: 27/08/2026	**Approved by**: Tammy Emmins Date: 27/08/2026

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD*. Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EXCE1186 **MODULE TITLE:** Exercise Programming and Strength Foundations
CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE:** 100475 Sports Therapy
PRE-REQUISITES: N/A **CO-REQUISITES:** N/A **COMPENSATABLE:** N
SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module introduces foundational principles of exercise programming and strength training. Students will explore periodisation, prescription parameters (FITT), and gym-based instruction aligned with personal training standards. Practical skills include fitness assessment and designing and coaching tailored exercise sessions.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*					
C1 (Coursework)	50%	**P1 (**Practical)	50%		

SUBJECT ASSESSMENT PANEL to which module should be linked: Sports Therapy.

Professional body minimum pass mark requirement:

In addition to the Standard Academic Regulations, students are required to:

- Pass all assessment components with a grade above 40%

MODULE AIMS:

The module aims to:

- To introduce key principles of exercise programming, including progression, overload, and specificity.
- To develop understanding of periodisation and its application to health and performance goals.
- To build competence in exercise prescription using FITT principles.
- To develop safe and effective gym-based instruction skills aligned with industry standards.
- To prepare students to assess fitness and design tailored exercise programmes.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Explain key principles of exercise programming and periodisation for health and performance.	9.1.1, 9.1.2
2. Apply basic exercise prescription parameters, including frequency, intensity, time, and type (FITT).	9.1.1, 9.1.2 9.4.1, 9.4.2, 9.4.3
3. Demonstrate safe and effective gym-based instruction aligned with personal training standards.	9.4.1, 9.4.2, 9.4.3
4. Assess baseline fitness and movement using appropriate field-based tests.	9.1.1 9.2.2 9.4.1, 9.4.2, 9.4.3
5. Design and deliver introductory exercise sessions tailored to individual needs and goals.	9.2.2 9.4.1, 9.4.2, 9.4.3

DATE OF APPROVAL: 12/02/2026	**FACULTY/OFFICE:** Partnerships
DATE OF IMPLEMENTATION: September 2026	**SCHOOL/PARTNER:** Exeter College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** All year
MODE OF DELIVERY:	Campus taught
Notes:	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.

- Office for Students, Sector-recognised Standards
- Office for Students, Quality and Standards Conditions of Registration
- Subject benchmark statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026/2027 **NATIONAL COST CENTRE:** 106
MODULE LEADER: Ali Hill **OTHER MODULE STAFF: Miles Carrigan**

Summary of Module Content

- Introduction to Exercise Programming: progression, overload, specificity
- Fundamentals of Periodisation: macrocycles, mesocycles, microcycles
- Exercise Prescription Parameters: FITT principles.
- Gym Instructor & Personal Trainer Skills: safe technique, cueing, session delivery
- Fitness & Movement Assessment: field-based tests and interpretation
- Programme Design: tailoring sessions to individual goals and needs

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	12	Delivery of informative lesson by the lecturer
Practical	36	Exercise and lab practical's led by the lecturer
Tutorial	5	One to one, or small group sessions to support individual learner
Self-directed study	147	Students to self-study and complete assignments in own time
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name & associated ALO**	**Component Weighting**
Coursework	Training Programme ALO's 1 and 5	100%
Practical	Practical Examination ALO's 2, 3 and 4	100%

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Training Programme ALO's 1 and 5	100%
Practical	Practical Examination ALO's 2, 3 and 4	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ali Hill Date: 27/08/2026	**Approved by**: Tammy Emmins Date: 27/08/2026

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EXCE1187 **MODULE TITLE:** Clinical Foundations and Professional Practice

CREDITS: 20 **FHEQ LEVEL:** 4 **HECOS CODE(S)** 100475 Sports Therapy

PRE-REQUISITES: N/A **CO-REQUISITES:** N/A **COMPENSATABLE:** N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module introduces academic and professional foundations for sports therapy practice. Students will develop writing and information literacy skills, explore the role of AI, and engage with professional standards. Through supervised practice-based learning, students will apply soft tissue therapy and pitch-side care, supported by reflective documentation.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*					
A1 (Assessment)	Pass/Fail	**C1** (Coursework)	100%		

SUBJECT ASSESSMENT PANEL to which module should be linked: Sports Therapy.

Professional body minimum pass mark requirement:

- Pass all assessment components with a grade above 40%.

In addition to the Standard Academic Regulations, students are required to:

- Attend 80% of all taught sessions

MODULE AIMS:

The module aims to:

- To develop academic writing and information literacy skills for clinical and professional contexts.
- To explore the ethical and practical implications of AI in academic work and sports therapy.
- To introduce professional standards and expectations set by The Society of Sports Therapists.
- To foster professionalism in clinical settings, including communication and safeguarding.
- To support reflective practice through supervised learning and documentation.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Demonstrate academic writing and information literacy skills, including referencing and critical use of sources.	9.1.1 9.4.1
2. Explore the role of AI in academic and clinical sports therapy contexts, considering ethical implications.	9.2.1, 9.2.2
3. Describe professional standards and expectations of The Society of Sports Therapists.	9.1.2, 9.1.3 9.4.3
4. Reflect on professionalism in clinical settings, including safeguarding and communication from your 30 hours of clinical practice.	9.2.1, 9.2.2 9.3.1, 9.3.2, 9.3.3, 9.3.4, 9.3.5 9.4.1, 9.4.2, 9.4.3
5. Record and reflect on supervised practice-based learning using appropriate documentation and models from your 30 hours of clinical practice.	9.1.1 9.2.1, 9.2.2, 9.2.3 9.3.1, 9.3.2, 9.3.3, 9.3.4, 9.3.5 9.4.1, 9.4.2, 9.4.3
6. Demonstrate 80% attendance or above at lectures and workshop sessions.	9.3.7

DATE OF APPROVAL: 12/02/2026	**FACULTY/OFFICE:** Partnership
DATE OF IMPLEMENTATION: September 2026	**SCHOOL/PARTNER:** Exeter College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** All year
MODE OF DELIVERY:	Campus Taught

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.

- Office for Students, Sector-recognised Standards
- Office for Students, Quality and Standards Conditions of Registration
- Subject benchmark statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026/2027 **NATIONAL COST CENTRE:** 106
MODULE LEADER: Miles Carrigan **OTHER MODULE STAFF: Evie Willmington**

Summary of Module Content

- Academic Writing & Information Literacy: referencing, critical use of sources.
- AI in Sports Therapy: ethical and practical considerations in academic and clinical contexts
- Professional Standards: SST conduct, ethics, fitness to practice, and competencies
- Professionalism in Practice: communication, safeguarding, scope of practice
- Practice-Based Learning: 30 hours of supervised soft tissue therapy and pitch-side first aid.
- Reflective Practice: documentation and use of reflective models

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures and Seminars	18	Delivery of informative lesson & group discussions by the lecturer
Supervised Clinical Experience	30	Pitch Side First Aid and Soft Tissue Therapy
Tutorials	5	One to one, or small group sessions to support individual learner
Self-directed study	147	Students to self-study and complete assignments in own time
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name & associated ALO**	**Component Weighting**
Coursework	Reflective Essay ALO's 1-3	100%
A1: Assessment	Completion of Placement Hours (30 hours) ALO's 4-5. Evidence of 80% attendance or above ALO6	Pass/Fail

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Reflective Essay ALO's 1-3	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Miles Carrigan Date: 27/08/2026	**Approved by**: Ali Hill Date: 27/08/2026

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EXCE2119
MODULE TITLE: Musculoskeletal Examination and Assessment
CREDITS: 20
FHEQ LEVEL: 5
HECOS CODE: 100475 Sports Therapy
PRE-REQUISITES: Y
CO-REQUISITES: N/A
COMPENSATABLE: N

- EXCE1182 Introduction to Anatomy & Injury Pathology
- EXCE1183 Foundations of musculoskeletal Assessment

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

Students will develop clinical competence in musculoskeletal assessment through structured subjective and objective examination of peripheral and spinal joints. Emphasis is placed on clinical reasoning, hypothesis development, red flag identification, and appropriate referral pathways, underpinned by current evidence and professional standards.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*					
E2 (Clinical Examination)	100%	**A1** (Assessment)	Pass/ Fail		

SUBJECT ASSESSMENT PANEL to which module should be linked: Sports Therapy.

Professional body minimum pass mark requirement:

- Attend 80% of all taught sessions

In addition to the Standard Academic Regulations, students are required to:

- Pass all assessment components with a grade above 40%

MODULE AIMS:

The module aims to:

- Equip students with the skills to conduct thorough musculoskeletal assessments using structured subjective and objective methods.
- Develop students' ability to apply clinical reasoning and formulate diagnostic hypotheses.
- Enable students to identify red flags and make appropriate referrals.
- Foster evidence-informed practice in musculoskeletal assessment.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
1. Conduct structured subjective assessments, identifying red flags and relevant patient history.	9.1.1, 9.1.2 9.2.1, 9.2.2 9.3.1, 9.3.2, 9.3.3, 9.3.4 9.4.1, 9.4.2. 9.43
2. Develop tissue and diagnosis hypotheses using disciplined noticing and clinical reasoning.	9.1.1, 9.1.2 9.2.1, 9.2.2 9.3.1, 9.3.2, 9.3.3, 9.3.4 9.4.1, 9.4.2, 9.4.3
3. Perform and interpret objective assessments of peripheral and spinal joints, including functional and special tests.	9.1.1, 9.1.2 9.2.1, 9.2.2 9.3.1, 9.3.2, 9.3.3, 9.3.4 9.4.1, 9.4.2, 9.4.3
4. Apply clinical reasoning throughout the assessment process, integrating current evidence to support or refute diagnostic hypotheses.	9.1.1, 9.1.2 9.2.1, 9.2.2, 9.2.3 9.3.1, 9.3.2, 9.3.3, 9.3.4 9.4.1, 9.4.2, 9.4.3
5. Recognise when referral is required and identify appropriate care pathways for musculoskeletal and non- musculoskeletal conditions.	9.1.1, 9.1.2 9.2.1, 9.2.2, 9.2.3 9.3.1, 9.3.2, 9.3.3, 9.3.4 9.4.1, 9.4.2, 9.43
6. Demonstrate 80% attendance or above at lectures and workshop sessions.	9.3.7

DATE OF APPROVAL: 12/02/2026	**FACULTY/OFFICE:** Partnerships
DATE OF IMPLEMENTATION: September 2027	**SCHOOL/PARTNER:** Exeter College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** All year
MODE OF DELIVERY:	Campus taught
Notes:	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.

- Office for Students, Sector-recognised Standards
- Office for Students, Quality and Standards Conditions of Registration
- Subject benchmark statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2027/2028 **NATIONAL COST CENTRE:** 106
MODULE LEADER: Tammy Emmins **OTHER MODULE STAFF: Lewis Geran**

Summary of Module Content

- Subjective assessment frameworks and red flag screening
- Tissue-specific hypothesis development
- Objective assessment techniques for peripheral and spinal joints
- Functional and special tests
- Recognition of typical symptom presentations of common musculoskeletal injuries, both acute and chronic in nature
- Clinical reasoning and decision-making
- Referral pathways and care systems
- Integration of evidence-based practice in musculoskeletal assessment

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Seminars/practical	48	Scheduled learning sessions where students engage in hands-on activities and interactive discussions
Tutorial	5	One to one, or small group sessions to support individual learner
Self-directed study	147	Students to self-study and complete assignments in own time
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name & associated ALO**	**Component Weighting**
Clinical Examination	Peripheral Examination ALO's 1-5 Spinal Examination ALO's 1-5	50 % 50 % 100%
A1: Assessment	Evidence of 80% attendance or above ALO6 & minimum 40% Pass for Clinical exam ALOs 1-5	Pass/Fail

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Clinical Examination	Peripheral Examination ALO's 1-5 Spinal Examination ALO's 1-5	50 % 50 % 100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	**Approved by**: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EXCE2120 **MODULE TITLE:** Advanced Sports Therapy Skills

CREDITS: 20 **FHEQ LEVEL:** 5 **HECOS CODE:** 100475 Sports Therapy

PRE-REQUISITES: Y **CO-REQUISITES:** N/A **COMPENSATABLE:** N

- EXCE1182 Introduction to Anatomy & Injury Pathology
- EXCE1184 Sports Therapy Skills

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module develops practical competence in advanced therapeutic interventions including joint manual therapy, electrotherapy, and taping. Students will apply clinical reasoning to select and deliver safe, effective treatments for musculoskeletal conditions, underpinned by current evidence and professional standards.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*					
E2 (Clinical Examination)	50%	**C1** (Coursework)	50%	**A1** (Assessment)	Pass/Fail

SUBJECT ASSESSMENT PANEL to which module should be linked: Sports Therapy.

Professional body minimum pass mark requirement:

- Attend 80% of all taught sessions

In addition to the Standard Academic Regulations, students are required to:

- Pass all assessment components with a grade above 40%

MODULE AIMS:

The module aims to:

- Introduce students to advanced therapeutic modalities used in sports therapy practice.
- Develop safe and effective application of joint mobilisation, electrotherapy, and taping techniques.
- Foster clinical reasoning in selecting appropriate interventions based on patient presentation.
- Promote evidence-informed practice and professional standards in therapeutic care.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Explain the principles, effects, and precautions of joint manual therapy techniques for peripheral and spinal joints.	9.1.1, 9.1.2, 9.1.3 9.2.1, 9.2.2 9.3.1, 9.3.2, 9.3.3, 9.3.4 9.4.1, 9.4.2, 9.4.3
2. Safely apply joint mobilisation techniques, demonstrating awareness of contraindications.	9.1.1, 9.1.2 9.2.1, 9.2.2 9.3.1, 9.3.2, 9.3.3, 9.3.4 9.4.1, 9.4.2, 9.4.3
3. Describe and demonstrate the safe use of contemporary electrotherapy modalities in musculoskeletal treatment.	9.1.2 9.2.1, 9.2.2 9.3.1, 9.3.2, 9.3.3, 9.3.4 9.4.1, 9.4.2, 9.4.3
4. Apply taping and strapping techniques to support injury management and functional movement.	9.1.2 9.2.1, 9.2.2 9.3.1, 9.3.2, 9.3.3, 9.3.4 9.4.1, 9.4.2, 9.4.3
5. Use clinical reasoning to select and justify appropriate therapeutic interventions based on patient presentation and current evidence.	9.1.1, 9.1.2 9.2.1, 9.2.2 9.3.1, 9.3.2, 9.3.3, 9.3.4 9.4.1, 9.4.2, 9.4.3
6. Demonstrate 80% attendance or above at lectures and workshop sessions.	9.3.7

DATE OF APPROVAL: 12/02/2026	**FACULTY/OFFICE:** Partnerships
DATE OF IMPLEMENTATION: September 2027	**SCHOOL/PARTNER:** Exeter College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** All Year
MODE OF DELIVERY:	Campus taught
Notes:	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.

- Office for Students, Sector-recognised Standards
- Office for Students, Quality and Standards Conditions of Registration
- Subject benchmark statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2027/2028 **NATIONAL COST CENTRE:** 106
MODULE LEADER: Tammy Emmins **OTHER MODULE STAFF: Lewis Geran**

Summary of Module Content

- Principles and application of peripheral and spinal joint mobilisation
- Contraindications, precautions, and clearing tests.
- Mechanisms and clinical use of electrotherapy modalities (e.g. TENS, NMES, therapeutic ultrasound)
- Safe operation and documentation of electrotherapy equipment
- Taping and strapping techniques for support and function
- Clinical reasoning and evidence-based selection of therapeutic interventions

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Seminars/practical	48	Scheduled learning sessions where students engage in hands-on activities and interactive discussions
Tutorials	5	One to one, or small group sessions to support individual learner
Self-directed study	147	Students to self-study and complete assignments in own time
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name & associated ALO**	**Component Weighting**
Coursework	Critical Review of a therapeutic modality ALO's 1 and 3	100%
Clinical Examination	Clinical Simulation (Treatment) ALO's 2,4 and 5	100%
A1: Assessment	Evidence of 80% attendance or above ALO 6 & minimum 40% for Clinical exam ALOs 2,4 and 5	Pass/Fail

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Critical Review of a therapeutic modality ALO's 1 and 3	100%
Clinical Examination	Clinical Simulation (Treatment) ALO's 2,4 and 5	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	**Approved by**: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EXCE2121
MODULE TITLE: Musculoskeletal Rehabilitation
CREDITS: 20
FHEQ LEVEL: 5
HECOS CODE: 100475 Sports Therapy
PRE-REQUISITES: Y
CO-REQUISITES: N/A
COMPENSATABLE: N

- EXCE1182 Introduction to Anatomy & Injury Pathology
- EXCE1185 Applied Sport Sciences for Sports Therapists
- EXCE1186 Exercise Programming & Strength Foundations

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module develops students' ability to design and deliver rehabilitation programmes for common musculoskeletal injuries in the early to intermediate stages of rehabilitation. Emphasis is placed on tissue mechanics, joint arthrokinematics, exercise selection, and progression. Students will apply clinical reasoning to evaluate rehabilitation effectiveness and tailor interventions to individual needs.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*					
E2 (Clinical Examination)	50%	**C1** (Coursework)	50%	**A1** (Assessment)	Pass/Fail

SUBJECT ASSESSMENT PANEL to which module should be linked: Sports Therapy.

Professional body minimum pass mark requirement:

- Attend 80% of all taught sessions

In addition to the Standard Academic Regulations, students are required to:

- Pass all assessment components with a grade above 40%

MODULE AIMS:

The module aims to:

- Introduce key principles of musculoskeletal rehabilitation including programming, progression, and goal setting.
- Develop understanding of tissue mechanics and joint arthrokinematics in rehabilitation planning.
- Enable students to design and deliver early to intermediate rehabilitation programmes for common musculoskeletal injuries.
- Foster clinical reasoning and evidence-informed evaluation of rehabilitation interventions.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Explain key rehabilitation principles including programming, progression, and goal setting.	9.1.2, 9.1.3 9.2.3 9.4.1
2. Apply tissue mechanics and joint arthrokinematics to rehabilitation planning and exercise selection.	9.1.1, 9.1.2, 9.1.3 9.2.1, 9.2.2, 9.2.3 9.3.2, 9.3.3, 9.3.4 9.4.2, 9.4.3
3. Design and deliver early to intermediate rehabilitation programmes for common musculoskeletal injuries to individuals and groups.	9.1.2, 9.1.3 9.2.3 9.3.2, 9.3.3, 9.3.4 9.4.1, 9.4.2, 9.4.3
4. Select appropriate exercises based on tissue type, injury stage, and functional goals.	9.1.1, 9.1.2 9.2.3 9.3.4
5. Evaluate the effectiveness of rehabilitation interventions using clinical reasoning and patient feedback.	9.1.2 9.2.3
6. Demonstrate 80% attendance or above at lectures and workshop sessions.	9.3.7

DATE OF APPROVAL: 12/02/2026	**FACULTY/OFFICE:** Partnerships
DATE OF IMPLEMENTATION: September 2027	**SCHOOL/PARTNER:** Exeter College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** All year
MODE OF DELIVERY:	Campus taught
Notes:	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.

- Office for Students, Sector-recognised Standards
- Office for Students, Quality and Standards Conditions of Registration
- Subject benchmark statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2027/2028 **NATIONAL COST CENTRE:** 106
MODULE LEADER: Miles Carrigan **OTHER MODULE STAFF: Lewis Geran**

Summary of Module Content

- Rehabilitation principles: programming, progression, goal setting
- Exercise selection and modification based on injury stage and tissue type.
    - Application of Tissue mechanics to exercise selection: healing forces, failure thresholds, timeframes
    - Application of Joint arthrokinematics (peripheral and spinal joints) to restore normal joint movement and function
- Early to intermediate rehabilitation strategies
- Delivery of rehabilitation to individuals and groups
- Evaluation of rehabilitation effectiveness using feedback, reasoning, objective markers, and patient reported outcome measures (PROMs)

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Seminars/practical	48	Scheduled learning sessions where students engage in hands-on activities and interactive discussions
Tutorial	5	One to one, or small group sessions to support individual learner
Self-directed study	147	Students to self-study and complete assignments in own time
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name & associated ALO**	**Component Weighting**
Coursework	Clinical defence of a Rehabilitation programme (early to intermediate stages) ALO's 1,3,4 and 5	100%
Clinical Examination	Rehabilitation session delivery & Viva ALO's 2, 4 and 5	100%
A1: Assessment	Evidence of 80% attendance or above ALO 6 & minimum 40% for Clinical exam ALOs 2,4 and 5	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Clinical defence of a Rehabilitation programme (early to intermediate stages) ALO's 1,3,4 and 5	100%
Clinical Examination	Rehabilitation session delivery & Viva ALO's 2, 4 and 5	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	**Approved by**: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EXCE2122 **MODULE TITLE:** Research Methods

CREDITS: 20 **FHEQ LEVEL: 5** **HECOS CODE:** 100475 Sports Therapy

PRE-REQUISITES: Y **CO-REQUISITES:** N/A **COMPENSATABLE:** N

- EXCE1187 Clinical Foundations and Professional Practice

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module introduces students to the principles of scientific enquiry and research in sports therapy. Students will explore methodological approaches, ethical frameworks, and data analysis techniques, culminating in the design and communication of a research proposal and literature review.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*					
C1 (Coursework)	100%				

SUBJECT ASSESSMENT PANEL to which module should be linked: Sports Therapy.

Professional body minimum pass mark requirement:

In addition to the Standard Academic Regulations, students are required to:

- Pass all assessment components with a grade above 40%

MODULE AIMS:

The module aims to:

- Develop students' understanding of the role of research in sports therapy and clinical decision-making.
- Introduce key methodological approaches and levels of evidence.
- Equip students with the skills to design ethical research projects and apply basic data analysis.
- Enhance students' ability to communicate and disseminate research findings using academic formats.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Explain principles of scientific enquiry and the role of research in sports therapy.	9.4.1, 9.4.2, 9.4.3
2. Evaluate levels of evidence and compare methodological approaches including qualitative, quantitative, and mixed methods.	9.4.1, 9.4.2, 9.4.3
3. Design ethical research projects using appropriate frameworks and approval processes.	9.4.1, 9.4.2, 9.4.3
4. Apply basic data analysis techniques to interpret research findings.	9.4.1, 9.4.2, 9.4.3
5. Communicate and disseminate research outcomes using academic formats and presentation skills.	9.4.1, 9.4.2, 9.4.3

DATE OF APPROVAL: 12/02/2026	**FACULTY/OFFICE:** Partnerships
DATE OF IMPLEMENTATION: September 2027	**SCHOOL/PARTNER:** Exeter College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** All year
MODE OF DELIVERY:	Campus taught
Notes	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.

- Office for Students, Sector-recognised Standards
- Office for Students, Quality and Standards Conditions of Registration
- Subject benchmark statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2027/2028 **NATIONAL COST CENTRE:** 106
MODULE LEADER: Miles Carrigan **OTHER MODULE STAFF: Tammy Emmins**

Summary of Module Content

- Principles of scientific enquiry and research in sports therapy
- Hierarchy of evidence and its relevance to clinical practice
- Qualitative, quantitative, and mixed methods approach.
- Ethical frameworks and approval processes
- Research design and project planning.
- Basic data analysis techniques
- Academic writing, referencing, and presentation of research findings

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Seminars/practical	48	Scheduled learning sessions where students engage in hands-on activities and interactive discussions
Tutorial	5	One to one, or small group sessions to support individual learner
Self-directed study	147	Students to self-study and complete assignments in own time
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name & associated ALO**	**Component Weighting**
Coursework	Research Project Proposal ALO 1 and 3 Research project ALOs 2, 4 and 5	30% 70% 100%

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Research Project Proposal ALO 1 and 3 Research project ALOs 2, 4 and 5	30% 70% 100%

To be completed when presented for Minor Change approval and/or annually updated		
Updated by: XX/XX/XXXX	Date:	**Approved by**: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EXCE2123
MODULE TITLE: Injury Prevention and Optimising Performance
CREDITS: 20
FHEQ LEVEL: 5
HECOS CODE: 100475 Sports Therapy

PRE-REQUISITES: Y
CO-REQUISITES: N/A
COMPENSATABLE: N

- EXCE1185 Applied Sport Science for Sports Therapists
- EXCE1186 Exercise Programming and Strength Foundations

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module explores strategies to reduce injury risk and enhance athletic performance. Students will conduct physical profiling and screening, evaluate risk factors, apply sports nutrition and psychology principles, and critically appraise recovery modalities and prevention programmes using current evidence.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*					
C1 (Coursework)	50%	**P1 (**Practical)	50%		

SUBJECT ASSESSMENT PANEL to which module should be linked: Sports Therapy.

Professional body minimum pass mark requirement:

- Pass all assessment components with a grade above 40%

MODULE AIMS:

The module aims to:

- Develop students' understanding of injury risk factors and performance optimisation strategies.
- Equip students to conduct screening and profiling for injury prevention and performance enhancement.
- Introduce principles of sports nutrition and psychological support in injury prevention and rehabilitation.
- Enable students to critically evaluate recovery modalities and prevention programmes using evidence-based approaches.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Conduct physical profiling and performance screening to identify injury risk and optimise athletic performance.	9.2.1, 9.2.2 9.3.2, 9.3.3 9.4.2
2. Explain physiological, biomechanical, and psychological risk factors for sports injury.	9.1.1, 9.1.2
3. Apply sports nutrition and psychological principles to support recovery, rehabilitation, and return to play.	9.1.2 9.2.2, 9.2.3 9.4.1, 9.4.2
4. Evaluate recovery modalities and their effectiveness in reducing injury risk and enhancing performance.	9.1.2 9.4.3
5. Critically appraise injury prevention programmes using current evidence and screening data.	9.4.3

DATE OF APPROVAL: 12/02/2026	**FACULTY/OFFICE:** Partnerships
DATE OF IMPLEMENTATION: September 2027	**SCHOOL/PARTNER:** Exeter College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** All year
MODE OF DELIVERY:	Campus taught
Notes:	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.

- Office for Students, Sector-recognised Standards
- Office for Students, Quality and Standards Conditions of Registration
- Subject benchmark statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2027/2028 **NATIONAL COST CENTRE:** 106
MODULE LEADER: Lewis Geran **OTHER MODULE STAFF: Miles Carrigan**

Summary of Module Content

- Approaches to physical profiling and performance screening
- Risk factors for sports injury: physiological, biomechanical, psychological.
- Sports nutrition for recovery and performance
- Psychological responses to injury and rehabilitation strategies
- Recovery modalities and their effectiveness
- Evidence-based evaluation of injury prevention programmes

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Seminars/practical	48	Scheduled learning sessions where students engage in hands-on activities and interactive discussions
Tutorial	5	One to one, or small group sessions to support individual learner
Self-directed study	147	Students to self-study and complete assignments in own time
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name & associated ALO**	**Component Weighting**
Coursework	Critical review of a screening method (e.g. FMS) ALO 2 and 5	100%
Practical	Presentation: e.g. multidisciplinary approaches to recovery ALO's 1,3 and 4	100%

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Critical review of a screening method (e.g. FMS) ALO 2 and 5	100%
Practical	Presentation: e.g. multidisciplinary approaches to recovery ALO's 1,3 and 4	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	**Approved by**: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EXCE2124
MODULE TITLE: Exercise for Health and Special Populations
CREDITS: 20
FHEQ LEVEL: 5
HECOS CODE: 100475 Sports Therapy

PRE-REQUISITES: Y
CO-REQUISITES: N/A
COMPENSATABLE: N

- EXCE1185 Applied Sport Science for Sports Therapists
- EXCE1186 Exercise Programming and Strength Foundations

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module explores the role of exercise in managing chronic health conditions and supporting special populations. Students will design and adapt safe, effective programmes aligned with Exercise Referral standards, applying screening, prescription principles, and evidence-based evaluation to promote health outcomes.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*					
C1 (Coursework)	50%	**P1 (**Practical**)**	50%		

SUBJECT ASSESSMENT PANEL to which module should be linked: Sports Therapy.

Professional body minimum pass mark requirement:

- Pass all assessment components with a grade above 40%

MODULE AIMS:

The module aims to:

- Develop understanding of exercise as a therapeutic tool for low- and medium-risk chronic conditions.
- Equip students to design and deliver safe, effective exercise programmes for special populations.
- Introduce health specific screening and assessment techniques to inform exercise planning.
- Promote evidence-based practice and clinical reasoning in evaluating exercise interventions.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
1. Explain the role of exercise in managing low- and medium-risk chronic health conditions.	9.1.2, 9.1.3
2. Apply exercise prescription principles to support health outcomes in special populations.	9.1.1 9.2.1, 9.2.2 9.4.3
3. Design safe and effective exercise programmes aligned with Exercise Referral Instructor standards.	9.1.1, 9.1.2, 9.1.3 9.2.1, 9.2.2, 9.2.3 9.3.2, 9.3.3 9.4.1, 9.4.2
4. Screen and assess clients to identify health risks and inform exercise planning.	9.1.1 9.2.1, 9.2.2 9.3.2, 9.3.4 9.4.1
5. Evaluate the impact of exercise interventions using clinical reasoning and evidence-based practice.	9.2.1, 9.2.3 9.4.3

DATE OF APPROVAL: 12/02/2026	**FACULTY/OFFICE:** Partnerships
DATE OF IMPLEMENTATION: September 2027	**SCHOOL/PARTNER:** Exeter College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** All year
MODE OF DELIVERY:	Campus taught
Notes:	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.

- Office for Students, Sector-recognised Standards
- Office for Students, Quality and Standards Conditions of Registration
- Subject benchmark statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2027/2028 **NATIONAL COST CENTRE:** 106
MODULE LEADER: Tammy Emmins **OTHER MODULE STAFF: Miles Carrigan**

Summary of Module Content

- Role of exercise in chronic disease management
- Exercise prescription principles for special populations.
- Exercise Referral Instructor/Health Coach standards and frameworks.
- Client screening and health risk assessment
- Programme design and adaptation for individual needs.
- Contraindications and safety considerations
- Evaluation of exercise interventions using evidence and feedback

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Seminars/practical	48	Scheduled learning sessions where students engage in hands-on activities and interactive discussions
Tutorial	5	One to one, or small group sessions to support individual learner
Self-directed study	147	Students to self-study and complete assignments in own time
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name & associated ALO**	**Component Weighting**
Coursework	Exercise Referral Programme (Case Study) ALOs 1 and 3	100%
Practical	Practical: Exercise Session (Case Study) ALOs 2, 4 and 5	100%

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Exercise Referral Programme (Case Study) ALOs 1 and 3	100%
Practical	Practical: Exercise Session (Case Study) ALOs 2, 4 and 5	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	**Approved by**: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EXCE3019 **MODULE TITLE:** Sports Trauma Management

CREDITS: 20 **FHEQ LEVEL:** 6 **HECOS CODE:** 100475 Sports Therapy

PRE-REQUISITES: Y **CO-REQUISITES:** N/A **COMPENSATABLE:** N

- EXCE1184 Sports Therapy Skills
- EXCE2119 Musculoskeletal Examination and Assessment

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module equips students with the knowledge and practical skills to manage acute sports trauma in prehospital settings. Students will learn to assess and intervene in airway, breathing, circulation, spinal and neurological injuries, and medical emergencies, using advanced life support protocols and legal guidelines.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*					
E1 (Examination)	100%	**A1** (Assessment)	Pass/Fail		

SUBJECT ASSESSMENT PANEL to which module should be linked: Sports Therapy.

Professional body minimum pass mark requirement:

- Attend 80% of all taught sessions

In addition to the Standard Academic Regulations, students are required to:

- Pass all assessment components with a grade above 40%

MODULE AIMS:

The module aims to:

- To develop students' ability to recognise and manage traumatic injuries in sport using evidence-based emergency care protocols.
- To enable students to assess and manage airway, breathing, and circulation using advanced adjuncts.
- To prepare students to respond effectively to spinal, neurological, environmental, and medical emergencies.
- To ensure students understand the legal and ethical considerations of administering trauma-related medicines and gases.
- To support students in developing and evaluating Emergency Action Plans and communicating effectively with definitive care providers.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
1. Apply advanced life support protocols and SAFE pitch-side approaches to traumatic sports injuries.	9.1.1, 9.1.2 9.2.1, 9.2.2 9.3.1, 9.3.2, 9.3.4, 9.3.5 9.4.1, 9.4.2
2. Assess and manage airway, breathing, and circulation using appropriate trauma interventions and adjuncts.	9.3.2, 9.3.5
3. Implement spinal and neurological injury management including triple immobilisation and concussion protocols.	9.1.2 9.2.1 9.3.1, 9.3.2, 9.3.4, 9.3.5 9.4.1, 9.4.2
4. Respond to environmental, medical, and musculoskeletal emergencies using non-invasive techniques within scope.	9.1.2 9.2.1 9.3.1, 9.3.2, 9.3.4, 9.3.5 9.4.1, 9.4.2
5. Develop and evaluate Emergency Action Plans and demonstrate effective handover communication to definitive care.	9.3.2, 9.3.3 9.4.3
6. Demonstrate 80% attendance or above at lectures and workshop sessions.	9.3.7

DATE OF APPROVAL: 12/02/2026	**FACULTY/OFFICE:** Partnerships
DATE OF IMPLEMENTATION: September 2028	**SCHOOL/PARTNER:** Exeter College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** All year
MODE OF DELIVERY:	Campus taught
Notes:	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.

- Office for Students, Sector-recognised Standards
- Office for Students, Quality and Standards Conditions of Registration
- Subject benchmark statements
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SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2028/2029 **NATIONAL COST CENTRE:** 106
MODULE LEADER: Tammy Emmins **OTHER MODULE STAFF: Lewis Geran**

Summary of Module Content

- Advanced Life Support protocols (Resuscitation Council UK)
- Airway management: basic and advanced adjuncts (OPA, NPA, I-Gel)
- Breathing and circulation assessment and trauma interventions
- Spinal injury management and triple immobilisation techniques
- Concussion recognition, removal, and return-to-play protocols.
- Management of environmental, medical, and musculoskeletal emergencies
- Trauma-related medicines and medical gases: indications, contraindications, legal scope
- Emergency Action Plans (EAPs): development, implementation, review
- Effective communication and handover to definitive care (SAMPLE, ATMIST)

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Seminars/practical	48	Scheduled learning sessions where students engage in hands-on activities and interactive discussions
Tutorial	5	One to one, or small group sessions to support individual learner
Self-directed study	147	Students to self-study and complete assignments in own time
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name & associated ALO**	**Component Weighting**
Written exam	MCQ/Single best answer examination ALO's 1-5	100%
Practical	Clinical Simulation ALOs 1-5	Pass/Fail
A1: Assessment	Evidence of 80% attendance or above ALO 6 & minimum 40% for practical exam ALOs 1-5	Pass/Fail

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Written exam	MCQ/Single best answer examination ALO's 1-5	100%
Generic Assessment	Clinical Simulation ALOs 1-5	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	**Approved by**: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EXCE3020
MODULE TITLE: Advanced Sports Rehabilitation
CREDITS: 20
FHEQ LEVEL: 6
HECOS CODE: 100475 Sports Therapy
PRE-REQUISITES: Y
CO-REQUISITES: N/A
COMPENSATABLE: N

- EXCE2121 Musculoskeletal Rehabilitation
- EXCE2123 Injury Prevention and Optimising Performance
- EXCE2124 Exercise for Health and Special Populations

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module prepares students to design, deliver, and evaluate advanced rehabilitation programmes tailored to injury type, sport, and individual goals. Students will apply return-to-play/work/recreation criteria, integrate tissue healing principles, and develop on-going rehabilitation and injury prevention strategies using evidence-based approaches.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*					
E2 (Clinical Examination)	50%	**P1** **(**Practical)	50%	**A1** (Assessment)	Pass/Fail

SUBJECT ASSESSMENT PANEL to which module should be linked: Sports Therapy.

Professional body minimum pass mark requirement:

- Attend 80% of all taught sessions

In addition to the Standard Academic Regulations, students are required to:

- Pass all assessment components with a grade above 40%

MODULE AIMS:

The module aims to:

- To enable students to design and deliver late-stage rehabilitation programmes tailored to individual and sport-specific needs.
- To develop students' ability to apply return-to-play/work/recreation decision-making frameworks.
- To support critical evaluation of rehabilitation outcomes using performance testing and clinical reasoning.
- To promote the development of injury prevention and prehabilitation strategies.
- To integrate tissue healing timelines and loading principles into advanced exercise prescription.
- To foster reflective practice and evidence-based optimisation of rehabilitation outcomes.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
1. Design and deliver late-stage rehabilitation programmes tailored to injury type, sport, and individual goals.	9.1.2, 9.1.3 9.2.1, 9.2.2, 9.2.3 9.3.2, 9.3.3, 9.3.4 9.4.1, 9.4.2, 9.4.3
2. Apply return-to-play/work/recreation criteria and decision-making frameworks considering physical, psychological, and occupational demands.	9.1.1, 9.1.2, 9.1.3 9.2.1, 9.2.2, 9.2.3 9.3.2, 9.3.3, 9.3.4 9.4.1, 9.4.2, 9.4.3
3. Critically evaluate rehabilitation outcomes using performance testing and clinical reasoning.	9.1.3 9.2.3 9.4.3
4. Develop ongoing injury prevention and prehabilitation strategies based on individual risk profiles and sport-specific demands.	9.1.1, 9.1.2, 9.1.3 9.2.1, 9.2.2, 9.2.3 9.3.2, 9.3.3, 9.3.4 9.4.1, 9.4.2, 9.4.3
5. Integrate tissue-specific healing timelines and loading principles into advanced exercise prescription.	9.1.1, 9.1.2, 9.1.3 9.2.1, 9.2.2, 9.2.3 9.3.2, 9.3.3, 9.3.4 9.4.1, 9.4.2, 9.4.3
6. Demonstrate 80% attendance or above at lectures and workshop sessions.	9.3.7

DATE OF APPROVAL: 12/02/2026	**FACULTY/OFFICE:** Partnerships
DATE OF IMPLEMENTATION: September 2028	**SCHOOL/PARTNER:** Exeter College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** All year
MODE OF DELIVERY:	Campus taught
Notes:	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.

- Office for Students, Sector-recognised Standards
- Office for Students, Quality and Standards Conditions of Registration
- Subject benchmark statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2028/2029 **NATIONAL COST CENTRE:** 106
MODULE LEADER: Tammy Emmins **OTHER MODULE STAFF: Miles Carrigan**

Summary of Module Content

- Late-stage rehabilitation principles and programme design
- Sport-specific and individualised rehabilitation planning
- Return-to-play decision-making frameworks and criteria.
- Performance testing and outcome evaluation
- Tissue healing timelines and mechanotherapy principles
- Advanced exercise prescription and loading strategies.
- Injury prevention and prehabilitation planning.
- Reflective practice and patient feedback integration
- Evidence-based approaches to rehabilitation optimisation

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Seminars/practical	48	Scheduled learning sessions where students engage in hands-on activities and interactive discussions
Tutorial	5	One to one, or small group sessions to support individual learner
Self-directed study	147	Students to self-study and complete assignments in own time
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name & associated ALO**	**Component Weighting**
Practical	Presentation ALO's 1, 4 and 5	100%
Clinical Examination	Practical Coaching Session ALO's 2 and 3	100%
A1: Assessment	Evidence of 80% attendance or above ALO 6 & minimum 40% for practical exam ALOs 1-5	Pass/Fail

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Practical	Presentation ALO's 1, 4 and 5	100%
Clinical Examination	Practical Coaching Session ALO's 2 and 3	100%
A1: Assessment	Evidence of 80% attendance or above ALO 6 & minimum 40% for practical exam ALOs 1-5	Pass/Fail

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	**Approved by**: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EXCE3021
MODULE TITLE: Contemporary Sports Therapy Practice
CREDITS: 20
FHEQ LEVEL: 6
HECOS CODE: 100475 Sports Therapy
PRE-REQUISITES: Y
CO-REQUISITES: N/A
COMPENSATABLE: N

- EXCE2119 Musculoskeletal Examination and Assessment
- EXCE2120 Advanced Sports Therapy

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module enables students to critically apply advanced and contemporary techniques in clinical sports therapy. Students will assess and manage complex musculoskeletal conditions, differentiate musculoskeletal from non- musculoskeletal presentations, make appropriate referrals, and evaluate interventions using current research and reflective practice.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*					
C1 (Coursework)	100%				

SUBJECT ASSESSMENT PANEL to which module should be linked: Sports Therapy.

Professional body minimum pass mark requirement:

- Pass all assessment components with a grade above 40%

MODULE AIMS:

The module aims to:

- To develop students' ability to apply advanced and contemporary techniques in clinical sports therapy.
- To support the assessment and management of complex musculoskeletal conditions using advanced clinical reasoning.
- To enable students to recognise atypical presentations and differentiate musculoskeletal from non-musculoskeletal conditions.
- To promote appropriate referral practices within legal and professional scope.
- To foster reflective practice and critical evaluation of advanced interventions.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Critically apply advanced and contemporary techniques (e.g. K-Tape, Mulligan, myofascial approaches) to clinical sports therapy practice.	9.1.1, 9.1.2 9.2.1, 9.2.2, 9.2.3 9.3.3, 9.3.4 9.4.1, 9.4.2, 9.4.3
2. Assess and manage complex musculoskeletal conditions, integrating advanced clinical reasoning and evidence-based approaches.	9.1.1, 9.1.2, 9.1.3 9.2.1, 9.2.2, 9.2.3 9.3.3, 9.3.4 9.4.1, 9.4.2, 9.4.3
3. Recognise atypical presentations and masqueraders and differentiate musculoskeletal from non- musculoskeletal conditions.	9.1.1 9.2.1, 9.2.2 9.3.3, 9.3.4 9.4.2, 9.4.3
4. Make appropriate referrals for non-musculoskeletal conditions, demonstrating awareness of scope of practice and legal responsibilities.	9.2.1, 9.2.2 9.3.1, 9.3.2, 9.3.3 9.4.3
5. Reflect on limitations of knowledge and practice, identifying areas for continued professional development.	9.1.1, 9.1.2, 9.1.3 9.4.3

DATE OF APPROVAL: 12/02/2026	**FACULTY/OFFICE:** Partnerships
DATE OF IMPLEMENTATION: September 2028	**SCHOOL/PARTNER:** Exeter College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** All year
MODE OF DELIVERY:	Campus taught
Notes:	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.

- Office for Students, Sector-recognised Standards
- Office for Students, Quality and Standards Conditions of Registration
- Subject benchmark statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2028/2029 **NATIONAL COST CENTRE:** 106
MODULE LEADER: **OTHER MODULE STAFF:**

Summary of Module Content

- Advanced and contemporary techniques: K-Tape, Mulligan, anatomy trains, myofascial approaches
- Assessment and management of complex musculoskeletal conditions
- Clinical reasoning and evidence-based decision making
- Recognition of atypical presentations and musculoskeletal masqueraders
- Differentiation of musculoskeletal and non- musculoskeletal conditions
- Referral pathways and scope of practice
- Legal and ethical responsibilities in clinical decision making.
- Reflective practice and CPD planning.
- Evaluation of intervention effectiveness and safety using current research and patient outcomes

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Seminars/practical	48	Scheduled learning sessions where students engage in hands-on activities and interactive discussions
Tutorial	5	One to one, or small group sessions to support individual learner
Self-directed study	147	Students to self-study and complete assignments in own time
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name & associated ALO**	**Component Weighting**
Coursework	Critical review of an advanced technique/modality ALOs 1, 2 and 5	50 %
	Portfolio (recognising non- musculoskeletal pathology and referring) ALOs 3 and 4	50 %
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Critical review of an advanced technique/modality ALOs 1, 2 and 5	50 %
	Portfolio (recognising non- musculoskeletal pathology and referring) ALOs 3 and 4	50 %
		100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	**Approved by**: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD*. Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: EXCE3022
MODULE TITLE: Professional Practice and Placement
CREDITS: 20
FHEQ LEVEL: 6
HECOS CODE: 100475 Sports Therapy
PRE-REQUISITES: Y
CO-REQUISITES: N/A
COMPENSATABLE: N

- EXCE2119 Musculoskeletal Examination and Assessment
- EXCE2120 Advanced Sports Therapy
- EXCE2121 Musculoskeletal Rehabilitation
- EXCE2123 Injury Prevention and Optimising Performance

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module supports students in completing a minimum of 250 hours of supervised sports therapy practice across varied clinical settings. It develops professional conduct, autonomy, clinical reasoning, career planning, and business awareness through reflective practice and real-world experience.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*					
E2 (Clinical Examination)	50%	**C1** (Coursework)	50%	**A1** (Assessment)	Pass/ Fail

SUBJECT ASSESSMENT PANEL to which module should be linked: Sports Therapy.

Professional body minimum pass mark requirement:

- Attend 80% of all taught sessions

In addition to the Standard Academic Regulations, students are required to:

- Pass all assessment components with a grade above 40%

MODULE AIMS:

The module aims to:

- To enable students to complete and evidence 250 hours of supervised sports therapy practice.
- To develop professional conduct and autonomy in multidisciplinary clinical environments.
- To apply clinical reasoning and practical competencies in real-world sports therapy settings.
- To foster reflective practice and identify strategies for professional development.
- To support career planning and employability skills.
- To explore business setup and self-employment pathways in sports therapy.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Complete and evidence a minimum of 250 hours of supervised sports therapy practice across varied clinical settings.	9.3.6
2. Demonstrate professional conduct and autonomy, working effectively within multidisciplinary teams.	9.3.1, 9.3.2, 9.3.3 9.4.1
3. Apply clinical reasoning and practical competencies in real-world sports therapy environments.	9.1.1, 9.1.2, 9.1.3 9.2.1, 9.2.3 9.3.1, 9.3.2, 9.3.3, 9.3.4, 9.3.5 9.4.2, 9.4.3
4. Reflect critically on practice-based experiences, identifying strengths, areas for development, and strategies for improvement.	9.2.2 9.4.3
5. Develop career planning skills, including job searching, CV writing, applications, and interview preparation.	9.4.3
6. Demonstrate 80% attendance at lectures and workshop sessions.	9.3.6

DATE OF APPROVAL: 12/02/2026	**FACULTY/OFFICE:** Partnerships
DATE OF IMPLEMENTATION: September 2028	**SCHOOL/PARTNER:** Exeter College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** All year
MODE OF DELIVERY:	Campus taught
Notes:	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.

- Office for Students, Sector-recognised Standards
- Office for Students, Quality and Standards Conditions of Registration
- Subject benchmark statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2028/2029 **NATIONAL COST CENTRE:** 106
MODULE LEADER: Miles Carrigan **OTHER MODULE STAFF: Lewis Geran**

Summary of Module Content

- Supervised clinical practice across varied settings (minimum 250 hours)
- Professional conduct, autonomy, and multidisciplinary team working.
- Application of clinical reasoning and practical competencies
- Reflective practice and CPD planning.
- Career development: job search, CV writing, applications, interviews
- Business setup and self-employment: legal, financial, and professional considerations
- Scope of practice and ethical responsibilities in clinical environments

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Seminars/practical	48	Scheduled learning sessions where students engage in hands-on activities and interactive discussions
Tutorial	5	One to one, or small group sessions to support individual learner
Self-directed study	147	Students to self-study and complete assignments in own time
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name & associated ALO**	**Component Weighting**
Coursework	Portfolio (evidence of practice-based learning) ALOs 1-5	100%
Clinical Examination	Clinical Examination (Final Assessment) ALOs 1-5	100%
A1: Assessment	Evidence of 80% attendance ALOs 6 & minimum 40% for Clinical Exam ALOs 1-5	Pass/Fail

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Portfolio (evidence of practice-based learning) ALOs 1-5	100%
Clinical Examination	Clinical Examination (Final Assessment) ALOs 1-5	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	**Approved by**: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: EXCE3023	**MODULE TITLE:** Dissertation	
CREDITS: 40	**FHEQ LEVEL:** 6	**HECOS CODE(S)** 100475 Sports Therapy
PRE-REQUISITES: N/A	**CO-REQUISITES:** N/A	**COMPENSATABLE:** N

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module allows students an opportunity to develop their subject expertise and develop their research, intellectual and organisational skills through the writing of a detailed dissertation thesis. The module provides students with a good structure of designing a proposal, creating a project, and then finally presenting the outcomes.

ELEMENTS OF ASSESSMENT – *see Definitions of Elements and Components of Assessment*					
C1 (Coursework)	80%	**P1 (**Practical)	20%		

SUBJECT ASSESSMENT PANEL to which module should be linked: Sports Therapy.

Professional body minimum pass mark requirement:

- Pass all assessment components with a grade above 40.

Module Aims

This module will aim to equip students with the skills to effectively plan and then carry out an agreed Dissertation in the form of a Scientific Investigation. The Scientific Investigation should include the researcher carrying out primary and secondary research on a chosen area of Sports Therapy. The module will aim to allow students to critically examine research methods including Foundations of Research Philosophies and support students in selecting methods appropriate to their area of study. The aim of the module is to enhance students oral and presentation skills within a project of their choice. Students will be confident to undertake a literature search, critically reviewing literature from many different sources to underpin their conceptual knowledge base on their chosen area of study, and it will aim to enable students to analyse their research, synthesise their findings and come to a coherent and well-argued conclusion to include the benefits of their study.

Key areas of study (Curriculum Content)

- Research Paradigms
- Ontology
- Epistemology
- Axiology
- Ethical Processes involved in the Research Process
- Methodology
- Review of Literature
- Methods (Data Collection)

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	Programme Intended Learning Outcomes (PILOs) contributed to
1. Draw upon research within the field of Sports Therapy to develop a primary or secondary research project proposal within Sports Therapy showing ethical awareness	9.4.1, 9.4.2
2. Critically appraise information from a range of secondary research sources demonstrating a comprehensive knowledge base	9.4.1, 9.4.2
3. Devise and carry out a structured and detailed research project, including a detailed and ethical methodology, providing analysis, and drawing upon future recommendations	9.4.1, 9.4.2, 9.4.3
4. Engage in a theoretical discussion demonstrating analysis and synthesis of their research evidence demonstrating its relevance to Sports Therapy practice.	9.4.1, 9.4.2, 9.4.3
5. Present research orally in a structured, detailed, and coherent manner and research findings in a critical and evaluative way to assess how it might influence Sports Therapy practice.	9.4.1, 9.4.2, 9.4.3

DATE OF APPROVAL: 12/02/2026	**FACULTY/OFFICE:** Partnerships
DATE OF IMPLEMENTATION: September 2028	**SCHOOL/PARTNER:** Exeter College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER:** All year
MODE OF DELIVERY:	Campus taught
Notes:	

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards.

- Office for Students, Sector-recognised Standards
- Office for Students, Quality and Standards Conditions of Registration
- Subject benchmark statements
- Professional, regulatory, and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be published on the website as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2028/2029 **NATIONAL COST CENTRE:** 106
MODULE LEADER: Jon Hill **OTHER MODULE STAFF: Ali Hill**

Summary of Module Content

This module will aim to equip students with the skills to effectively plan and then carry out an agreed Dissertation in the form of a Scientific Investigation. The Scientific Investigation should include the researcher carrying out primary and secondary research on a chosen area of Sports Therapy. The module will aim to allow students to critically examine research methods including Foundations of Research Philosophies and support students in selecting methods appropriate to their area of study. The aim of the module is to enhance students oral and presentation skills within a project of their choice. Students will be confident to undertake a literature search, critically reviewing literature from many different sources to underpin their conceptual knowledge base on their chosen area of study, and it will aim to enable students to analyse their research, synthesise their findings and come to a coherent and well-argued conclusion to include the benefits of their study.

Tutorials will be a key part of this module in supporting students through the various stages of developing and writing a research project. For example, students will be guided to choose an appropriate project, discuss their developing conceptual knowledge of the literature, and give a rationale for their choice of methods and ethical approach. Students will present their proposal to an ethical panel if appropriate and will plan a research project following a successful outcome. They will later present their research projects in an oral VIVA. Students will have opportunities to comment on the research methodologies used, ethical dilemmas, the results, data analysis, and the main conclusions drawn.

The taught elements of the module will enable students to develop their research skills to include searching and retrieving evidence, selecting appropriate Sports Therapy related research questions, research methodologies, constructing a literature review, critical appraisal skills, ethical awareness and protocols and analysing and synthesising research findings. Students will be taught to have an ethical awareness and will develop ethical protocols and consent letters that are appropriate for a research project in their chosen area of study which will be put forward to the College Research Ethics Committee.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	50	Delivery of informative lesson by the lecturer, including practical
Seminars	20	Group discussions and activities led by the lecturer
Project supervision	20	Individual and group supervision tutorials
Self-directed study	310	Independent primary and secondary research, seminar project supervision preparation.
Total	**400**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name & associated ALO**	**Component Weighting**
Coursework	Proposal ALO 1 Dissertation ALOs 2, 3 and 4	30% 70% 100%
Practical	Oral Viva ALO 5	100%

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Proposal ALO 1 Dissertation ALOs 2, 3 and 4	30% 70% 100%
Practical	Oral Viva ALO 5	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	**Approved by**: Date: XX/XX/XXXX