Programme Specification
Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	MSc
1.5 FHEQ Level:	7
1.6 Programme Title:	Sport Rehabilitation
1.7 Mode and Duration of Study:	Part Time – 2 years
1.8 School:	School of Sport, Exercise and Rehabilitation
1.9 HECoS Code:	100475
1.10 Collaborative Provision Arrangement:	N/A
1.11 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
1.12 Accrediting Professional Body/PSRB	British Association of Sport Rehabilitators and Trainers (BASRaT)
1.13 QAA Subject Benchmarking Group(s):	Events, Hospitality, Leisure, Sport and Tourism (2019)
1.14 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ) QAA Master's Degree Characteristics Statement BASRaT Educational Framework, 11th edition UK Professional Standards Framework
1.15 Language of Study (for learning, teaching and assessment):	English
1.16 Work-Based Learning Arrangements:	Work-based learning takes place within the modules SREM55 and SREM57
1.17 Arrangements for Distance Learning:	N/A
1.18 Original Date of Production:	January 2023
1.19 Date of Commencement:	September 2023
1.20 Review Date:	September 2029

2. Programme Outline

Graduate Sport Rehabilitators (GSRs) are skilled healthcare practitioners who specialise in managing neuromusculoskeletal conditions, exercise-based rehabilitation, and fitness. To become a GSR, one must complete a clinically focused, degree-level education and possess the ability to assess, diagnose and treat various populations. GSRs must also be knowledgeable and possess skills in prescribing exercise for health and performance.

The British Association of Sport Rehabilitators and Trainers (BASRaT) accredits sport rehabilitation degrees and serves as the only regulator and professional association for sport rehabilitators in the United Kingdom. The register of GSRs is accredited by the Professional Standards Authority (PSA). In October 2022, BASRaT joined the International Agreement (IA), which allows certified BASRaT members to become credentialed with other professional associations, including Board of Certification for the Athletic Trainer (BOC; USA), the Canadian Athletic Therapist Association (CATA) and Athletic Rehabilitation Therapy Ireland (ARTI) without graduating from one of their accredited institutions. Subsequently, this programme is aligned with BASRaT's Educational Framework (11th edition) to ensure compliance with IA standards.

This two-year part-time level 7 programme is designed to equip students with five essential competencies:

1. Professional Responsibility and Development
2. Prevention
3. Recognition and Evaluation of the Individual
4. Management of the Individual – Therapeutic Intervention, Rehabilitation and Performance Enhancement
5. Immediate Care

The programme aims to develop autonomous practitioners who can function as part of an interdisciplinary team across various sport, physical activity, and health and wellbeing settings. Each individual student can develop themselves in such way to suit their desired career path and after completing the programme, students are eligible to apply for registration with BASRaT.

The programme modules allow those with undergraduate degrees in allied subject areas to utilise their knowledge of strength and conditioning, sports science, coaching and psychology and contextualise these disciplines in a sport rehabilitation setting. In the first year, students learn core clinical skills and apply them in supervised clinical placements. In the second year, they take more responsibility for their learning and career development, focusing on applied patient management modules, culminating in engagement in professional placement learning under the supervision of suitably qualified healthcare professionals. The programme is delivered through a hybrid learning approach that includes theoretical self-study and compulsory practical teaching two days a month to apply the knowledge in the university's excellent facilities including sport rehabilitation equipment and sports science laboratories. This provides opportunity for those who are in employment or not locally based to apply for this course without compromising the high-quality teaching standards.

Additionally, the programme offers an opportunity to obtain an advanced trauma care qualification, endorsed by the Royal College of Surgeons Pre-Hospital Immediate Care which helps students become work ready.

It is worth noting that BASRaT accreditation can only be achieved by fulfilling the necessary criteria, including attaining a minimum of 400 clinical hours of placement experience, obtaining an approved advanced trauma care qualification, passing all individual assessments and completing the entrance examination. These criteria are subject to change, as directed by BASRaT and will be communicated throughout your study.

2.1 Integrating Sustainability into the Curriculum

The curriculum will include sustainable development, as the programme team takes responsibility to incorporate sustainability into the course. This will be achieved in several ways:

- *Incorporating sustainable practices in clinical settings*: sport rehabilitators work in various settings such as clinics, hospitals, sports organisations, gyms and outdoors. By implementing sustainable practices in these settings, and during practical lessons, students will learn how to minimise waste, conserve energy, and reduce the carbon footprint.
- *Teaching sustainable practices in rehabilitation exercise prescription*: rehabilitation exercises can be prescribed with sustainability in mind. For example, exercises that can be performed outdoors, using natural materials, or making use of recycled or reusable equipment. Single use items such as sports taping can be minimised, couch roll used only as necessary, and refillable bottles for sports massage are examples of practices which are encouraged.
- *Integrating sustainable principles into academic practice*: sustainability is integrated within the curriculum delivery, using electronic resources and submissions, e-learning and digital notetaking software with clients. Sustainability practices will be discussed during problem-based learning sessions where students will be expected to consider how to design rehabilitation programmes that take sustainability into account.
- These sustainability approaches align with the university's thematic concepts of global citizenship, employer engagement, social justice, ethics and wellbeing, future thinking, and digital scholarship.

3. Distinctive Features

The two-year part-time master's programme offers a unique progression pathway for graduates from allied subject areas and individuals with relevant vocational experience to advance their knowledge and understanding of applied practice and academic research within the sport rehabilitation discipline. The programme requires students to critically analyse and engage with clinical skills for assessment and management of musculoskeletal conditions. The programme is distinctive in the following ways:

1. **Part-time hybrid learning design**
   Throughout the two-year programme, students will have the opportunity to engage in a variety of synchronous and asynchronous learning experiences. The part-time structure of the programme allows students ample time to develop their clinical skills and theoretical knowledge, providing a secure foundation for the application of these skill in external placement opportunities. Under the supervision of suitably qualified healthcare practitioners, students will have the chance to gain hands-on experience. The hybrid learning design provides students with the flexibility to prepare for synchronous practical sessions at their own pace by engaging in asynchronous reading, viewing, and reflection. Additionally, regular synchronous-connected sessions led by tutors and students are mandatory, as are monthly two-day blocks of practical sessions. During these face-to-face sessions, students are expected to actively participate in group discussions and seek support from their tutors.

2. **Work-ready graduates**
   Our programme objective is to provide students with the knowledge, skills, and attributes to excel in their chosen career pathways. Our programmes offer practical training, hands-on experience, and real-world exposure, which enables students to enter the workforce immediately upon graduation. Collaborating with industry partners, employers, and BASRaT, we ensure our curricula meet the demands of the job market and provide graduates with pertinent skills and competencies. Creating work-ready graduates helps bridge the skills gap, which contributes to our students' success and the wider community. Additionally, the course provides eligibility for registration as a GSR, equipping students with various local, national, and international job opportunities after completing their studies.

3. **Extensive placement opportunities within sport and public health and wellbeing settings**
   To enable students to acquire a minimum of 400 clinical hours, we have established extensive partnerships with employers and industry partners in the Southwest. Our links include local professional football, rugby and basketball teams, amateur sports teams, disability sports provision such as wheelchair basketball and rugby, and Royal Navy and Marines military bases. In addition, we have a thriving on-site commercial sports therapy and rehabilitation clinic and host a range of public health clinics including Active Choices, Macmillan Move More Cancer Clinic, The Mustard Tree Cancer Prehab Clinic, Back Gym, Health and Wellbeing MOT's, Mayflower Group exercise referrals, Leg Ulcer Clinic, and a Long-term Conditions Clinic.

4. **Exceptional research-informed teaching and state-of-the-art facilities**
   The exceptional research-informed teaching and state-of-the-art facilities are the hallmark of this programme. Our team of experts in the sport rehabilitation field integrate their research into teaching, providing students with cutting-edge knowledge and innovative learning opportunities. The university's access to the latest technologies and equipment enables our students to develop their practical skills and research expertise needed in their future careers. Our facilities are tailored to meet students learning and research needs and allow them to experience the latest equipment used in elite sports environments. Our research-informed teaching and exceptional facilities aim to inspire students reach their full potential.

5. **Eligibility to register as a Graduate Sport Rehabilitator with BASRaT**
   The programme has been designed to fulfil the accreditation requirements set forth by BASRaT. It encompasses a comprehensive curriculum that comprises theoretical and practical components, enabling students to exhibit their proficiency in the five key areas of professional responsibility and development, prevention, recognition and evaluation of the individual, management of the individual - therapeutic intervention, rehabilitation, and performance enhancement, and immediate care. The programme also offers an option to obtain an advanced trauma care qualification, which is endorsed by the Royal College of Surgeons Pre-Hospital Immediate Care at no extra cost to the student. Successful completion of all components, including evidence of a minimum of 400 clinical hours, enables graduates' eligibility to apply for BASRaT registration, signifying that they have fulfilled the necessary mandatory standards to practice as a GSR in the United Kingdom.

4. Programme Aims

The aims of this programme are to:

- Nurture skilled graduate sport rehabilitators who can practice confidently, proficiently, and autonomously within an interdisciplinary team, covering all aspects of the BASRaT role delineation.
- Provide students with advanced, critical knowledge and understanding of the fundamental concepts, theories, principles and techniques of training and rehabilitation in diverse sport, exercise and health settings.
- Promote critical awareness of applied research, current issues and developments, informed by current scholarship and academic research, to display clinical reasoning
- Develop students' critical thought, intellectual reasoning, and practical precision to prepare them for employment or further study.
- Enhance proficiency through authentic practical experience in clinical placements, enabling them to explore their professional responsibilities including professionalism, ethics, and scope of practice.
- Foster reflective practitioners who critically evaluate their professional knowledge, skills, and experience within the broader context of sport rehabilitation and health and wellbeing practices and can identify their personal needs for ongoing professional development.

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. An advanced, systematic and critical understanding of the principles and theories of sport rehabilitation, health and wellbeing.
2. Assured clinical proficiency in assessing neuromusculoskeletal injuries across diverse populations.
3. A critical awareness of immediate care and long-term patient management strategies in sport rehabilitation, health and wellbeing contexts.
4. An independent, comprehensive clinical reasoning approach towards formulating effective exercise prescriptions for injury prevention, fitness development and wellbeing management.
5. An assured confidence in managing ethical dilemmas, health and safety issues, legal implications, and the professional conduct of a sport rehabilitator, together with the ability to formulate effective solutions through engagement in critical self-reflective practice to address these issues.

Intellectual skills:

By the end of this programme students should be able to demonstrate:

6. The ability to confidently communicate complex and conflicting information with innovation and originality.
7. Autonomous practice and application of sport rehabilitation theories and principles to resolve and evaluate complex clinical issues.
8. The ability to critically evaluate current research, advanced scholarship and methodologies applicable towards evidence-based practice.
9. The ability to critically evaluate research activities, including ethical considerations, data collection, analysis and interpretation, and present research findings.
10. Critical reflection and evaluation of their own performance within a wider professional, ethical and academic framework, acting autonomously within scope of practice and recognising areas for further development.

Practical skills:

By the end of this programme students should be able to demonstrate:

11. Advanced technical expertise in conducting clinical assessment and patient management skills.
12. Critical self-reflection and independent approaches towards operating within a scope of practice in complex and unpredictable situations, displaying professionalism and compliance with regulations.
13. The ability to exercise initiative and take personal responsibility when working independently and as part of an interdisciplinary team within diverse settings.
14. Assured clinical proficiency to develop and implement appropriate exercise intervention strategies for both healthy and injured populations, considering biological, psychological and sociological influences.
15. The ability to independently plan and execute research projects which augment existing, or pioneer new, knowledge in the field of sport rehabilitation.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

16. Professional responsibility and integrity when working alone or with others, and the ability to adapt to various audiences as needed.
17. Effective decision-making when leading or working as a member of a group using systematic methods and clear communication.
18. Personal responsibility for self-directed, lifelong learning, continuously reflecting on practice and engaging in professional development.
19. Systematic and effective decision-making skills, with the ability to work independently or as part of a team in complex and unpredictable situations.
20. Initiative and personal responsibility to independently undertake research tasks, synthesising information and applying an evidence-based approach to patient management.
21. Systematic organisation and communication of advanced information, evidencing appropriate proficiency in English language, and utilise criteria developed for specialist audiences in unpredictably complex contexts.

6. Learning and Teaching Methods

The MSc Sport Rehabilitation programme emphasises a creative and engaging approach to teaching and learning with a focus on inclusivity and holistic development. Innovative and evidence-informed methods of delivery, including the use of contemporary learning tools and digital technologies, support a hybrid curriculum model that enables both located and connected learning experiences, delivered through synchronous and asynchronous means:

Located: A specific and single location for a group is required/chosen to undertake the activities meaning activities take place within campus learning spaces.

Connected: Learning may be in formal or informal university learning spaces, and therefore supports those unable to access the university; the key being that not all students are in the same location. There is frequently the use of technological means to connect individuals and groups and may take advantage of both formal learning rooms as well as social/informal learning spaces.

Synchronous: Learning that takes place with participants all engaging with material in real time, although not necessarily in the same place. Synchronous learning should allow learners to interact.

Asynchronous: Enabling students to have some flexibility over the pace of learning and timing in which engagement occurs, asynchronous learning is a student-centred teaching and learning approach that frequently uses digital learning tools and platforms to facilitate lectures and assessment activities outside the constraints of a physical classroom.

Face-to-face: Face-to-face learning involves interaction with/between students and staff, including lecturers, technicians, guest lecturers and subject specialists. Synonymous with real-time learning it can include workshops, fieldwork, practical activities, seminars, and tutorials in a specific room/location or via the use of technology.

The teaching methods employed in the MSc Sport Rehabilitation programme are designed to facilitate students' engagement with their learning experiences and support their personal and professional development. These methods comprise a blend of scheduled learning, independent learning, and placement learning to bridge the gap between theory and practice. By using these strategies, the programme aims to enhance graduate employability, encourage independence and critical self-reflection, and foster digital confidence for lifelong learning. Problem-based learning and case study scenarios are incorporated within face-to-face teaching sessions, providing students with the opportunity to tackle complex scenarios that require them to consider protected characteristics and challenging ethical situations, and think critically about how to address them in a professional setting.

The programme delivery is well-organised and adaptable to cater for the needs of students, society, and the profession. It incorporates formative assessment techniques that enable students to monitor their progress and identify areas for improvement. Students will have multiple chances to collaborate in shaping their learning experience and merge their personal action plans with academic and professional staff's support in their development.

Whilst the programme is inclusive and welcomes applicants from diverse backgrounds, all students must agree to and sign a 'Fitness to Practice' document issued by BASRaT before commencing their studies each academic year. The practical modules carry a duty of care statement that certifies students are fit to study. Students are required to maintain professionalism and adhere to strict codes of conduct both internally (during teaching and learning) and externally (during work placement). All practical sessions adhere to the BASRaT staff: student ratio requirements of 1:16. Students must pass all assessment components for each module, and all modules are non-condonable. Furthermore, students must fulfil the 80% attendance requirements for every module, as specified by BASRaT. Failure to meet this will be identified on the eligibility list sent to BASRaT each year.

The MSc Sport Rehabilitation programme employs extensive digital learning technologies that enable students to engage with the synchronous and asynchronous elements of every module. The following teaching and learning methods are used to support student achievement of the programme aims, including:

Method	Description
Blended Learning	Delivery of content through online asynchronous and synchronous methods
Case Studies	A group of people, or an individual, engaged in study or work, based on a 'real life' situation in a practical field. Case study or scenario-based learning activities.
Critical reflection	Students engage in critical reflective practice and activities to highlight areas of academic, personal, and professional strength and weakness.
Lectures	Evidence-based and current knowledge delivered through a blending learning approach and supported with activities in-session and after session
Placement	Undertaking supervised activities within a professional work environment. Application of theory to practical with mentoring from the placement supervisor and a university tutor
Problem-based learning	Students apply course knowledge to devise one or more solutions to a problem presented in a realistic case
Reflective practice	Students during lectures, seminars, practicals and placements reflect on their own knowledge, understanding and skills and develop action plans for self-directed study and independent learning
Self-directed study	Students develop knowledge and understanding from topics of lectures and/or seminars and take responsibility for their own learning
Seminars	Students work in small groups to discuss and evaluate topics
Tutorials	One to one but can be small group meetings with staff at the request of either staff or students. Pastoral, academic or career support offered
Workshop/Practical	Delivery as a practical activity to develop hands on practical skills and apply the theory within a practical environment. These can be delivered in clinical spaces or fitness/sporting environments

6.1 Learning Enhancement

The aim of this programme is to offer a comprehensive and inclusive approach to learning that encompasses various teaching methods. These methods will include teacher-centred, learner-centred, content-focused, and interactive participative approaches all modules. The ultimate objective is to encourage students to assume responsibility for their learning and steer the direction of their knowledge acquisition while guided by academic staff. Through this approach, students will be inspired to engage in creative, innovative, and independent thinking, collaborate with peers to critique knowledge, cultivate relationships, and develop leadership skills in a team environment. The programme's pedagogical approaches will help students identify their correct level of knowledge and application, reflect on their progress, and determine areas for future development. In addition, students will apply their learned skills in real-life situations through work-based learning opportunities under the supervision of a qualified allied healthcare professional in various settings, including public health clinics, amateur and professional sports teams, physiotherapy and sports therapy and rehabilitation clinics.

6.2 e-Learning

The programme team acknowledges the significance of effectively utilising digital resources to provide an optimal blended learning experience for all students. The efficient use of the virtual learning environment (VLE) grants access to various digital learning resources, including pre-recorded lectures, lecture captures, audio files, discussion forums, essential podcasts and webinars, Padlets, additional reading material, and formative assessment tasks.

To demonstrate their clinical experiences, professional development, and action plans, students must create a reflective portfolio or website utilising software such as EduBlogs or Google sites. Students are also encouraged to establish professional social media accounts to showcase their digital skills, experiences, and professional networks, potentially enhancing their employability.

The programme team is responsive to the development of a 'Smart Campus' and harnesses available technology. CleverTouch screens in teaching rooms record students' activities during classes which are then available via the VLE. Formative assessments are frequently conducted within practical sessions through external platforms like Socrative and Kahoot, promoting independent learning and providing students with continuous feedback on their progress. Students can submit their written work drafts to Studiosity, an academic writing feedback and referencing feedback service subscribed to by the university.

Moreover, interactive tools like whiteboards and breakout rooms in Microsoft Teams allow students to share their ideas and opinions during online seminars. Students are encouraged to improve their digital skills by submitting video assessments through Panopto, producing innovative presentations on selected topics.

7. Modes of Assessment

Each module within the programme will be evaluated using one of more assessment methods, including practical exams, literature reviews, presentations, written exams, research proposals, and reflective e-portfolios. The assessment methods are intended to provide students with opportunities to display clinical competence, critical analysis, insightful thinking, and application of knowledge that aligns with the BASRaT Role Delineation. The assessment strategy not only enhances the learning experience but also enables the evaluation of practical and professional skills developed throughout the modules.

TurnItIn is used for electronic submission of relevant assessments, which discourages plagiarism and enables staff to identify poor practices and malpractice, including use of artificial intelligence. Feedback will be provided in written and verbal forms on the assessment documents, and an assessment rubric will be used to clarify the grade awarded for both written and practical assessments.

All assessments, including practical competency exams, will be evaluated in accordance with level 7 criteria, and students will be expected to demonstrate the appropriate level of critical understanding and evaluation of the subject through verbal questioning, in line with the university level descriptors for postgraduate studies.

Method	Description
Literature Review	An essay style assignment critically evaluating literature pertinent to a topic. A critique of a selected text (usually a chapter from a book or an article from a journal), activity or organisation.
Online Test	A task or series of tasks using a computer which may have time constraints and may employ adaptive technologies.
Master's Research Proposal	A brief written plan which indicates clearly and succinctly how the student wishes to proceed in a piece of research. Completed documentation relating to a piece of research that is appropriate for ethical review scrutiny. Prepared with a research proposal.
Practical	An assessment of the ability to apply knowledge, understanding and skills practically (e.g., collecting data, interviewing skills).
Presentation	Clearly structured individual or group verbal delivery within timed conditions, delivered using appropriate methods and which demonstrates detailed knowledge and analysis of the subject.
Reflective Essay	Students will critically reflect on their experiences, allowing them to identify best practice, challenges and areas for improvement within their own work.
Reflective Portfolio	Reflective portfolios will enable students to reflect upon and evaluate their learning in relation to specific practical activities such as undertaking consultancy work with employers or a placement.
Research Project	An in-depth independent study of up to 15000 words (or equivalent), approved by the module leader, following a topic of the students' choice, which should indicate the capacity to address the relevant gaps in the existing Sport Rehabilitation field.

7.1 Formative Assessment Methods

Formative assessment is integrated within the MSc Sport Rehabilitation programme for several reasons. Firstly, it provides students with valuable feedback on their progress and understanding of course material, allowing them to identify areas for improvement and adjust their learning approach accordingly which is beneficial where the material is more complex and requires a deeper understanding than at undergraduate level. Secondly, the programme team can evaluate student's effectiveness and progressions, particularly given the hybrid delivery of this programme. Finally, formative assessment embedded within the modules can help students prepare for summative assessments which can reduce anxiety and improve student performance. This also prepares students for the multiple-choice entrance examination which will be undertaken at the end of their course if they wish to apply for BASRaT registration.

8. Exemptions to University Regulations

The programme will follow the Marjon assessment policy and procedures as closely as possible. However, there may be instances where exemptions to University Regulations are necessary, particularly in clinical assessments where anonymity is not feasible or when identifiable reflective practice is required:

Module Code and Title	**Assessment**
SREM51 Clinical Treatment Skills	Practical
SREM52 Pathophysiology & Clinical Assessment	Practical
SREM53 Fundamentals of Exercise & Rehabilitation	Presentation
SREM55 Clinical Experience	Reflective Portfolio
SREM56 Applied Functional Rehabilitation	Practical Exam
SREM57 Professional Practice	Reflective Essay
SREM57 Professional Practice	Reflective Portfolio
SREM58 Research Project – Sport Rehabilitation	Ethical Approval Application
SREM58 Research Project – Sport Rehabilitation	Research Project

All assessment components within every module are non-condonable as BASRaT does not allow any part of a module to be condoned.

9. Work-Based Learning/Placement Learning

The MSc Sport Rehabilitation programme is designed to enable graduates to reach their full academic and career potential, providing them with the necessary skills for immediate employment upon completion. Accreditation of the programme also allows graduates to register with the approved Professional Standards Authority (PSA) Accredited Register as a BASRaT graduate member. Registration ensures that the practitioner holds the required qualifications, engages in continuing professional development, and maintains appropriate Fitness to Practice, which gives employers, graduates, and the public confidence in the practitioner's credibility.

This vocational programme focuses on work-based learning to support students in preparing for employment. To be eligible to join BASRaT, students must complete a minimum of 400 hours of supervised clinical placement, which takes place over both years of study. At the end of the first year, students must provide evidence of 100 hours of progress in the 'Clinical Experience' module. The overall evidence of 400 hours of work-based learning will be evaluated within the 'Professional Practice' module in year 2.

Students will work with their Personal Development Tutor (PDT) to identify appropriate placements, establish relevant aims and objectives, and regularly update their progress throughout their clinical experiences. Although an extensive database of local placement providers is available via the 'Marjon Futures' platform, students may choose to undertake placement learning anywhere in the United Kingdom due to the programme's delivery nature.

10. Programme Structure

The programme is exclusively offered as a part-time option to provide students with sufficient time to learn and develop the fundamental clinical skills of a Sport Rehabilitator, which will subsequently be applied in a clinical placement setting.

Asynchronous learning materials are provided for students to complete at their own pace but must be completed prior to attending on-site sessions. Practical skill sessions are delivered over two full days per month, with additional opportunities for clinical placements available outside of these scheduled sessions.

Part Time

Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SREM51	Clinical Treatment Skills	20	100% Practical	Semester A	Compulsory	Non-Condonable
SREM52	Pathophysiology & Clinical Assessment	20	60% Practical 40% Exam	Semester X	Compulsory	Non-Condonable
SREM53	Fundamentals of Exercise & Rehabilitation	20	100% Coursework	Semester B	Compulsory	Non-Condonable
SREM54	Research Methods	20	70% Coursework 30% Coursework	Semester C	Compulsory	Non-Condonable
SREM55	Clinical Experience	0	100% Coursework	Semester C	Compulsory	Non-Condonable

Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SREM56	Applied Functional Rehabilitation	20	100% Practical	Semester A	Compulsory	Non-Condonable
SREM57	Professional Practice	20	60% Coursework 40% Coursework	Semester X	Compulsory	Non-Condonable
SREM58	Research Project – Sport Rehabilitation	60	Coursework (P/F) 100% Coursework	Semester X	Compulsory	Non-Condonable

Key: Semester X = A & B

10.1 Delivery Pattern

Part-time - Year 1

Duration	Taught Input	Module
September - January	September, October, November, December, January *2 days per month on campus + online input equivalent to 2 days per week each month*	SREM51 – Clinical Treatment Skills SREM52 – Pathophysiology & Clinical Assessment
January - May	January, February, March, April, May *2 days per month on campus + online input equivalent to 2 days per week each month plus placement experience*	SREM52 – Pathophysiology & Clinical Assessment SREM53 – Fundamentals of Exercise & Rehabilitation
June - August	June, July, August *Online input equivalent to 1 day per week plus placement*	SREM54 – Research Methods SREM55 – Clinical Experience

Year 2

Duration	Taught Input	Module
September - January	September October, November, December, January *2 days per month on campus + online input equivalent to 2 days per week each month plus placement*	SREM56 – Applied Functional Rehabilitation SREM57 – Professional Practice SREM58 – Research Project – Sport Rehabilitation
January - May	January, February, March, April, May *Online input equivalent to 2 days per week each month plus placement*	SREM57 – Professional Practice SREM58 – Research Project – Sport Rehabilitation

10.2 Threads

The table below shows the various 'threads' through the programme. These 'threads' provide cohesion and coherence to the programme, so that learning can be mapped against the Role Delineation of the Sport Rehabilitator.

Due to the programme alignment to the BASRaT Educational Framework, these 'threads' are indicative of the 5 domains which delineate the role of a GSR.

Module Code	Module Title	Thread
SREM51	Clinical Treatment Skills	1. Professional Responsibility and Development 4. Management 6. Research
SREM52	Pathophysiology & Clinical Assessment	1. Professional Responsibility and Development 2. Prevention 3. Recognition and Evaluation 4. Management 5. Immediate Care 6. Research
SREM53	Fundamentals of Exercise & Rehabilitation	2. Prevention 3. Recognition and Evaluation 4. Management 6. Research
SREM54	Research Methods	1. Professional Responsibility and Development 6. Research
SREM55	Clinical Experience	1. Professional Responsibility and Development 2. Prevention 3. Recognition and Evaluation 4. Management 5. Immediate Care 6. Research
SREM56	Applied Functional Rehabilitation	2. Prevention 3. Recognition and Evaluation 4. Management 6. Research
SREM57	Professional Practice	1. Professional Responsibility and Development 2. Prevention 3. Recognition and Evaluation 4. Management 5. Immediate Care 6. Research
SREM58	Research Project – Sport Rehabilitation	1. Professional Responsibility and Development 6. Research

1: Professional Responsibility and Development

The GSR should adhere to the relevant Standards of Ethical Conduct and Behaviour and work within their scope of practice and professional competency. This thread includes record keeping, conduct and ethical issues, and performance issues, leadership, and employability skills.

2: Prevention

The GSR has the knowledge and skills to recognise the risks associated with injury and implement an appropriate plan to minimise these risks. This thread includes risk assessment and management, pre-participation screening, prophylactic interventions, health and safety, and risks associated with environmental factors.

3: Recognition and Evaluation

The GSR is competent in evaluating the status of the individual and determining the appropriate course of management. This thread includes subjective evaluation, neuromusculoskeletal evaluation, physiological and biomechanical evaluation, nutritional, pharmacological, and psychosocial factors, health and lifestyle evaluation, clinical decision making and dissemination of assessment findings.

4: Management – Therapeutic Intervention, Rehabilitation and Performance Enhancement

The GSR can facilitate the recovery and function return to physical activity, and high levels of performance through a clinically reasoned approach. This thread includes therapeutic intervention, exercise-based rehabilitation, performance enhancement, factors affecting recovery and performance, monitoring, and health promotion and lifestyle management.

5: Immediate Care

The GSR can implement appropriate measures of care including basic life support and first aid for life threatening and other emergency situations. This thread includes emergency first aid, evaluation, and initiation of care.

6: Research

The GSR can implement evidence-based practice, professional development and contribute to the profession through the production of research studies. This thread includes research methods, problem-based learning, and undertaking the research project.

10.3 Structure and Points of Progression

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
SREM51	Clinical Treatment Skills	20	1	MAB – December PAB – December	
SREM52	Pathophysiology & Clinical Assessment	20	2	MAB – December PAB – December	
SREM53	Fundamentals of Exercise & Rehabilitation	20	3	MAB – December PAB – December	PG Certificate in Rehabilitation Studies
SREM54	Research Methods	20	4	MAB – December PAB – December	
SREM55	Clinical Experience	0	5	MAB – December PAB - December	N/A
SREM56	Applied Functional Rehabilitation	20	6	MAB – December PAB – December	Exit award available
SREM57	Professional Practice	20	7	MAB – December PAB – December	PG Diploma in Sports Injury Management
SREM58	Research Project – Sport Rehabilitation	60	8	MAB – December PAB – December	MSc Sport Rehabilitation

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

This programme aligns to the British Association of Sport Rehabilitators and Trainers (BASRaT) Educational Framework (11th edition). BASRaT accreditation will enable eligibility to apply for graduate BASRaT registration by meeting the following criteria:

- 180 credits at level 7
- Completion of a Royal College of Surgeons approved advance trauma course
- Passing the BASRaT entry exam (scheduled through the university)
- Passing all assessments for each module
- Minimum 80% attendance for all modules
- A minimum of 400 clinical hours of approved placement
- Meeting all other requirements outlined by BASRaT.

12. Professional Advisory Group

The Professional Advisory Group (PAG) for this programme provides valuable guidance regarding the ongoing development of the postgraduate content, placement opportunities and career opportunities. The PAG comprises university staff, alumni and sport rehabilitation practitioners from within an NHS setting and a professional sports setting. The members of this group meet virtually at two points throughout the year to ensure the curriculum is in-line with industry demands.

13. Academic Progression Opportunities

Upon successful completion of the MSc Sport Rehabilitation programme, participants may be eligible to apply for an MPhil/PhD programme at Plymouth Marjon University or other institutions. Students who wish to pursue further postgraduate study in specific areas of professional development in Sport Rehabilitation, such as Manual Therapy, Physiotherapy or Strength and Conditioning, can develop themselves throughout these programmes.

14. Employability and Career Progression Opportunities

The MSc Sport Rehabilitation programme can develop a range of employability skills that can be valuable in various roles within the sport and healthcare industry and wider employment. These include:

- Expert knowledge of human anatomy, physiology, biomechanics, pathology and exercise prescription.
- Clinical skills such as assessment, diagnosis, and treatment of sport-related injuries.
- Communication skills through patient interaction and communicating with colleagues and other healthcare professionals using both complex medical terminology and simple language.
- Teamwork within a multidisciplinary team, developing skills in collaboration and teamwork.
- Problem-solving complex issues which require innovative solutions. The programme provides students with the skills to identify, analyse and solve problems in a logical and structured manner.
- Leadership skills which enable them to lead teams and manage projects in a range of sports and healthcare organisations.

The Sport Rehabilitation programme is designed to cater to the diverse career opportunities available to graduates in the field. Its comprehensive approach provides students with the core competencies of a graduate Sport Rehabilitation and the flexibility to identify their own career action plans through work placement opportunities. Graduates of the programme can find employment in various public and private sectors in sports, health, and occupational settings. They can work in professional sports clubs, national sport organisations, local sports clubs, private clinics, the Ministry of Defence and armed forces, the NHS, and community-based exercise rehabilitation programmes.

The following employability skills are embedded within the curriculum and developed through partnerships with local work placement providers:

- **Analytical thinking and innovation** – students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.
- **Active learning and reflective practice** – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
- **Creativity, originality and initiative** – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
- **Critical thinking and analysis** - students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion
- **Complex problem-solving** – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
- **Leadership and social influence** - students are able to motivate others to act towards achieving a common goal
- **Emotional intelligence** – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.
- **Reasoning, problem-solving and ideation** – students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions
- Systems analysis and evaluation – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way

Digital Skills:

- **ICT Proficiency and Productivity** – students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g. text editing, presentations, spreadsheets and basic screen recording software)
- **Digital Collaboration, Participation, Communication** – students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g. using Google docs, group forums, social media, file sharing applications, Hub).
- **Finding Digital Information and Data Management** – students have an understanding of different data storage systems and file types (e.g. using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g. using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g. folder and file organisation, use of analytical tools within Spreadsheets and Databases).

- **Digital Learning and Teaching** – students are able to identify and use digital learning resources, apps and services (e.g. Canvas, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g. Turnitin)
- **Digital Problem Solving, Creation & Development** – students are able to identify and use digital tools to solve problems and answer questions (e.g. Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an EduBlog).
- **Digital Security, Well-being and Identity** – students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g. security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g. LinkedIn, Twitter).

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with students through ongoing and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the Programme Voice Panel. In addition, students will be invited to participate in the Postgraduate Taught Experience Survey (PTES).

17. Other Stakeholder Feedback

The Mutual Recognition Agreement (MRA) for the professions of athletic training, athletic therapy, and Sport Rehabilitation has been the driving force behind changes to the programme. The programme team regularly receives formative feedback from employers and placement providers. Additionally, the medical teams at Plymouth Argyle, Plymouth City Patriots and Exeter Chiefs provide feedback regarding the content and structure of the programme in relation to students' application during placements. Other placement providers are also invited to give feedback on students' competencies and application of theory into practice via their University Placement Tutor.

The programme's alumni continue to stay connected with the team through various digital communication means. They engage by offering placements, support, and supervision at local charity events and offer guest speaker sessions to current students, thereby enhancing industry connections. This feedback and engagement from employers, placement providers, and alumni help in continually improving and updating the programme to align with industry requirements and trends.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed, and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.