

## PROGRAMME SPECIFICATION

Part 1: Basic Data			
<b>Awarding Institution</b>	University of the West of England		
<b>Teaching Institution</b>	Hartpury College		
<b>Delivery Location</b>	Hartpury College		
<b>Faculty Responsible for Programme</b>	Hartpury		
<b>Department Responsible for Programme</b>	Sport Science		
<b>Modular Scheme Title</b>	Sport		
<b>Professional Statutory or Regulatory Body Links</b>	Society of Sports Therapists		
<b>Highest Award Title</b>	BSc (Hons) Sports Therapy BSc (Hons) Sports Therapy (SW)		
<b>Default Award Title</b>	None		
<b>Fall-back Award Title</b>	None		
<b>Interim Award Titles</b>	Certificate HE Sports Studies Diploma HE Applied Sports Studies BSc Applied Sports Studies		
<b>UWE Progression Route</b>	None		
<b>Mode(s) of Delivery</b>	Full time/Part time/Sandwich Year		
<b>Codes</b>	<b>UCAS:</b> C612	<b>JACS:</b> C600	
	<b>ISIS2:</b> C612	<b>HESA:</b>	
<b>Relevant QAA Subject Benchmark Statements</b>	Events, Hospitality, Leisure, Sport and Tourism		
<b>Initial CAP Approval Date</b>	07 March 2014	<b>Revised CVC Approval Date</b>	V1.3- 08 June 2015 V1.5- 07 July 2016 V2.1- 02 May 2018
<b>Valid From</b>	01 September 2014 (intake 2016)	<b>Revised with effect from</b>	01 September 2016 V2.1- 01 September 2018
<b>Review Date</b>	01 September 2024		
<b>Version</b>	2.1		

## Part 2: Educational Aims of the Programme

The fundamental educational aim of the BSc (Hons) Sports Therapy programme is to produce graduates who are able to practice as Sports Therapists. In order to achieve this, students will need to develop core competencies; they are:

- 1 Prevention.
- 2 Recognition.
- 3 Management, treatment and referral.
- 4 Rehabilitation.
- 5 Education and professional practice issues.

The core competencies are underpinned by knowledge development in key disciplines. For example, students will have the opportunity to develop advanced knowledge of functional anatomy together with an integrated understanding of the biomechanical and physiological functioning of the body. Once these fundamentals are achieved, students will be able to develop a deep understanding of the pathophysiology of sports injury and the role of biomechanics in the aetiology and rehabilitation of sporting injury.

As the programme progresses further, students will have the opportunity to learn how to make clinical impressions and treat a range of sports injuries. Students will learn how to treat sports related emergency injuries as well as how to develop and administer prolonged treatment plans for sports injuries. The programme will also provide an opportunity to learn how to rehabilitate sports injuries throughout the various phases of rehabilitation and apply sports conditioning principles during late-stage rehabilitation to achieve return to play. Furthermore, the programme aims to provide students with an opportunity to understand the key role Sports Therapists play in injury prevention. A key component of the programme will be evaluating critically established practices and techniques as well as contemporary research. Students will have many opportunities to develop their practice skills in vocational settings and this will be an important aspect of the programme in the third year. Upon graduation with the Honour's degree, graduates will be appropriately prepared to practice as Sports Therapists, however, they will need to secure professional indemnity insurance in order to practice or seek accreditation by an accrediting body such as the Society of Sports Therapists.

### Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The knowledge and practical skills that BSc (Hons) Sports Therapy graduates acquired during their studies enables them to assess, evaluate, and treat injuries typical to sport and exercise participation. Sports Therapy graduates also have the knowledge and skills to devise rehabilitation plans that will facilitate reintegration back to full participation. In addition, graduates are able to offer advice and plan treatment programmes designed to reduce the incidence of injury. The related industry settings may have included the elite, professional sporting environment, the health, fitness and leisure industry and the diverse clinics and rehabilitation centres which cater for the various special populations that use exercise as a full or part intervention for return to health. From working within a multidisciplinary team alongside other sports science and medical professionals, the graduate Sports Therapist has a clear understanding of their role delineation and practice.

### Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

**Learning Outcomes:**

		Academic Skills for Sport	Introduction to Functional Anatomy and Biomechanics for Sports Therapists	Introduction to Exercise Physiology	Introductory Skills for Sports Therapists	Emergency Care for Sports Therapists	Principles of Strength and Conditioning	Sports Massage	Applied Skills for Sports Therapists	Exercise Physiology	Peripheral Mobilisation	Undergraduate Research Process	Sports Rehabilitation	Vertebral Mobilisation	Sports Nutrition	Sandwich Year Work Placement	Complete Injury Management	Undergraduate Dissertation for Sports Therapists	Professional Practice in Sports Therapy	Sports Conditioning and Return-to-Play	Screening and Prevention
A) Knowledge and understanding of:																					
1	The disciplines underpinning Sports Therapy and their interrelated nature.	✓	✓			✓				✓			✓		✓	✓	✓	✓	✓	✓	
2	The aetiology and pathophysiology of a range of sports injuries.			✓					✓				✓	✓		✓	✓	✓	✓		
3	Well-established techniques for clinical assessment and treatment and how to evaluate their efficacy critically.			✓	✓				✓	✓			✓	✓		✓	✓	✓	✓	✓	✓
4	How to interpret the results of clinical assessments and formulate appropriate treatment options using advanced disciplinary knowledge.	✓		✓	✓		✓		✓		✓		✓			✓	✓	✓	✓	✓	✓
5	The underpinning theoretical basis of injury treatment and rehabilitation.			✓	✓				✓	✓			✓			✓	✓	✓	✓	✓	✓
6	The role of the Sports Therapist in injury prevention.					✓			✓							✓	✓	✓	✓	✓	✓
B) Intellectual Skills																					
1	Demonstrate problem solving to diagnose injuries from clinical assessments.	✓		✓	✓	✓	✓		✓	✓			✓			✓	✓	✓	✓	✓	✓
2	Clear decision making in emergency situations to underpin appropriate action.			✓	✓											✓	✓				
3	Synthesis of a range of information sources in devising appropriately structured treatment plans.			✓	✓					✓		✓	✓			✓	✓	✓	✓	✓	✓
4	Self-reflect critically to ensure excellence and on-going professional development.								✓	✓	✓	✓				✓	✓	✓	✓	✓	✓
5	Critical appraisal of research underpinning injury assessment, treatment, rehabilitation and injury prevention.			✓	✓				✓	✓			✓			✓	✓	✓	✓	✓	✓
C) Subject/Professional/Practical Skills																					
1	Assessment and treatment of a range of sports injuries.	✓	✓	✓	✓	✓			✓	✓			✓			✓	✓	✓			

<b>Learning Outcomes:</b>		<b>Academic Skills for Sport Therapists</b>	<b>Introduction to Functional Anatomy and Biomechanics for Sports Therapists</b>	<b>Introduction to Exercise Physiology</b>	<b>Introductory Skills for Sports Therapists</b>	<b>Emergency Care for Sports Therapists</b>	<b>Principles of Strength and Conditioning</b>	<b>Sports Massage</b>	<b>Applied Skills for Sports Therapists</b>	<b>Exercise Physiology</b>	<b>Peripheral Mobilisation</b>	<b>Undergraduate Research Process</b>	<b>Sports Rehabilitation</b>	<b>Vertebral Mobilisation</b>	<b>Sports Nutrition</b>	<b>Sandwich Year Work Placement</b>	<b>Complete Injury Management</b>	<b>Undergraduate Dissertation for Sports Therapists</b>	<b>Professional Practice in Sports Therapy</b>	<b>Sports Conditioning and Return-to-Play</b>	<b>Screening and Prevention</b>
2	Designing and delivering structured rehabilitation programmes for a range of sports injuries.	✓	✓	✓	✓	✓	✓	✓					✓		✓	✓		✓	✓	✓	✓
3	Devise and implement emergency action plans to deal effectively with a range of emergency sports injuries.				✓	✓	✓	✓								✓	✓				
4	Application of manual therapies and other relevant treatment modalities.				✓	✓	✓	✓		✓				✓	✓	✓	✓	✓	✓	✓	✓
5	Demonstrate the highest professional standards of care.				✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>D) Transferable skills and other attributes</b>																					
1	Develop undergraduate study skills including core research techniques, reporting data, structure of written work and competence across a range of ICT platforms.	✓							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Engage in academic enquiry, advanced research skills and the ability to identify, develop and implement discipline specific evidence-based problem-solving strategies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
3	Critical appraisal of current practice and research with the purpose of synthesising information from a range of sources.						✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Professional and graduate skills enhanced through industry knowledge, and a reflective philosophy when analysing personal and professional effectiveness.	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓

### Part 4: Student Learning and Student Support

#### **Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated**

Contact time encompasses a range of face-to-face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

#### **Scheduled Learning**

May include, seminars, tutorials, project supervision, demonstration and practical classes; work based learning. Scheduled sessions may vary slightly depending on the module choices made.

#### **Independent Learning**

Will include hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

***Placement Learning***

By the end of the programme the student will benefit by having completed a minimum of 200 hours of work placement. The student will have had the chance to learn new skills, to confidently put them into practice under the supervision of the work provider, and then to move on to improve their level of competency. This experience will have given each student a valuable insight into different aspects of the industry and may have helped formulate ideas of possible careers open to the new graduate.

Students will have the opportunity to engage in a sandwich placement year between level two and three if they so wish. It is envisaged that those that do not choose to do this, will be required to do a practical placement within their third year.

**Virtual Learning Environment (VLE)**

This programme is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.

**Careers**

To support learner's career preparations, careers personnel visit Hartpury on a regular basis and the students can use all the on line resources. Tutors will also offer subject specific careers advice through module sessions or individual tutorials. Careers Fairs are arranged periodically to allow students to engage directly with employers from the industry sector.

**Description of any Distinctive Features**

The BSc (Hons) Sports Therapy programme will enable students to develop knowledge and skills in the assessment and treatment of a range of sports injuries. Students will develop competence in the prevention, evaluation, management, and rehabilitation of sports injuries. Whether dealing with high level performers or recreational athletes, students will learn effective treatment strategies to ensure optimal performance.

Students will have the opportunity to study with students from cognate programmes, as well as developing key practice-based skills in bespoke modules. For example, for students to meet accreditation requirements, they will develop considerable Sports Therapy clinic experience. At level I, students will work under close supervision, but by level III students are expected to take full responsibility and work with limited supervision. Students will be exposed to the range of sports participants from high performance to recreational participants, in a range of sport and exercise disciplines.

The proposed course is firmly rooted in practice. Students will undertake practice-based modules to develop competencies for professional Sports Therapy practice. In the early stages of their studies, students will work in a closely supervised environment on the campus in small groups. Students will progress to working more autonomously in more challenging environments that may include practice experience away from the campus. Practice experience is already a strong feature of many courses in the Faculty, so students will benefit from well-established practice placement networks. Students on the programme will also benefit from having an Elite Sports Academy on site. Students will have many opportunities to provide Sports Therapy support – both rehabilitation and pitch-side – to elite student athletes in a range of sporting disciplines including rugby, football, netball, modern pentathlon, rowing, golf amongst others.

Students will be required to reflect on their practical experiences and take responsibility for their own learning. As part of this reflection, students will develop a career action plan in the Professional Practice in Sports Therapy module. Students will have many opportunities to make links and network with relevant professional bodies and their representatives through continuing professional development activities that will be offered at Hartpury.

The programme has been closely mapped to relevant professional body requirements so that graduates will be well placed to gain accreditation by the time they complete their studies.

**Part 5: Assessment**

Approved variant to University [Academic Regulations and Procedures](#)

Modules marked with an asterisk in Part 6 Programme structure will operate under variant regulations. Students are required to gain a minimum of 40% in each component and element. In addition, no compensation or condonement may be applied to these modules.

Approved variant to University Academic Regulations and Procedures under B9 in order to meet professional requirements. The requirement is that, in order to pass each module, students gain a minimum of 40% in each component and element in any of the above modules. There will be no compensation or condonement applied to these modules.

The variant noted within modules highlighted with an asterisk in Part 6 Programme structure is only valid on successful accreditation of the programme with the professional body requiring this variation, prior to the first instance where credit is being awarded (September 2014)

## Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Assessment of knowledge and understanding is through a variety of formative and summative means in accordance with professional body requirements and industry expectations. Assessment is a key part of learning, not least because of the valuable feedback it provides for students and tutors. Students are assessed in a variety of ways, including practical assessments, coursework, written and practical examinations and oral presentations and the majority of modules have more than one point of assessment. Students develop and practice many transferable and specific skills for sports therapy through assessed work. The Sports Therapy specific modules are strongly focused on the practical skills required for Sports Therapy accreditation and those modules have pass/fail assessments to ensure that those going on to practice in sports therapy have demonstrated competence in both knowledge and practical ability. Assessment completed may vary for each student depending on module choices.

In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.

## Assessment Map

The programme encompasses a range of **assessment methods** including; written assignment, poster defence, oral presentations, written examinations, reports, practical examinations and portfolio work). These are detailed in the following assessment map:

### Assessment Map for BSc (Hons) Sports Therapy; and BSc (Hons) Sports Therapy (SW)

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report/Project	Dissertation	Portfolio
<b>Compulsory Modules Level 1</b>	Academic Skills for Sport						A (100)				
	Introduction to Functional Anatomy and Biomechanics for Sports Therapists						A (50)				B (50)
	Introduction to Exercise Physiology	A (100)									
	Introductory Skills for Sports Therapists				A (70)			B (30)			
	Emergency Care for Sports Therapists	B (50)			A (50) G						
	Principles of Strength and Conditioning	A (50)			B (50)						
	Sports Massage	B (50)			A (50)						
<b>Compulsory Modules Level 2</b>	Applied Skills for Sports Therapists				A1 (25) A2 (25)			B (50)			
	Exercise Physiology	A (50)						B (50)			
	Peripheral Mobilisation	A (50)									B (50)
	Undergraduate Research Process								A (100)		
	Sports Rehabilitation				A (60)			B (40)			

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report/Project	Dissertation	Portfolio
	Vertebral Mobilisation						A (30)				B (70)
	Sports Nutrition	A (40)						B (60)			
<b>Optional Module Level 2 Placement</b>	Sandwich Year Work Placement										A (100)
<b>Compulsory Modules Level 3</b>	Complete Injury Management				A2 (25)			B (50)			A1 (25)
	Undergraduate Dissertation for Sports Therapists					A (10)			B (90)		
	Professional Practice in Sports Therapy					A (25)					B (75)
	Sports Conditioning and Return-to-Play				A (50)			B (50)			
	Screening and Prevention				A (50)			B (50)			
*Assessment should be shown in terms of either <b>Written Exams</b> , <b>Practical exams</b> , or <b>Coursework</b> as indicated by the colour coding above.											



## Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules.

ENTRY	Compulsory Modules	Optional Modules	Interim Awards
Year 1	Academic Skills for Sport (UISXKY-15-1) Introduction Functional Anatomy and Biomechanics for Sports Therapists (UISV5H-30-1)* Introduction to Exercise Physiology (UISXL7-15-1)* Introductory Skills for Sports Therapists (UISXTG-15-1)* Emergency Care for Sports Therapists (UISXTH-15-1)* Principles of Strength and Conditioning (UISXM3-15-1)* Sports Massage (UISXTJ-15-1)*		<u>CertHE Sports Studies</u> Credit requirements: 120 credits at level 0 or above of which not less than 100 are at level 1 or above.  <u>DipHE Applied Sports Studies</u> Credit requirements: 240 credits at level 0 or above of which not less than 220 are at level 1 or above, and not less than 100 are at level 2 or above.  <u>BSc Applied Sports Studies</u> Credit requirements: 300 credits at level 0 or above of which not less than 280 are at level 1 or above, not less than 100 at level 2 or above and not less than 60 credits are at level 3 or above.
Year 2	Applied Skills for Sports Therapists (UISXTK-30-2)* Exercise Physiology (UISXSB-15-2)* Peripheral Mobilisation (UISXTL-15-2)* Undergraduate Research Process (UINXU5-15-2) Sports Rehabilitation (UISXTM-15-2)* Vertebral Mobilisation (UISV4F-15-2)* Sports Nutrition (UISXS9-15-2)*		TARGET AWARD <u>BSc (Hons) Sports Therapy</u> Credit requirements: 360 credits at level 0 or above of which not less than 340 credits at level 1 or above, not less than 200 credits are at level 2 or above, and not less than 100 credits at level 3 or above. This must include all compulsory modules.
Year 2 Placement	Sandwich Year Work Placement (UINVK6-15-2)		TARGET AWARD <u>BSc (Hons) Sports Therapy (SW)</u> Credit Requirements: 360 credits at level 0 or above of which not less than 340 are at level 1 or above, not less than 200 are at level 2 or above and not less than 100 at level 3 or above. This must include all compulsory modules and the Sandwich Year Work Placement module.
Year 3	Undergraduate Dissertation for Sports Therapists (UISV5B-45-3)* Professional Practice in Sports Therapy (UISV5J-30-3)* Sports Conditioning and Return-to- Play (UISV4C-15-3)* Complete Injury Management (UISV4U-15-3)* Screening and Prevention (UISV49-15-3)*		

GRADUATION

Note:

\* These modules will operate under variant regulations. Students are required to gain a minimum of 40% in each component and element. In addition, no compensation or condonement may be applied to these modules.

### Part time:

There are a number of routes that a part time student can take to graduate, this can be done depending upon student requirements, hence production of a specific map will depend upon an individual student basis.

## Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions\*:

Applicants will have achieved tariff points as appropriate for the year of entry, which for the academic year 2014/15 is 320 tariff points and A2 science, or equivalent.

Applicants will also be considered based on personal, professional and educational experience.

The Associate Faculty welcomes mature applicants onto the programme, providing evidence they can meet the demands of the course.

We also welcome applicants from a diverse range of backgrounds who do not have the entry requirements outlined above. The university will consider applicants on the basis of evidence of personal, professional and educational experience which indicates an applicant's ability to meet the demands of an undergraduate degree programme. Applicants with non-standard entry criteria will be reviewed on an individual basis. This will take the form of an individual interview with members of the programme team and possibly the completion of a set task such as a written assignment.

Applicants whose first language is not English must also gain a minimum IELTS score of 6.0 prior to entry onto the programme.

## Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

### ***QAA UK Quality Code for HE***

Has been used to define the minimum level of achievement that students need to achieve to succeed on this programme and achieve the qualification. It has also been used to inform the academic quality of the programme and enhance the quality of the learning opportunities and the assessment methods used to measure achievement on the programme.

### ***Relevant subject benchmark statements (Hospitality, leisure, sport and tourism (2008))***

Have informed the characteristics of the subject matter and curriculum development of the programme, the programme learning outcomes and the attributes that a graduate of this programme should be able to demonstrate.

### ***University Strategies and Policies: The Academic Regulations and Procedures***

Has been used to ensure that the quality of learning, teaching and assessment on this programme adheres to the University's framework of academic regulations, procedures and working practices that enable the assurance of academic standards. The University's Policy on word count has also been used to inform the assessment strategy stated in Part 5 of this document and is detailed on the module descriptors.

### ***PSRB requirements and occupational standards***

Various organisations, including a sector skills council and a professional body, are being consulted regarding the incorporation of industry related, professional qualification outcomes within the modules' learning outcomes.

### ***University of the West of England 2020 Strategy***

Has been used in designing this programme to ensure that the programme is: learning-centred; underpinned by sound health and safety practices and informed by research and professional practice; inclusive, flexible and accessible, exemplified in particular by the part-time and accelerated study routes; and, provides a diverse assessment diet. Furthermore, the programme aims to produce graduates who: know and value themselves as open-minded, reflective and inter-dependent learners, and participants, employees, self-employed professionals and entrepreneurs in global settings and as global citizens; and, reflect on their own learning and practice, who value others as collaborators in their learning and its exchange.

## Part 8: Reference Points and Benchmarks

Assessment within the programme: is an integral part of a dynamic learning and teaching process and not separate from it; plays a key part in the rigorous setting and maintaining of academic standards; provides all students with the entitlement to parity of treatment; makes no distinction between different modes of study; ensures that progression is achieved by credit accumulation and the completion of pre-requisites and co-requisites; recognises different module learning in different forms of assessment; and, affords students the maximum opportunity to demonstrate their knowledge, skills, competencies and overall strengths through a variety of assessed activities.

This programme has been designed to ensure: that all work-based learning is assessed in accordance with the University's Academic Regulations; requirements and standards set out by professional bodies are met; provision of clear information regarding the responsibilities of each party to the learning contract or other agreement e.g. learner, university, and employer; students are adequately prepared for work based learning; support for the development of the learners in the workplace; that the learning is documented in a form that clearly identifies how it contributes to the overall aims and learning outcomes of the programme; regular audits are made of the contribution of partner organisations' abilities to meet the needs of the student and programme; that learning contracts or agreements are in place with their work-based partners; that clear strategies are in place to support the identification, negotiation and organisation of work based activities for students, commensurate with the student's learning needs and the significance of this learning to the programmes of which it forms a part; and, that all arrangements for work-based learning take full account of the requirements of equal opportunities, and health and safety legislation and University policies for the same.

### **Teaching, Learning and Scholarship Strategy**

Has been used in designing this programme to ensure that the programme is underpinned by the five key principles which aim to enhance the student experience across the Associate Faculty. This programme will provide a high quality experience through a focus on student progression and achievement, academic currency and relevance, innovative delivery and assessment and feedback delivered by appropriately qualified staff who undergo Continuing Professional Development (CPD) that is linked to the UK Professional Standards Framework. The programme team will encourage and support individuals from diverse backgrounds and cultures to enable them to enter higher education and fulfil their potential. The programme adopts a fully integrated and collaborative approach to preparing students for future graduate level employment and to foster the inquiring mind-set, which will ultimately support lifelong learning for the benefit of both the graduate and wider society. The programme promotes an active scholarship culture that incorporates the scholarship of discovery, integration, application and inquiry-based learning that will transform students' understanding of knowledge and research. Students will be encouraged to develop knowledge exchange partnerships by fostering connections with each other as well as local businesses and other community partners.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

### **Employer interaction and staff/student feedback:**

Consultation has been conducted involving discussions about the purpose of the programme, its distinctiveness as a programme and the skills and knowledge needed to ensure the programme is current and relevant to employers. Examples of the related activities that have taken place include:

Employer interaction and feedback

- Panel of Sports Therapy leaders were consulted throughout the development.
- Undergraduate Sports Staff Student Liaison Groups.
- Programme Development Team Meetings.
- Market Impact Assessment.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).