

## Programme Specification – Definitive Document

### 1. BASIC INFORMATION

<b>1.1</b>	<b>Awarding Institution:</b>	University of St. Mark and St. John
<b>1.2</b>	<b>Teaching Institution:</b>	University of St. Mark and St. John
<b>1.3</b>	<b>Locus of Delivery:</b>	University of St. Mark and St. John
<b>1.4</b>	<b>Final Award Title:</b>	BSc (Hons)
<b>1.5</b>	<b>FHEQ Level:</b>	Level 4, 5 and 6
<b>1.6</b>	<b>Programme Title:</b>	Rehabilitation in Sport and Exercise
<b>1.7</b>	<b>Mode and Duration of Study:</b>	Full Time – 3 years Part Time Students – up to 6 years
<b>1.8</b>	<b>UCAS Code(s):</b>	C630
<b>1.9</b>	<b>Admission Criteria:</b>	<p>Normal University entrance criteria apply (please refer to the website for further details).</p> <p>International students will be expected to meet the English Language requirements of IELTS 6.0 or equivalent.</p> <p>Applicants with other qualifications and/or experience will be considered on an individual basis.</p> <p>DBS check as per University policy: Students involved in an unsupervised regulated activity with children and vulnerable adults will require satisfactory DBS (Disclosure and Barring Service) clearance.</p>

<b>1.10</b>	<b>Accrediting Professional Body/ PSRB:</b>	British Association of Sport Rehabilitators and Trainers (BASRaT)(three year programme only)
<b>1.11</b>	<b>QAA Subject Benchmarking Group(s):</b>	<a href="#">Events, Hospitality, Leisure, Sport and Tourism</a> (2016)
<b>1.12</b>	<b>Other External Points of Reference:</b>	<a href="#">Framework for Higher Education Qualifications (FHEQ)</a>  BASRaT Educational Framework, 7 <sup>th</sup> Edition
<b>1.13</b>	<b>Language of Study (for learning, teaching and assessment):</b>	English
<b>1.14</b>	<b>Work-Based Learning Arrangements:</b>	RISD90 - Engaging with Employability  RISH01 - Clinical Experience
<b>1.15</b>	<b>Foundation Degree Progression Routes:</b>	C608 – One year progression route  One year progression Route: A relevant FdSc degree  DBS Check
<b>1.16</b>	<b>Arrangements for Distance Learning:</b>	None
<b>1.17</b>	<b>Original Date of Production:</b>	December 201 6
<b>1.18</b>	<b>Date of Commencement:</b>	September 2017
<b>1.19</b>	<b>Review Date:</b>	September 2023

## 2. Programme Outline

Currently the University offers a BSc (Hons) Rehabilitation in Sport and Exercise programme which is recognised academically by the University and professionally by its accrediting body British Association of Sport Rehabilitators and Trainers (BASRaT; [www.barsat.org](http://www.barsat.org)). The current degree programme was first validated and accredited in 2011.

The strive for a standardised and regulated platform of competencies by all health care practitioners continues. The British Association of Sport Rehabilitators and Trainers (BASRaT) are the UK regulator for Sport Rehabilitation Graduates (since 2014) which formally recognises Sport Rehabilitation as a health care occupation. The Accredited Register quality mark now means that for Sport Rehabilitators to belong to the register, they must meet the robust standards set by the Professional Standards Authority for Health and Social Care.

There is now greater importance to develop awareness of musculoskeletal management, treatment of injury and exercise-based rehabilitation and fitness in the UK and beyond. The sports industry requires professionals to work as part of a multidisciplinary healthcare team to prevent and manage sports injuries and enhance levels of performance through full recovery from injury ([www.basrat.org](http://www.basrat.org) 2016).

The current programme provides the knowledge and skills to enter the profession of sport and exercise rehabilitation. It has been designed to allow students to become graduate members of the British Association of Sport Rehabilitators and Trainers (BASRaT), following completion of all three years of the programme. BASRaT is the only UK organisation that solely accredits the BSc (Hons) degree level programmes in this profession. This accrediting body ensures all courses are standardised with appropriate expertise, facilities and resources, maintaining a high standard across the industry ([www.basrat.org](http://www.basrat.org), 2016).

Membership with BASRaT provides a platform for graduate Sports Rehabilitators to promote themselves nationally and internationally in the profession. Furthermore, with the application for voluntary /accredited regulation with the Professional Standards Authority (PSA), the profession will continue to significantly grow in the UK and worldwide.

The programme has been designed to fulfil the key five areas of the BASRaT Role Delineation to provide graduates with the knowledge and skills required of a Graduate Sport Rehabilitator.

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

Rehabilitation in Sport and Exercise focus modules will address issues relating to the education of a Sport Rehabilitator, in line with the BASRaT Educational Framework and trends with Sport and Exercise Medicine (physiology, biomechanics, and movement analysis).

The University's productive links with professional sports clubs, as well as elite and community sports programmes and athletes in Plymouth and beyond, provides numerous opportunities to develop students' rehabilitation knowledge in an applied setting. The sport and exercise science facilities as well as the Sport Therapy and Rehabilitation commercial clinic enable students to develop and apply their knowledge safe clinical setting. Their learning is supported with academic staff who hold both academic and professional practice qualifications and who continue to work in the sector as practitioners.

## 2.1 Integrating Sustainability into the Curriculum

The Rehabilitation in Sport and Exercise teaching team are aware of the need to integrate sustainable development within the programme. The nature of a Sport Rehabilitation education is structured in such a way that the employability skills of a graduate Sport Rehabilitator are taught and then students are encouraged to apply these in supervised clinical practice (commercial clinic, work placement).

BASRaT requires a minimum of 400 hours of clinical practice (50 hours of these can be observational) to be integrated into the curriculum this encourages students to apply their skills, critically reflect and identify areas for further development needs. The exposure and immersion in a wide range of work experience opportunities throughout the whole three years enhances

student's sustainability and skills development within the Rehabilitation in Sport and Exercise field.

### 3. Distinctive Features

The validation of the BSc (Hons) Rehabilitation in Sport and Exercise programme promotes a quite distinctive and aspirational model of undergraduate provision in this discipline. The programme will provide an exceptional student experience in a unique way that will differentiate the University from the rest of the sector. The programme retains the strongest aspects from previous provision and builds upon this to provide a robust learning experience that is vocationally driven.

The Rehabilitation in Sport and Exercise programme integrates academic learning and the development of practical and clinical skills to an advanced level. There is a strong emphasis on practical experience and a range of activities that encourage understanding of the scientific principles, practical techniques and up-to-date developments in rehabilitation. BASRaT states that all students must achieve minimum of 400 hours clinical experience throughout the three years, for the student to apply for membership these hours must be fully documented by the student. This degree also embraces all aspects of standard professional practice including therapy related skills, pedagogical skills and practice (including reflective practice), ethical foundations of practice (child protection and professional body issues, code of conduct) as well as the conventional knowledge base of pathological, physiological, psychological, biomechanical analysis of performance, injury treatment, rehabilitation and prevention. It is now a compulsory requirement in all BASRaT accredited programmes to include the RFU Level 2 Intermediate Care in Sport (ICIS). The research and scholarly activities of staff within the field of Sport Rehabilitation will have an impact/contribute to student learning opportunities

One of the key standout features of the programmes are the different types of clinical experiences and the amount of clinical hours which are offered to the student.

- 100 hours soft tissue clinical experience - Accredited by Federation of Holistic Therapist (FHT). Please note to pass the soft tissue module students only have to achieve 50 hours of clinical practice within soft tissue therapy, to achieve the FHT accreditation they must

achieved 100 hours of supervised clinical hours plus submit an evidence portfolio to the FHT, this is completely optional but we do encourage to obtain accreditation. This allows them to be able to gain insurance and practice as a soft tissue therapist.

- Clinical hours (up to 200 hours) in our state of the art commercial sport therapy clinic
- Learners' journey and career options - students will be offered the opportunities to work in a variety of work/clinical environments - rehabilitation of elite athletes back to functional fitness, different population groups, individual and group rehabilitation sessions. These experiences will increase employability within the rehabilitation field.
- Obtaining the RFU Level two intermediate care in sport (compulsory aspects of gaining accreditation)
- Working with professional clubs in the area these have typically included
  - Plymouth Argyle (Men, Ladies and Youth)
  - Plymouth Raiders
  - Plymouth Albion
  - Torquay United
  - Exeter Chiefs
  - Plymouth Storm Wheelchair basketball club

Students must achieve a minimum of 400 documented clinical hours to achieve the Rehabilitation in Sport and Exercise degree with BASRaT accreditation. Within the new curriculum design we can offer students 550 hours of clinical experience across the three years of the programme. All of these hours must be supervised, documented and reflected on by the students. 400 clinical hours are embedded into modules (Clinical experience, soft tissue, injury treatment modalities) as these modules are non-condonable students must achieve these hours to be able to pass the module. If the required clinical hours are not met students have the opportunity to obtain these in the commercial clinic during the summer period.

## 4. Programme Aims

The overarching aim of this programme is to provide students with the necessary skills to practice as a rehabilitator in sport and exercise.

### **General aims:**

- To develop students' critical thought, intellectual reasoning and practical precision for application to diverse settings.
- To help students from varied cultural and social backgrounds to fulfil their potential in both intellectual and practical domains.
- To provide a stimulating and caring learning environment in which students feel secure and motivated to learn.
- To prepare students for employment or postgraduate study by equipping them with a diverse range of skills.

### **The specific programme aims are to:**

- Develop a critical understanding of the concepts, theories, principles and practices of rehabilitation and training in the sport and exercise environment.
- To encourage independent learning through evidence based practise to underpin clinical application and to deal with complex issues
- Enable students to improve their own performance in technical, supervisory and management skills within the context of rehabilitation in sport and exercise.
- Prepare students for employment through clinical placements, enabling them to consider issues with professionalism, ethics and cope of practice.
- Allow students to develop their research and analysis skills within the context of rehabilitation in sport and exercise.

## 5. Programme Learning Outcomes

### **Knowledge & understanding:**

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

6. Identify injury and illness risk factors associated with participation in competitive and recreational sport and exercise
7. Effectively recognise, evaluate, diagnose, assess and manage sports injuries.
8. Effectively plan, implement, evaluate and manage rehabilitation programmes.
9. Prescribe individual coaching and rehabilitation programmes across a wide-range of sporting contexts
10. Demonstrate an understanding of the ethical and legal issues which underpin professional practice specific to sport and exercise rehabilitation.
11. Promote sport and exercise rehabilitation as a professional discipline.
12. Demonstrate the ability to provide emergency care for sports related trauma in the recreational, training and competitive environment.

### **Intellectual skills:**

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

13. Critical assessment and evaluation of evidence, within rehabilitation in sport and exercise, to develop reasoned and informed argument;
14. Analysis, description and interpretation of data using a variety of appropriate rehabilitation in sport and exercise techniques;
15. The interpretation of knowledge and information to solve problems in theoretical and practical rehabilitation in sport and exercise contexts;
16. Critical evaluation of theories, principles and concepts in rehabilitation in sport and exercise with minimal supervision;
17. The application of existing theories, concepts and techniques in rehabilitation in sport and exercise to solve new problems;
18. Responsibility for their learning and continuing professional development within rehabilitation in sport and exercise context.

### **Transferable / key skills:**

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

19. Effective communication in a variety of forms reflective of a rehabilitation in sport and exercise environment;
20. Critical reflection and evaluation of personal strengths and weaknesses within



rehabilitation in sport and exercise;

21. Effective team work, and team membership, and take responsibility for leadership where appropriate;
22. The selection and management of information using appropriate ICT, reflective of rehabilitation in sport and exercise, including the internet, word processing, spreadsheets and statistical software packages;
23. The selection and use of appropriate quantitative and qualitative rehabilitation in sport and exercise techniques for data collection, presentation, analysis and problem solving;
24. Confidence to challenge received opinion and debate, within, in a professional manner.

**Practical skills:**

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

25. Conduct a thorough initial examination and assessment of injuries and illnesses common to competitive and recreational sport and exercise participants;
26. Accurately administer a range of diagnostic methods, tests and techniques for the assessment of sports injuries;
27. Plan and carry out appropriate clinical and exercise-based treatment programmes;
28. Design, plan and implement comprehensive sport and exercise rehabilitation programmes;
29. Plan and implement injury and illness prevention strategies and programmes that involve a comprehensive understanding of the components of rehabilitation in sport and exercise;
30. Select, design, prescribe and administer suitable rehabilitation and reconditioning programmes for specific populations;
31. Provide relevant health care information and physiological testing appropriate to their scope of practice;
32. Demonstrate effective communication with athletes and other members of the athlete support team where appropriate;
33. Maintain comprehensive medical and rehabilitation recording systems;
34. Accurately administer emergency care for sports related trauma in the recreational, training and competitive sporting environments.

## 6. Learning and Teaching Methods

### 6.1 Learning Enhancement

The BSc (Hons) Rehabilitation in Sport and Exercise curriculum adopts key aspects of the institutional Learning, Teaching and Assessment Strategy including the need to address issues of inclusivity and vocationally. It has a practice based focus underpinned by academic knowledge and understanding. A range of learning teaching and assessment approaches are utilised to enable flexible, student-centred learning, including the adoption of some of the opportunities offered by technology enhanced learning, such as the creative use of the virtual learning environment and social media.

The strategies used aim to develop student approaches to learning which will facilitate reflection and analysis, aid application of theory to practice and develop critical awareness of the multi-dimensional influences of Rehabilitation to professional practice.

Modules in the Rehabilitation in Sport and Exercise curriculum carry a duty of care statement that students are fit to study. In particular, practical, applied and clinical modules require a professional commitment and compulsory attendance to ensure that the students' delivery meets the required professional standards and underpinning health and safety standards. All student are required to sign a "Fitness to Practice" document issued by the BASRaT prior to their studies commencing and at the start of every academic year. BASRaT stipulate for external accreditation students must uphold a minimum attendance of 80% whilst practical group sizes are required at a staff: student ratio requirement is 1:20, but recommendation is 1:16. All practical and off-site activities are risk assessed by the respective academic staff.

The learning, teaching and assessment strategies employed enhance and contribute directly to the development of key and transferable skills and professional practice skills, enabling students to monitor their achievements and identify their learning needs and targets for personal development. To achieve this, the course employs a variety of approaches, such as field based assessment, laboratory based assessment, guest speakers, applied practice with industry, project work, industry placements, promoting voluntary placements, and access to and promotion of additional practitioner qualifications. The activities and events across the programme are visible to

all students via the Virtual Learning Environment (VLE). The VLE allows students to have an overview of learning opportunities that are integrated in their programme, but decoupled from modules, allowing access to a wide range of learning opportunities e.g. national governing body awards, CPD, voluntary experiences.

The following teaching and learning methods are used to engage students in the learning process and to support student achievement of the programme aims including:

### **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.

### **Computer based learning / E-learning**

Computer and network enabled transfer of skills and knowledge, using electronic applications and processes to learn.

### **Critical reflection:**

Students engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and weakness.

### **Critique - Individual**

The presentation of work in progress to peers and/or staff /professionals in order to gain constructive criticism to enable development.

### **Directed Study and reading**

Specific reading task set by the lecturer for students.

### **Electronic material**

This includes VLE based exercises and other software

### **Group discussions**

A focus group work together to discuss opinions and gauge their responses to specific stimuli.

### **Group Work**

Students work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the larger module group.

### **Guest speaker**

Using specialists from the field to present to students. Typically refers to when a learner, guest speaker, explains or shows some content to a learning audience; similar to a lecture.

### **Independent learning/directed self-study**

Activities where an individual learner conducts research, or carries out a learning activity, on their own.

### **Lectures/whole group lecturers**

Subject introduced and delivered by the teacher in a specific time which transmits information

### **Observation (methods)**

Learners observe selected practices related to their area of study and reflect and review them in relation to other models and processes as a means of learning.

### **Online Learning**

Activities on the VLE where learners carry out a learning activity on their own or within groups

### **Peer group study**

A learning event in which one learner, or a small group of learners, helps other learners with a particular subject

### **Personal and professional development planning:**

Students take part in activities that contribute towards the creation of a personal and professional action plan to achieve stated personal and career related objectives.

### **Practical sessions (including Field and Laboratory based investigations)**

Student activity, e.g. learning a skill or group work. This can also include laboratory sessions, coaching sessions in the sports hall and conditioning sessions in the fitness suite.

### **Presentations**

Typically refers to when a learner, guest speaker, explains or shows some content to a learning audience; similar to a lecture.

### **Seminar groups**

These are an opportunity for students to have a non-teacher led session, where they may analyse data in detail and discuss it in groups or may work on a topic with a view to giving a short presentation on a topic, adding detail to a lecture, or reporting back on some data collection task, for example.

### **Student-led presentations**

Where used, these may not be assessed. However, where they occur in LEL modules with an exam, students are assured of an exam question on their presentation topic. Thus work on their presentation has an 'end'.

### **Supervised Clinical Experience**

Working with "live" patients in a supervised clinical environment

### **Tutorials**

One-to-one teaching (student to lecturer) usually for counselling purposes based on the student's work.

### **Video viewing and analysis**

Students view instructional/educational videos for academic content

### **Virtual Learning Environment**

A software system designed to support teaching and learning in an educational setting.

## **Work based tasks**

Learning events which take place within a working environment enabling learners to develop 'real' skills and practices.

## **Workshops**

A group of people engaged in intensive study or work normally in a creative or practical field.

## 6.2 e-Learning

The Rehabilitation in Sport and Exercise programme team recognise the increasing contribution that digital resources make to the learning experiences of students. The team utilises the virtual learning environment to provide access to resources, discussion groups and other learning materials, such as audio files, learning objects, lecture capture, and performance analysis technology. The programme also has a twitter feed and Facebook page that encourages dissemination of practical sport development information from professional organisations and the development of professional networks. In addition, students have open access to extensive computer facilities within the University to support their studies.

## 7. Modes of Assessment

The assessment strategy uses a range of methods that incorporate both formative and summative achievement of learning outcomes and enables students' to review their progress in a module. Assessment methods are focused towards being vocationally relevant.

Achievement of learning outcomes is guided through on-going formative assessment available within lectures and seminars and also through guided self-directed learning. Students are encouraged to draw upon these experiences to inform independent learning tasks required to fulfil summative assessment requirements.

Formative assessment tasks are based on a variety of methods:

- Problem-based learning scenarios and tasks are accessible via the VLE
- Multiple choice quizzes available via Socrative.
- In-class independent and group tasks interacting via SmartPhones and Clevertouch

screens.

- Previous exam papers accessible via the VLE.
- Peers assessment for practical competencies.

Assessment methods are clearly aligned to programme and module level learning outcomes.

Module learning outcomes are explicitly stated on module pages on Learning Space, recorded on Lecture Capture and marking criteria and assessment briefs are available to students for coursework, practical and written examinations, demonstrating clearly where learning outcomes are assessed. Access to marking frameworks and detailed feedback on assessed work will enable the student to be clear how their assessment grades are marked and how to improve their assessed work by learning to respond to the assessment criteria.

The University uses TurnItIn electronic assessment submission which creates a simple and standardised submission process for students. TurnItIn deters plagiarism and supports staff identifying poor practice and malpractice. The typed feedback allows students to view feedback clearly with standardised feedback and electronic links to further guidance or support where relevant.

### **Glossary of assessment terms:**

#### **Assignment:**

An extended piece of written work, which includes research and/or own reflective practice.

#### **Case study/report**

An analysis of a real-life example within the field.

#### **Clinical practice and competence assessments:**

These involve one patient at a time, the student will perform a case history, assess the patient, discuss differential diagnoses, formulate a treatment plan and ideally preform some treatment if it safe to do so.

#### **Critical Review/Literature Review:**

A critique of a selected text (usually a chapter from a book or an article from a journal), activity or

organisation. An essay style assignment critically evaluating literature pertinent to a topic.

**Coursework:**

Can come in a variety of formats – examples – essay, case study.

**Essay:**

A written response to a question based on synthesis and analysis. These may be negotiated with an academic tutor.

**Evaluation/Evaluative Report:**

An evaluative or critically reflective piece of writing that identifies key issues, challenges, and 'learning' that is relevant to the student's experiences. This may be as the result of a placement, event, work experience etc.

**Examination (written and formal)**

Usually takes the form of essay questions, but also other forms, such as multiple choice questions, short answer questions, or any combination, which are taken under examination conditions.

**Evidence of Clinical Hours:**

Students log clinical hours achieved throughout the course, these hours are presented in a portfolio and have been signed off by the clinical supervisor.

**Group Presentation:**

Presentation of data/information/critical analysis to include verbal delivery and defence of questions posed on the topic specific to the information contained in the presentation. Assesses knowledge of selected topic and communication skills. These happen with in groups of two or more.

**Honour Project:**

An in-depth independent study of 10,000 words, or equivalent, area chosen by the student.



**Honours Project Proposal:**

Your Honours Project proposal and Ethics certificate and checklist is a brief written plan which indicates clearly and succinctly how the student wishes to proceed in a piece of research

**Online Assessment:**

Undertaking a task or series of tasks using a computer which may be time-constrained and may employ adaptive technologies.

**Oral Presentation:**

A talk illustrated/supported by a variety of audio-visual aids, which demonstrates knowledge and understanding of a selected topic. This can be individual or group.

**Placement Learning:**

Placement Learning is different from work experience; it is a planned period of learning, normally outside of the University, where the learning outcomes are intended as part of student's degree studies. Credit is not awarded for undertaking work, but for the learning and skills achieved and demonstrated as a result of the experience.

**Practical Exam:**

Students demonstrate practical skills and competences in a controlled exam environment.

**Portfolio/E-Portfolio/Resource File/Reflective Portfolio:**

A collection of assessments covering the learning outcomes of a module, which usually takes several different forms such as essays, reports, presentations and task sheets, digital media and self-reflections. Includes a compilation of weekly tasks, brief laboratory reports, session plans and evaluations as evidence of students' achievements.

**Poster Presentation:**

Presentation of data/information/critical analysis in a visual 'poster' format to include brief verbal delivery and defence of questions posed on the topic specific to the information contained in the poster. Assesses knowledge of selected topic and communication skills.

**Practical Assessment:**

Practical performance measured against set criteria using recognised guidelines or national awards (linked to accrediting body standards)

**Reflective Journal:**

An evaluative or critically reflective piece of writing that identifies key issues, challenges, and 'learning' that is relevant to the students' experiences. This may be as a result of a placement, event, work experience, clinical etc.

**Report:**

A written response structured in an agree format, based on individual research of a selected topic. This may include practical research.

**The details of assessments in each module can be found in the module descriptors**

## 8. Exemptions to University Regulations

N/A

## 9. Work-Based Learning / Placement Learning

The Rehabilitation in Sport and Exercise degree provides opportunities for students to apply their knowledge and understanding in vocationally relevant workplaces and gain additional skills and experiences that will enhance their future employability. Students will have structured work experience opportunities (UMJD02) and will have the opportunity to select workplace settings to tailor the programme towards their particular area of interest within rehabilitation.

All students that engage in work based modules are allocated a University Placement Advisor who confirms the appropriateness of the student's placement and agrees the focus of the placement. Students negotiate their placement aims with the host organisation and their university placement advisor. All placements adhere to the University Policy on Placement Learning. The specific work based module runs for the whole of the second academic year.

Students are guided to work within an organisation that reflects and aligns to their future career aspirations.

The Rehabilitation in Sport and Exercise programme provides opportunities for students to apply their knowledge and understanding in vocationally relevant workplaces (Sports Therapy & Rehabilitation clinic) and gain new skills and experiences that will enhance their future employability. Students are given structured work experience (please refer to Table 1), where we offer a minimum of 400 clinical hours which is required by the accreditation body, although students will have extra opportunities to obtain extra clinical hours. Students will have the opportunity to undertake structured work experience opportunities and event work, and will have the opportunity to select workplace settings to tailor the programme towards their particular area of interest (clinical, military, NHS, sport team, pitch side). Due to the clinical modules being non-condonable students will be unable to pass these modules without achieving the relevant clinical hours linked to these modules. Contingency plans are put into place for students who have not achieved these clinical hours for a variety of reasons, commercial clinic is now open during holidays to allow students to achieve these hours out of timetabled sessions.

The programme is vocationally orientated and students review their career aspirations in year one and complete a Career Development Plan to ensure they maximise opportunities to enhance their future employability, via direct opportunities at university and via external opportunities. Understanding the sports rehabilitation industry, is integral to the programme and the breath of the sporting landscape and employment opportunities becomes apparent to students.

### **Summary of Clinical Hours**

Year 1

Soft Tissue (STYC01) FHT accreditation 100 hours; **non accredited 50 hours**

Year 2

**Injury Treatment modalities - 50 hours**

**Work Experience (UMJD02) – 100 hours**

Year 3

**Clinical Experience 200 hours**

Extra

Outside Events, BUCs cover, CPD - up to 100 hours (throughout the three

years )

Total

Minimum 400 hours although students have the opportunity to gain up to 550 hours. Compulsory hours are shown in bold

NB – all BASRaT accredited courses must include a minimum of 400 hours of clinical experience (50 hour of these hours are allowed to be observational)

## 10. Programme Structure

Rehabilitation in Sport and Exercise is a single honours three year full-time course leading to an award of a BSc (Hons) degree. A significant element of the rehabilitation programme is its strong links to practical application in therapy, treatment, rehabilitation, and sport science and sport performance. The overarching aim of the programme is to develop in students a broad base of knowledge, skills and critical understanding in the context of therapy, treatment, rehabilitation and sport performance and all underpinned by the theoretical knowledge specific to sport therapy.

The programme structure is noted below. Year 1, 2 and 3 of the programme are all prescribed and all Sport therapy modules are non-condonable (student must pass every assessment within the module) for professional accreditation purposes

BASRaT does not allow the condoning of any module as part of an accredited programme. To maintain a standardised experience and knowledge of a GSR Accreditation of Prior Experiential Learning (APEL) is not permitted against BASRaT course modules, unless from an alternative accredited BASRaT course programme. Students must maintain an attendance level above 80% through the completion of their course to be eligible for graduate membership with BASRaT. BASRaT also recommends that the staff:student ratio does not exceed 1:16.

In year 3 the Honours Project (SHSHP1, 40c) is an accumulation and a culmination of subject knowledge and understanding, transferable skills, practical skills and intellectual skills gained through the sport therapy programme. The completion of an honours project is therefore a reflection on a skill set, specific to sport therapy, which will aid future employability. Successful

completion is therefore imperative in order to ensure graduates have every opportunity to succeed in their chosen careers.

Table 2: BSc (Hons) Rehabilitation in Sport and Exercise

	Module Code <sup>1</sup>	Module Title	Credits	Assessment			Semester/ Term <sup>^</sup>	C/O*	Non-condonable#
				%age Course work	%age Written exam	%age Practical exam			
Level 4	<a href="#">RISC90</a>	Engaging with Learning: Rehabilitation in Sport & Exercise	20	100			X	C	
	<a href="#">STYC01</a>	Soft Tissue Theory	20	50		50	X	C	v
	<a href="#">STYC02</a>	Functional Anatomy for Sport Therapy and Rehabilitation	20		30	70	A	C	v
	<a href="#">SHSC02</a>	Anatomy and Physiology for Sport and Exercise Science	20	30	40	30	A	C	
	<a href="#">SHSC03</a>	Introduction to Sport, Health and Exercise Psychology	20	50	50		B	C	
	<a href="#">STYC03</a>	Musculoskeletal Assessment	20	40		60	B	C	v
L	<a href="#">SHSD01</a>	Research Methods and Analysis in Sport and Health Sciences	20	100			X	C	v
	<a href="#">RISD90</a>	Engaging with Employability: Rehabilitation in Sport &	20	100			X	C	v

		Exercise							
	<a href="#">STYD01</a>	Injury Treatment Modalities	20		30	70	A	C	√
	<a href="#">STYD02</a>	Pathology and Clinical Reasoning	20	100			A	C	
	<a href="#">STYD03</a>	Principles of Exercise, Coaching and Rehabilitation	20	40		60	B	C	√
	<a href="#">STYD04</a>	Manual Therapy of the Spine	20	50		50	B	C	√
Level 6	<a href="#">SHSHP1</a>	Honours Project	40	100			X	C	√
	<a href="#">STYH01</a>	Strength Training, Conditioning and Rehabilitation	20	40		60	X	C	√
	<a href="#">RISH01</a>	Rehabilitation in Sport and Exercise - Clinical Experience	20	20		80	X	C	√
	<a href="#">STYH03</a>	Diagnostic, Rehabilitation and Injury Management	20		30	70	A	C	√
	<a href="#">SESH02</a>	Injury biomechanics	20	60		40	B	C	

<sup>1</sup> a definitive module descriptor is required for each module

Key: (delete any of the following not used in table)

^ For modules delivered by semester:

- A or B = Semester A or B
- X = modules delivered across Semesters A and B

\* C = compulsory; O = optional

# A √ indicates that the module is non-condonable on this programme.

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

British Association of Sport Rehabilitators and Trainers (BASRaT)

## 12. Professional Advisory Group

An informal professionally based advisory team provides valuable guidance regarding the on-going development of the programme, placement opportunities and career opportunities for students. The professional participants of the team were consulted regarding this provision and provided additional advice on employability skills and their importance within the programme. Participants within the professional team provide placement opportunities for the students. The role, and participants, within the team will be reviewed on an ongoing basis to ensure broad representation from industry.

Consultation has included feedback from:

- External Examiner
- Existing UG students (SSLC meeting and informal meetings)
- Associated professional advisory groups (BASRaT)
- Faculty academic staff
- External experts – professionals in the field
- Existing Sports Therapy and rehabilitation teaching team

The feedback has been positive and advisory and impacted on the development and changes of the undergraduate provision. Undergraduate students and academic staff suggested the addition of a sport psychology module as well as a separate spinal assessment module and having the clinical experience as a stand-alone module. Potential employers welcomed the inclusion of the applied professional practice both within our commercial clinics, pitch side and outside opportunities. Market research revealed a common sector wide approach to the titles (Sport Therapy) which did not appear to influence recruitment. No feedback was sought from the Library as the existing texts and resources exist which service the exciting undergraduate

programme.

### 13. Academic Progression Opportunities

Students with a BSc Honours degree will have the opportunity to pursue post graduate education. Students may access the University's Post Graduate Certificate in Education with a specialism in either Primary or Secondary physical education; Masters level study; MRes or PhD studentships. Students on the programme have historically gone on to higher level study, notably Master's and PhD research. Students will be made aware that post graduate progression is available within the context of lifelong learning and relationships with the Alumni often results in further study in the future.

### 14. Employability and Career Progression Opportunities

Careers for Rehabilitators are varied and wide ranging. The careers can be grouped under clinical treatment, performance, rehabilitation, research, teaching, health and social exercise provision. Specifically these include:

- **Health:** National Health Service (NHS) the use of exercise professionals in preventative and rehabilitative treatment, via exercise, for chronic disease and post-operative support for patients aiding their return to full functional movement and well-being;
- **Performance:** professional sporting governing bodies and semi-professional competitive sport; treating and rehabilitation of these athletes as well as pitch side cover.
- **Rehabilitation:** rehabilitation specialists in regaining athlete fitness post injury in both the state and private sectors;
- **Research:** Master's and PhD study in specific sub-disciplines of rehabilitation or sport medicine ;
- **Social exercise provision:** exercise and fitness professionals working in the private sector.
- **Teaching:** post graduate certificate of education, primary or secondary physical education;

The BSc Rehabilitation in Sport and Exercise degree (RSE) has been designed to respond to sector



specific demands but also considers the Universities UK and CBI (2009) recommendations about how opportunities for 'employability skills' are embedded in a curriculum. As such the students on the BSc RSE degree will develop employability skills in four ways:

- Integrated into curriculum (use of case studies, team presentations, rewarding evidence of skills, personal development planning (PDP), University and industry conferences)
- Additional on /off campus activities (summer experiences, enterprise and entrepreneurship, volunteering, practical delivery, event attendance and engagement as a support team or member)
- Work placements / industry events
- Careers advice and industry style job interviews

The integration of employability skills into the curriculum has been ensured by considering the alignment of module content, pedagogy and assessment to CBI (2011) most desired skills by employers of:

- Business and customer awareness
- Self-management
- Team work
- Problem solving
- Literacy and numeracy
- Positive attitude
- Use of IT

Alongside the 'enterprise' skills identified by the Pedagogy for Employability Group (2006) of:

- Initiative
- Creativity
- Identifying and working on opportunities
- Leadership
- Acting resourcefully
- Responding to challenges

## 15. Support for Students and for Student Learning

The University recognises the value of the complete student experience within Higher Education and students have full access to University 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:

- A 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 quiet reflection and prayer.
- On-campus Nursery provision

In addition the Student Union offers support, guidance and pastoral advice to all students across an array of situations.

## 16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with students to ensure there is an ongoing and continuous dialogue on a weekly basis to allow for regular communication and

feedback. The team aim to develop a trusting culture where students see that their feedback directly influences the programme to continue to drive improvement and refine the student experience.

Formal feedback aims to be transparent where two way reporting is apparent to students.

Feedback mechanisms include:-

- Module Evaluations from students and Module Reports are available to students.
- Staff Student Liaison Committees made up of elected student representatives. Minutes and Action Points are available via Learning Space and Actions from previous meetings are formally followed up at subsequent meetings.
- Programme Reports and the External Examiners report, and response, are made available to students and are discussed formally at SSLC.
- The Programme Team use social media to engage with students online. This includes publicly visible information via a programme Twitter Feed to communicate via a more informal platform.
- Student feedback on specific issues, e.g. through module evaluations or via discussions at the Staff Student Liaison Committee, are evidenced via minor modification processes that require student engagement as part of the quality assurance mechanisms.
- The development of the new curriculum was discussed at the SSLC in order to seek the views of students.
- The development of the curriculum was also discussed with graduates embarking on careers in the sport and exercise science sector
- Students are made aware of the summative nature of the National Student Survey and issues identified by students are disseminated via Programme Reports and discussed via the SSLC. This evidences student feedback and how that influences the continuous development of the programme.

## 17. Other Stakeholder Feedback

Feedback was sought, and received, from graduates, employers, previous external examiners and colleagues from other HE institutions. The focus of the feedback was around the development of the rehabilitation sport and exercise modules in relation to better preparing graduates for the work environment and in developing their depth of knowledge at the sub-discipline level, i.e.

injury biomechanics, performance psychology, emergency trauma. This feedback has been duly incorporated into the curriculum.

Feedback from employers suggested a more explicit link with employability skills and this is evidenced in the curriculum at years 1 and 2, i.e. Engaging with learning: personal and professional skills, aspects within the foundations of applied practice such as leadership skills and in the compulsory work based learning module in year two.

## 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 regulations 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 annual reporting cycle.

## Appendix 1 - Learning Outcomes Mapping Matrix

Module Code	Knowledge and Understanding							Intellectual skills						Transferable / Key skills						Practical Skills									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
RISC90					X	X		X	X					X	X		X		X										
SHSC02					X			X	X					X			X									X	X		
SHSC03		X						X						X			X										X		
STYC01	X	X			X	X								X						X	X					X	X	X	
STYC02	X																												
STYC03	X	X			X	X				X				X			X			X	X			X		X		X	
SHSD01								X	X	X							X	X											
RISD90	X	x	X		X	X		X		X				X	X	X				X	X		X	X		X	X	X	
STYD01	X	X	X				X			X				X						X	X		X	X		X	X	X	X
STYD02	X	X	X							X				X										X	X	X	X	X	
STYD03	X	X	X	X						X				X		X						X	X	X	X	X	X	X	
STYD04	X	X	X							X										X		X	X		X	X	X		
SHSHP1								X	X	X	X	X		X			X	X								X		X	

<b>SESH02</b>		X	X					X	X	X	X						X	X			X			X	X	X	X		
<b>STYH01</b>	X	X	X	X				X		X	X			X		X				X		X	X	X	X	X	X	X	X
<b>RISH01</b>	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
<b>STYH03</b>	X	X	X	X				X		X	X						X		X	X	X			X	X	X		X	

