Programme Specification for MSc Sport and Exercise Medicine

This document applies to Academic Year 2025/26 onwards

1.	**Awarding institution/body**	University of Worcester
2.	**Teaching institution**	University of Worcester
3.	**Programme accredited by**	NA
4.	**Final award or awards**	MSc
5.	**Programme title**	Sport and Exercise Medicine
6.	**Pathways available**	*NA*
7.	**Mode and/or site of delivery**	Standard taught programme
8.	**Mode of attendance and duration**	Full Time over 12 months (PT over 24 months)
9.	**UCAS Code**	*N/A*
10.	**Subject Benchmark statement and/or professional body statement**	QAA 2020 Characteristics Statement: Master's Degree (qaa.ac.uk)
11.	**Date of Programme Specification preparation/ revision**	Approved March 2025

12. Educational aims of the programme

The programme utilises core educational learning theories to provide a structure for student development. The programme is largely practically orientated and, utilising best evidence-based practice, aims to provide a forward-thinking programme reflecting specific features of the Sport and Exercise Medicine sector.

The key aims of the course are to develop:

1. Competent practitioners who, on successful completion of the programme will be able to align a comprehensive skill set to that of the British Association for Sport and Exercise Medicine and be eligible for full membership.
2. Practitioners who can draw upon relevant knowledge skills and attributes to practice in the key domains of Sport and Exercise Medicine: provide accurate treatment and exercise prescription for musculoskeletal injuries or illness, implement and oversee rehabilitation programmes, reduce injury time, minimising co-morbidity, physical activity promotion and working as part of a multi-disciplinary team.
3. Sports and Exercise Medicine practitioners with critical, evidence-based analytical research skills to inform best practice.
4. Practitioners who can practice autonomously, reflectively and reflexively demonstrating high levels of clinical reasoning, with best-informed evidence-based decision-making and judgement.
5. Postgraduates with the highest level of ethical standards within sport, exercise and health.
6. Ambassadors for increasing physical activity, health and wellbeing.

13. Intended learning outcomes and learning, teaching and assessment methods

Knowledge and Understanding			
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**	**Award**
1	Demonstrate in-depth understanding and critical evaluation of current sport and exercise medicine practices at the forefront of the discipline.	MSEM4002 MSEM4003 MSEM4004 MSEM4005	PG Cert, PG Dip, MSc

2	Critically reflect on contemporary sport and exercise medicine practice using advanced scholarship in the discipline.	MSEM4002 MSEM4003 MSEM4004 MSEM4005	PG Cert, PG Dip, MSc
3	Critically discuss innovative and advanced research methods to demonstrate the ability to utilise them in practice and in different contexts; synthesising the results accordingly.	MSEM4000 MSEM4001	PG Dip, MSc
4	Critically reflect upon relevant knowledge, skills and attributes to practice in the key domains of Sport and Exercise Medicine.	MSEM4003 MSEM4004 MSEM4005	PG Cert, PG Dip, MSc
5	Critically evaluate a range of theoretical approaches to Sport and Exercise Medicine, ensuring the application of best-informed, evidence-based practices.	MSEM4003	PG Cert, PG Dip, MSc

Cognitive and Intellectual skills			
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**	**Award**
6	Critically evaluate and employ a range of theoretical and methodological professional standards to current evidence-based sport and exercise medicine practice.	All modules	PG Cert, PG Dip, MSc
7	Independently design and conduct a piece of empirical research in sport and exercise medicine and communicate this to professional standards.	MSEM4000	MSc
8	Develop and present ideas, arguments and research findings through various means of communication to different audiences.	All modules	PG Cert, PG Dip, MSc
9	Demonstrate autonomy and self-direction in tackling problems, promoting individual and shared decision-making in a range of contexts.	MSEM4005	PG Cert, PG Dip, MSc

Skills and capabilities related to employability			
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**	**Award**
10	Critically reflect on current practices in sport and exercise medicine and evaluate how they connect and interact with wider social issues in contemporary society.	MSEM4003 MSEM4005	PG Cert, PG Dip, MSc
11	Demonstrate an awareness of future career opportunities and challenges through professional development planning.	MSEM4002	PG Dip, MSc
12	Demonstrate critical understanding and application of professional standards relevant to the discipline of sport and exercise medicine (e.g., ethical and professional codes of conduct).	MSEM4002 MSEM4004 MSEM4005	PG Dip, MSc

Transferable/key skills			
LO no.	On successful completion of the named award, students will be able to:	**Module Code/s**	**Award**

Transferable/key skills			
13	Consider ethical issues that may occur in sport and exercise medicine research design and practice and the ability to propose solutions to overcome these concerns to different audiences.	All modules	PG Cert, PG Dip, MSc
14	Demonstrate autonomous learning and project planning skills	MSEM4000	MSc
15	Demonstrate high standards of digital information literacy for research being able to identify, retrieve, critically appraise and synthesise relevant sources.	All modules	PG Cert, PG Dip, MSc
16	Critically evaluate and synthesise the use of self, personal and professional boundaries and reflective practice.	MSEM4002	PGDip, MSc

Learning, teaching and assessment

Learning and assessment strategies to ensure that all students have an equal opportunity to acquire the necessary knowledge and skills to graduate at the postgraduate level is paramount. As such, this course has been designed to be as inclusive as possible and a variety of teaching methods will be used across the course to best accommodate the required learning outcomes of each module. Examples of methods that will be used are Lead lectures, Seminars, Tutorials, Data analysis (quantitative and qualitative), Problem-solving, Oral presentations, Presentation of seminar papers, Tutorial/seminar discussions, use of e-learning (pre-reading, self-assessment quizzes and online discussions), Student-led Problem-Based Learning and Case-Study based Scenarios. Assessments used will be appropriate to assess both the required learning outcomes and the industry-related skills. These will include oral viva of underpinning knowledge and clinical reasoning skills, OSCE (Observed Structured Clinical Examination), Research Proposal, Dissertation, Literature Reviews, Presentations, Case Studies, Examinations (unseen, open book and online), Laboratory Reports, Leaflets, Reflective Portfolios, Communication Skills with Athletes, Patients and Examiners.

Teaching

Teaching is face-to-face, supported by online materials and independent study. Students are taught through a combination of interactive workshops, lectures, seminars, and practical activities. Interactive workshops take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Seminars enable the discussion and development of understanding of topics covered in lectures, and practical sessions are focused on developing subject-specific skills and applied individual and group project work. Teaching and learning are student-centred, reflecting the philosophy of knowledge construction whereby students are active participants in their learning experience, and learn with and from each other. Multidisciplinary learning across the curriculum provides direct experience of working with individuals within the sport and exercise medicine field and various organisations. Students are encouraged to consider and apply professional standards relevant to the discipline of sport and exercise medicine and within their specific scope of practice (e.g., ethical and professional codes of conduct). Service users and professionals are integral to teaching and learning, contributing to the development, delivery and evaluation of teaching sessions. Due to the requirement to be working within professional practice, or to attend a professional placement alongside taught content, this Master's degree is considered to be intensive.

There is an emphasis on self-directed autonomous learning with students applying learning outcomes and content to their areas of interest or practice which is evidenced through a variety of module assessments. When undertaking the dissertation module, students will consider a topic related to their defined scope of practice or area of interest, and work independently, under supervision, to plan and collect data for their project, which will culminate in an independently written primary research project, and practitioner dissemination media, which is consistent with the form and standard found in sport and exercise medicine journals, and the current means by which knowledge is disseminated to practitioners. Individual tutorials will be used for the supervision of the dissertation.

A mixture of independent study, teaching and academic support (i.e., Student Services, Library Services, and Personal Academic Tutors) enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

Contact time
Full-time students (starting in September) are expected to study 60 credits per semester and have between 6-12 hours of 'in-person' contact time per week in semesters 1 and 2. Part-time students are expected to study 30 credits per semester and have approximately 2-6 hours per week. In addition, students attend an intensive study week at the start of the programme. This week includes daily lectures, seminars, and workshops that will typically last for 4-6 hours from Monday to Friday.

- Intensive Teaching Week: One full week of intensive classes at the start of the programme. This week includes daily lectures, seminars, and workshops that will typically last for 4-6 hours from Monday to Friday.
- Weekly Teaching: Classes are held on a specific weekday during the semester. These sessions run from morning to late afternoon, allowing for comprehensive coverage of each module.
- Additional Weekends: There are 8 designated weekend days throughout the academic year where additional teaching sessions take place. These weekend sessions are spread evenly across the year to provide extended learning opportunities and facilitate deeper understanding of complex topics.

Independent self-study
We encourage students to treat the course as they would a full-time position and dedicate around 37 hours per week including teaching time. Part-time students should adjust this accordingly. You should be expected to work roughly 10 hours for each credit on the course including teaching and independent study, so a 15-credit module should take around 150 hours to complete. Typically, this will involve practising techniques and clinical skills, completing online activities, reading journal articles and books, working on individual and group projects, undertaking research in the library and online, preparing coursework assignments and presentations, and preparing for examinations.

Independent learning is supported by a range of excellent learning facilities, including The Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff
Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes staff from a variety of sport and exercise medicine-related backgrounds and allied health professionals, including senior academics, professional practitioners and technical demonstrators. Where appropriate, guest speakers, professional colleagues and associate lecturers contribute to the delivery of teaching sessions.

14. Assessment strategy

Assessment is integral to student learning and is aligned with the overall aims and learning outcomes of the course. Student achievement is assessed using a diverse range of authentic assessment tasks. A whole team approach ensures that assessment tasks progressively build student skills, with opportunities for formative assessment and constructive feedback, which aims to 'scaffold' student learning, both within modules and across modules (i.e., the course team communicate to ensure no repetition of assessment but that there is transferable knowledge between modules). A careful and balanced approach to assessment has been made to ensure that the student assessment load is appropriate for a heavily applied course. The assessment strategy is developed to nurture reflective and reflexive research/practice students who are confident experts in adapting and evaluating theoretical concepts and practice within sport and exercise medicine. After a thorough assessment of learning and development, the student should

be able to apply their knowledge and skills effectively, incorporating creative problem-solving approaches within a wide range of professional contexts.

An inclusive student-centred approach to assessment is adopted where possible, allowing for flexibility and student choice, ensuring the assessment focus is aligned with the student's defined scope of practice. All assessments will be graded against a marking rubric based on the University Generic Level 7 Descriptors and aligned to industry standards. Students will receive a mixture of feedback and feedforward from all markers to guide their academic development and practical skills. Each student will be required to contribute to their learning and the collective learning of their peer group as required by tutorials, seminars, and presentations. Formative assessments will be set and inform the summative assessment culminating in a robust assessment pattern to demonstrate the acquired advanced learning and development on completion of each module. Each item of assessed work will provide the opportunity to demonstrate the sophisticated and critical understanding and knowledge at this advanced level of study as required by the QAA descriptors for Masters engagement of study. Each module must be passed to achieve the overall qualification and all modules are graded.

Assessment methods include:

Semester 1:

- Case study practical

Semester 2:

- Online exam
- Research proposal presentation
- Portfolio
- Objective structured clinical exam
- Reflective report

Semester 3:

- Journal Article
- Presentation

15. Programme structures and requirements

Full Time

		Status Mandatory (M) or Optional (O)			
Module Code	**Module Title**	**Credits** (Number)	**PG Cert**	**PG Dip**	**MSc**
MSEM4000	Dissertation	60	NA	NA	M
MSEM4001	Evidence-Based Research	30	NA	M	M
MSEM4002	The Developing Professional	30	NA	M	M
MSEM4003	Injury and Illness Management	30	M	M	M
MSEM4004	Strength, Conditioning and Rehabilitation	15	M	M	M
MSEM4005	Multidisciplinary Medicine	15	M	M	M
Total Credits		180	60	120	180

PG Certificate To be awarded the PG Cert Sport and Exercise Medicine students must complete 60 credits at Level 7 (to include MSEM4003, MSEM4004, MSEM4005).
PG Diploma To be awarded the PG Dip Sport and Exercise Medicine students must complete to a total minimum of 120 credits at Level 7 (to include MSEM4001, MSEM4002, MSEM4003, MSEM4004, MSEM4005).
Masters (MA/MSc/MBA) To be awarded the Masters, students must complete a total of 180 credits at Level 7 including 60 credits from the dissertation.

Part time

Part time students will study a maximum of 90 credits per year the table below outlines the modules to be studied within each year.

Level 7 (Part-Time)						
			Status Mandatory (M) or Optional (O)			
Module Code	**Module Title**	**Year of Study**	**Credits** (Number)	**PG Cert**	**PG Dip**	**MSc**
MSEM4001	Evidence-Based Research	2	30	NA	M	M
MSEM4002	The Practicing Professional	1	30	NA	M	M
MSEM4003	Injury and Illness Management	1	30	M	M	M
MSEM4004	Strength, Conditioning and Rehabilitation	1	15	M	M	M
MSEM4005	Multidisciplinary Medicine	1	15	M	M	M
MSEM4000	Dissertation	2	60	NA	NA	M
Total Credits			180	60	120	180
PG Certificate To be awarded the PG Cert Sport and Exercise Medicine students must complete 60 credits at Level 7 (to include MSEM4003, MSEM4004, MSEM4005).						
PG Diploma To be awarded the PG Dip Sport and Exercise Medicine students must complete to a total minimum of 120 credits at Level 7 (to include MSEM4001, MSEM4002, MSEM4003, MSEM4004, MSEM4005).						
Masters (MA/MSc/MBA) To be awarded the Masters, students must complete a total of 180 credits at Level 7 including 60 credits from the dissertation.						

16. QAA and professional academic standards and quality

The Framework for HE Qualifications The course has been developed following the Descriptor for a qualification at Masters (M) level: Masters degree (UK Quality Code Part A: Framework for Higher Education Qualifications in England, Wales and Northern Ireland, February 2024) ensuring that programme qualifications adequately represent the standard of achievement required for Masters programme. The programme Learning Outcomes are mapped onto the FHEQ descriptors to ensure alignment with the descriptors that are within the Course Handbook. In addition, the QAA Subject Benchmark has been considered when ensuring the quality of this course.

The course has been designed with reference to Masters Degree Characteristics that specify the characteristics of purpose, content, structure and delivery, teaching, learning and assessment approaches, including the relationship between transferable skills, and employability beyond graduation from the Masters programme. This award is located at Level 7 of the OfS sector-recognised standards.

17. Support for students

Students will be allocated a Personal Academic Tutor (PAT) who will work with them to support their academic development, learning and progression. We aim to guide students transition from higher education to an employment setting. Therefore, we aim to ensure that students have the same PAT throughout their time studying with us, although this may be subject to change if there are changes within the course team. Students will be supported to develop as they become self-reflective learners, recognise the knowledge and skills achieved, identify gaps in knowledge and think about how to address these gaps. The defining questions about this journey are therefore 'Where have you been?' 'Where are you going?' and 'How will you get there?'

In addition to supporting academic development, PATs can advise and guide students on any issues or problems arising whilst they are at the University and signpost them to the broader range of services provided by the University. PATs also aim to help students make the most of the learning resources and other forms of learning support available to them, including University-wide student services. The Disability and Dyslexia Service offers confidential, one-to-one advice and guidance to students with disabilities, learning differences and medical conditions to access appropriate support whilst studying at University. Please see the links, below:

https://www2.worc.ac.uk/firstpoint/

https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx

https://www2.worc.ac.uk/disabilityanddyslexia/

A Course Handbook is available and is updated annually. An initial 'welcome block' programme is provided for all new entrants, which is designed and delivered in conjunction with students to promote the ethos of academic partnership under which the course operates. A general postgraduate Sport and Exercise Medicine online information page contains many resources to support skills development.

Finally, the course will emphasise to students the essential nature and value of gaining extra skills, knowledge, and experience alongside the course. Therefore, students will be given the opportunity to be involved in opportunities such as acting as peer mentors, developing their resilience, further methods of data analysis and relevant transferable skills. Students will be encouraged to tailor the extra-curricular skills they gain and add them to their personalised learning journey which develops as their aspirations do with regards to their careers and future selves.

18. Admissions

Admissions policy

The programme has been designed to attract both experienced practitioners seeking to apply academic knowledge to and critically analyse /assess the context in which they work, and recent graduates aiming to pursue a career in Sport and Exercise Medicine.

Entry requirements

A good first degree in a subject such as Sport and Exercise Science, Physiotherapy, Sports Therapy, Paramedic Science or other allied health sciences. Or a pass on a Bachelor of Medicine and Bachelor of Surgery degree (BMBS, MBBS, or equivalent). Applicants with a 2:2 in relevant degrees and experience may also be considered but on a case-by-case basis.

Applicants whose first language is not English must provide evidence of achievement of IELTS at 6.5 (not less than 6.0 in any section) before the commencement of the course.

Disclosure and Barring Service (DBS) requirements
A DBS check may be required, depending on individual learning needs and the specific populations the student wishes to work with as part of their professional development and research focus. Staff will advise students appropriately, but it is advisable for students to have these checks in place prior to beginning the course.

Recognition of Prior Learning
Students with relevant previous studies at the postgraduate level or with extensive experience may be considered eligible for recognition of prior learning. Please contact the Registry Admissions Office for further information or guidance at 01905 855111.

Further information on the Recognition of Prior Learning can be found at
http://www.worcester.ac.uk/registryservices/941.htm.

Admissions procedures
Potential students should apply directly via Registry Services (Admissions) at the University of Worcester, the admission process is based on the assessment of the required information on the course application form. Applicants may be required to attend an interview in person. Applicants will need to evidence through Recognition of Prior Learning procedures of how their knowledge and experience demonstrate their potential to meet the programme requirements, which includes meeting the academic requirements of the programme, the ability to communicate effectively and an appropriate understanding of the sport and exercise medicine sector. The course team will provide further guidance if required.

Admissions/selection criteria
Students are offered a place based upon their demonstrating that they achieve the appropriate entry requirements, which may also be informed by performance at the interview. Any offer of a place is conditional upon receiving Occupational Health clearance.

19. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework.

Requirements to pass modules
- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items
- Students who submit coursework late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure
- A student is entitled to resit failed assessment items for any module that is awarded a failing grade.
- Reassessment items that are passed are capped at D-.

- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

This course is subject to the University's fitness to practice procedures.

Requirements for Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7, as specified on the award map
PG Dip	Passed a minimum of 120 credits at level 7, as specified on the award map
Masters (MA/MSc/MBA/MTL)	Passed a minimum of 180 credits at level 7, as specified on the award map

PG Cert and PG Dip awards are unclassified. The awards of Masters may be made with Pass, Merit or Distinction.

Classification of Masters
The classification will be determined by whichever of the following two methods results in the higher classification.

Method 1

a) Candidates will be awarded a Distinction where they have attained an average of A- (PD) or higher from the credit achieved with the University for the award.
b) Candidates will be awarded a Merit where they have attained an average of C+ (PM) or higher from the credit achieved with the University for the award.

Method 2

a) Candidates will be awarded a Distinction, irrespective of their other module results, where they have attained 90 credits at grade A- (PD) or higher
b) Candidates will be awarded a Merit, irrespective of their other module results, where they have attained 90 credits at grade C+ (PM) or higher
c) Candidates will be awarded a Pass if they have not fulfilled the rules for Method 1 or Method 2, but are eligible for the award of a Masters.

For further information on honours degree classification, see the Taught Courses Regulatory Framework.

20. Graduate destinations, employability and links with employers
This Masters is valuable for prospective and existing careers with employers who provide sport, exercise, and healthcare services. The critical thinking, assessment, and analytical skills that are developed apply to a range of practitioner and leadership roles within the sport, exercise and healthcare sectors. These skills are transferable across a wide range of professional settings in the public, private, voluntary and community sectors. The programme will allow students to shape and transform their existent practice and further develop integral skills and knowledge essential for roles within sport and exercise medicine whether in the public or private organisations. The programme modules offer extensive teaching and assessment activities allowing students to develop both a broad knowledge and in-depth sport and exercise management specialisms. As a student of this programme, these specialisms will help them stand out as they progress through

their career. The programme will provide students with the ability to tailor learning to their academic interests, current scope of defined practice and future career plans within the parameters of the programme; the opportunity to learn with other students/ professionals from a variety of backgrounds and receive encouragement to develop research that responds to real-world contexts. Students are also assessed on assessments which are fluid to align with their interests.

The Personal Academic Tutor will be able to discuss students' career options and ways to help develop skills in preparation for future career goals. This programme develops postgraduate skills and attributes to assist students in achieving their employment and professional goals, documented in a personal development plan. The programme also provides a platform for existing professionals to develop and expand upon their knowledge and skills. This programme seeks to build on existing links with employers and organisations to provide career progression opportunities requiring participation in post-graduate study.

Graduate destinations

The current programme will include students from a variety of positions within the sport and exercise medicine field (e.g., physiotherapists, sports therapists, rehabilitators, sports scientists, physiologists, etc.). The emphasis on developing professional knowledge and practice in relation to students' defined scope of practice, aims to impact service development and provision within sport, exercise and healthcare settings. These attributes should be valued by each graduate and foster opportunities for career progression within their respective discipline and service sectors. Career progression may include advancement in management and leadership roles within the sport and exercise medicine sector (e.g., team leaders, directors, managerial responsibilities, etc.).

All students will be encouraged to maintain their professional development through conferences and seminar events facilitated by the university, including opportunities to present at conferences and networking events. Similarly, students will be invited to participate in the developing CPD programmes and consider applying for forthcoming Research Degrees studentship awards and study.

Student employability

Undertaking the range of modules offered in this programme, including the professional practice module (MSEM4002), provides students with a variety of transferable skills. The module specifications apply to diverse work environments dedicated to sport and exercise medicine, and relevant organisations and governing bodies. The course is designed to enhance knowledge and understanding of sport and exercise medicine and the importance of interdisciplinary and multi-agency collaboration to provide better care for individuals and ensure improved measures within professional practice.

The degree can provide a sound progression route for a range of career options and further study as required. Careers advice is provided by UW careers advisors, presentations by other graduates, research degree students, and guest speakers.

Links with employers

The course team have developed links with appropriate organisations that are aligned to sport and exercise medicine. These have included the British Association of Sport and Exercise Medicine (BASEM) which is the largest multidisciplinary sports medicine organisation in the UK. The International Universities Strength and Conditioning Association (IUSCA), an educational nonprofit organisation dedicated to advancing science and education in the field, and The Society of Sports Therapists (SST) which are the leading professional body for Sport and Exercise Therapy in the UK.

The course team possess extensive industry contacts and has established relationships with several local and national sports teams and organisations. Additionally, we maintain affiliations with UW franchise teams and local clubs, including Worcester Warriors, Worcester City FC, Worcester Women's FC, Malvern RFC, Bromsgrove RFC, and Worcestershire CC.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.