

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:	Sport, Exercise & 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). A valid first aid (including AED) and completion of DBS check required before the start of the course.
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 (2016)
1.14 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ); QAA Master's Degree Characteristics Statement; BASRaT Educational Framework, 6th Edition; UKPSF
1.15 Language of Study (for learning, teaching and assessment):	English
1.16 Work-Based Learning Arrangements:	Work-based learning takes place within modules SREM01, SREM02, SREM04 and SREM05
1.17 Arrangements for Distance Learning:	N/A
1.18 Original Date of Production:	September 2016
1.19 Date of Commencement:	September 2017
1.20 Review Date:	September 2023

2. Programme Outline

There is an ever-increasing demand for exercise and rehabilitation professionals who can work alongside existing health care practitioners as part of a multidisciplinary team to support the nationwide drive to increase the health of the nation (www.basrat.org). 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.

The MSc Sport Rehabilitation will provide students with the education and practical skills training necessary for eligibility for Graduate membership with BASRaT. The programme provides a postgraduate education with the main objective of producing autonomous clinical practitioners for the assessment, treatment and management of musculoskeletal injuries. The programme fulfils the five key areas of the BASRaT Role Delineation to provide graduates with knowledge and skills required of a Graduate Sport Rehabilitator:

- Professional Responsibility and Development.
- Prevention.
- Recognition and Evaluation of the Individual.
- Management of the Individual – Therapeutic, Intervention, Rehabilitation and Performance Enhancement.
- Immediate Care.

Sport Rehabilitation-focused modules will address issues relating to the education of a Sport Rehabilitator, in line with the BASRaT Educational Framework and trends within Sport and Exercise Medicine (physiology, psychology, biomechanics, movement analysis). Practical application will be enhanced by 400 hours of work-based learning through clinical placements.

The MSc Sport Rehabilitation programme adopts a multi-disciplinary approach towards teaching and learning. The programme draws from the academic disciplines / sub-disciplines of strength and conditioning, sports science and psychology that underpin Sport Rehabilitation in the wider field. It is underpinned by current research, theoretical understanding and professional practice. Importantly the programme is designed for students to be practically competent when working in the field of Sport Rehabilitation and within the wider field of Sport and Exercise Medicine. The programme is designed to fully prepare students with the knowledge, proficiencies and employability skills to ensure they are practically competent in professional practice and prepared for employment.

2.1 Integrating Sustainability into the Curriculum

The exposure and immersion in a wide range of work experience opportunities throughout the entire duration of study enhances students' sustainability and skills development in the Sport Rehabilitation field. Subject-specific University Placement Tutors facilitate the experience through on-going formative assessment in which students are able to recognise areas for improvement required in professional practice. Students are encouraged to consider the concept of global citizenship within Sport Rehabilitation and their future professional and personal lives.

The programme will embed the development of a range of vocation-specific skills as well as introducing Education for Sustainable Development. Students' critical thinking, the ability to evaluate and assess material, act reflectively and develop problem-solving skills will transfer into sustainable attributes. Employers are increasingly looking for graduates with social and environmental responsibility. The programme supports this through encouraging a considerate approach to the environment; electronic resources are encouraged to reduce paper usage. Social justice, ethics and wellbeing, and how these relate to ecological and economic factors are taught

within the programme content. The focus on wellbeing and encouraging active participation in physical activity is promoted throughout the programme; in doing so, various social and health benefits are encouraged. These do not only include the direct impact on physical fitness, but it can also instil healthy lifestyle choices, stimulate positive mental health and cognitive development, providing improvements in self-esteem, self-confidence and strategies to reduce depression and anxiety. Increasing participation in sport and exercise ultimately provides enhanced inclusion, social skills, appreciation of the environment and development of sustained health of the population.

3. Distinctive Features

The MSc Sport Rehabilitation programme is distinctive in the following ways:

- A specialist progression pathway for Graduates and those with relevant vocational experience to develop postgraduate level competencies required for professional accreditation by the British Association of Sport Rehabilitators and Trainers (BASRaT) and adopt the title 'Graduate Sport Rehabilitator'.
- Pathways available to allow study through full-time or part-time options, enabling equality of opportunity and widening participation for those who are already in employment or those wanting to return to study on a part-time basis.
- A minimum of 400 clinical hours of practical fieldwork throughout the duration of their study where they will build an Electronic Professional Development Portfolio, strengthening evidence of their employability skills and identifying areas for professional development.
- Placements opportunities available between Alumni practitioners, professional and amateur sports teams and clubs, University sports teams, local businesses, charities and clinics, and the Armed Forces.
- Additional CPD learning opportunities including the RFU Immediate Care in Sport (ICIS) level 2 (compulsory), soft tissue accreditation with the Federation of Holistic Therapists (FHT) (optional) and internal CPD courses, many of which are embedded into the course including Isokinetic Dynamometry, Diagnostic Ultrasound, Anti-Gravity training in rehabilitation, Biomechanical Screening for Sport Rehabilitators, application of GymAware software in training and rehabilitation, and Solution-Focused Brief Counselling to provide injury support.
- Research-informed teaching with all staff research active in the field. Student research opportunities linked with the world class facilities available in the sports science laboratory and Sports Therapy and Rehabilitation facilities.

4. Programme Aims

The overarching aim of this programme is to provide students with the necessary education and practical skills outlined in the BASRaT role delineation of a Sport Rehabilitator.

The general programme aims are:

- 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 further 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 practice to underpin clinical application and to deal with complex issues.
- To equip students with the education and skills to become autonomous practitioners in a multi-disciplinary team.
- To provide students for employment through clinical placements, enabling them to consider issues within professionalism, ethics and scope of practice.
- To develop students research and analysis skills within Sport Rehabilitation.

5. Programme Learning Outcomes

Knowledge & understanding:

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

1. Depth and systematic understanding of normal and pathologic conditions in injury and illness and facilitate the process of tissue healing.
2. The ability to provide evidence-based immediate care and long term patient management based on a comprehensive theoretical understanding and application of the competencies required of a Sport Rehabilitator.
3. A systematic understanding of the application of exercise prescription in the prevention of musculoskeletal injury.
4. An independent approach to formulate evidence-based assessment, treatment and rehabilitation prescription and show a critical awareness of relevant underpinning theories.
5. An awareness of ethical dilemmas, health and safety, legal implications and professional conducts of a Sport Rehabilitator and engage in critical self-reflective practice.
6. A critical approach towards current research methodologies in the Sport Rehabilitation field and to develop, execute and communicate applied independent research.

Intellectual skills:

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

1. The ability to discriminate, synthesise and integrate current theoretical concepts into musculoskeletal assessment, clinical reasoning and rehabilitation.
2. Critical evaluation of current research, advanced scholarship and methodologies to underpin evidence-based practice.
3. A development of innovative research design to enhance conceptual understanding and application to practice.
4. The ability to practice autonomously in the management of a patient, making decisions in complex and unpredictable situations in professional practice.
5. Initiative and originality in the process of treatment selection and adopt a critical self-awareness of own performance within scope of practice.

Practical skills:

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

1. The ability to operate within scope of practice in complex and unpredictable situations, adopting professionalism and adhering to health and safety, codes of conduct and ethical guidelines.
2. The ability to work independently and as part of a multidisciplinary team, demonstrating initiative in the selection of a range of practical skills in the treatment and rehabilitation intervention process.
3. Technical expertise and authority in leading and motivating patients in the rehabilitation process in various environments.
4. Assertiveness and informed knowledge for the adoption of new skills and techniques in the treatment and management of a patient, exercising rationale for integration in practice.
5. The ability to adapt skills in the management of the whole patient, considering a holistic approach in the management of returning the individual to return to play and beyond.
6. The independent planning and implementation of a small-scale research project in the field of Sport Rehabilitation.

Transferable / key skills:

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

1. Efficiency to lead and manage individual and group rehabilitation sessions for injury and illness.
2. Assertiveness when practicing independently and as part of a multidisciplinary team.
3. Critical evaluation of independent performance and engage in continued reflective practice.
4. The ability to recognise suitable learning resources and continuing professional activities for individual professional development in the process of becoming a self-critical learner.
5. The ability to autonomously undertake research tasks to underpin clinical reasoning.
6. Confident engagement in academic and professional work-based learning across a multidisciplinary team.
7. Adherence to professionalism, ethics, health and safety and ability to work independently within scope of practice, recognising the need for referral.
8. The ability to systematically organise and communicate advanced information evidencing appropriate proficiency in English language, using criteria developed for specialist audiences in unpredictably complex contexts (level 7)

6. Learning and Teaching Methods

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:

Method	Description
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.
Clinical Practice	Work relating to, or conducted in a clinical environment which involves either direct observation of a patient or practical application of skills based on observable signs and symptoms.
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.
Directed Study and reading	Specific reading task set by the lecturer for students.
Electronic material	This includes Moodle-based exercises and other software
Group discussions	A focus group work together to discuss opinions and gauge their responses to specific stimuli.
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.
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.
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.
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.
Placement	A temporary job which is intended to give the trainee the experience of the role they are involved in. This may include hands-on and observational practice accompanied by relevant reflective practice.
Practical sessions (including Field and Laboratory based investigations)	Student activity, e.g. learning a skill or group work. This can also include laboratory sessions, clinical sessions in the sports injury clinic, rehabilitation 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 (problem-based learning), 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.
Tutorials	One-to-one teaching (student to lecturer) usually for counselling purposes based on the student's work, usually in the form of an Academic Advisor meeting.

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.

6.1 Learning Enhancement

The MSc Sport Rehabilitation adopts key aspects of the Learning, Teaching and Student Experience Strategy (2015-2024) to optimise student satisfaction and learning experience. The Strategic Plan outlines three strategic themes which serve as a focus for all staff and students:

- Digital engagement (Digital Innovation).
- Global engagement (Global Citizenship).
- Employer engagement (Employer Partnership).

The programme aims to develop four key areas:

- Encouraging independent and collaborative learning.
- Developing lifelong learning and employability skills.
- Engaging through digital scholarship.
- Enhancing research and using research to inform teaching and learning.

The scientific and practice based focus of the programme is underpinned by academic knowledge and understanding. A range of learning, teaching and assessment strategies are adopted to enable flexible, student-centred learning including creative uses of platforms available via the Virtual Learning Environment. Teaching methods include a mix of scheduled learning, independent study and placement learning to enable students to bridge the gap between theory and practice. Learning and teaching methods are designed to develop students practical skills, provide stimulating and challenging assessment whilst considering different learners' needs, maintain academic rigour throughout and develop the students as independent and self-directed learners and practitioners.

Regular formative feedback is embedded within the programme to enable students to monitor their own progress and identify areas for future development. Most methods of formative assessment utilise the digital learning resources available which facilitates the distant learning process. The use of 'lecture capture' in lectures has been effectively used by students who are able to re-visit lectures for revision purposes. The introduction of this technology has been well received by staff and students.

All students are required to sign a 'Fitness to Practice' document issued by BASRaT prior to their studies commencing. All practical modules carry a duty of care statement that students are fit to study. It is imperative that students maintain professionalism and adhere to strict codes of conduct both internally (during teaching and learning) and externally (during work placement). BASRaT stipulate that for external accreditation, students must uphold a minimum attendance of 80% whilst practical group sizes are recommended at a staff: student ratio of 1:16 and must not exceed a ratio of 1:20.

The development of key and transferable skills and professional practice/employability skills is embedded through a variety of approaches including field work, guest speakers, course conference attendance and presentations, industry placements and access to continued professional development materials.

Some formal lead lectures will be shared with level 6 students to enhance resourcing in relation to competency-based topics. These lectures will be followed up with level 7-specific seminars and practical sessions directly aimed at students learning levels. Module sharing will only take place with associated level 7 programmes.

Teaching and learning is encouraged in a range of facilities including the specialist Sports Therapy and Rehabilitation teaching clinic, the commercial sports injury clinic, iSpace, seminar rooms, lecture theatres, sports halls, gymnasiums, the fitness suite, astro turf/football pitches, sports science laboratory and the computer suites. The teaching is underpinned by staff research expertise. All teaching staff are research active and may enable greater options for students when completing their research projects. Staff research interests are regularly updated on the staff profiles on the website. Research ethics is embedded in the programme and will be explicitly taught in SHSM02.

6.2 e-Learning

The programme team recognises the increasing contribution that digital resources make to the learning experiences of students, especially at Postgraduate level where digital technology can facilitate remote learning and independent study. The Virtual Learning Environment (VLE) is the primary platform used to provide access to digital technologies; lecture capture, lecture material, discussion forums, learning objects, audio and video files all feature on the VLE. A Sports Therapy and Rehabilitation calendar is available to all students via the virtual learning environment where undergraduate and postgraduate students can access a central record of key programmes and activities, assessment deadlines, events and other work placement opportunities and external conferences and courses of interest.

The team manage both a Facebook (Marjon Sports Therapy and Rehabilitation) page and a Twitter feed (@marjonSPT) that encourages interactions and dissemination of information from Sport and Exercise Medicine Practitioners as well as developing professional networks.

Two members of the Sport Rehabilitation team have recently been awarded a University Teaching and Learning Scholarship to support the development of online CPD activities for current students. The aim of this is to widen students' knowledge and to develop critical thinking and independent study skills.

Members of the programme team are receptive towards the development of a 'Smart Campus' and utilise the technology available to them. The use of the CleverTouch screens in teaching rooms has been used to record students' activities during teaching and then made available via the virtual learning environment for access. Formative assessments through Socrative are also regularly used and this facilitates independent learning and provides students with ongoing feedback regarding their progress.

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 for students to

work independently or in small groups.

- 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.
- Practical skills competency checks whilst on placement.

Formative assessment methods are embedded within all modules. Existing functional anatomy interactive quizzes created for undergraduate Sport Rehabilitators will be shared via the virtual learning environment and students will be expected to complete these prior to the formal delivery of functional anatomy. Students may attempt these quizzes multiple times and formative feedback becomes instantly available to them. Other methods of formative assessment which are embedded within modules include the regular updates of students Electronic Professional Development Portfolios where they are encouraged to include blogs, videos and other digital records of their progress which will be peer-reviewed.

Assessment methods are clearly aligned to programme and module level learning outcomes. Module learning outcomes are explicitly stated on module pages on the virtual learning environment, 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:

Method	Description
Assignment	An extended piece of written work, which includes research and/or own reflective practice.
Case Study	An analysis of a real-life example within the field.
Essay	A written response to a question based on synthesis and analysis. These may be negotiated with an academic tutor.
Examination	questions, short answer questions, or any combination, which are taken under examination conditions.
Master's Thesis	An in-depth independent study of 15-20,000 words, or equivalent, chosen by the student.
Master's Thesis Proposal	A brief written plan which indicates clearly and succinctly how the student wishes to proceed in a piece of research.
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.

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 Exam	Practical performance measured against set criteria using recognised guidelines or national awards.
Reflective Essay	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, etc.

8. Exemptions to University Regulations

N/A

9. Work-Based Learning/Placement Learning

The Sport Rehabilitation programme is uniquely positioned to provide students with the essential competencies and experiences required for immediate graduate employment. Registration with BASRaT (who hold the approved PSA Accredited Register) gives graduates, employers and the general public the confidence that all members uphold suitable graduate-level qualifications, ongoing CPD and Fitness to Practice.

For accreditation purposes the MSc Sport Rehabilitation programme requires a compulsory expectation for students to undertake work placement to apply their knowledge and understanding in vocationally relevant work settings and gain new skills and experiences that will enhance their future employability. Students are provided with structured work experience requirements for the duration of their study to achieve a minimum of 400 quality clinical hours. Placement experiences are compulsory assessment elements of the modules Manual Therapy (SREM01) (75 hours), Clinical Assessment (SREM02) (75 hours), Injury Management (SREM04) (100 hours) and Professional and Reflective Practice (SREM05) (150 hours). In individual cases, clinical hours may be transferred between modules but a minimum of 400 hours (of which a maximum of 50 hours may be obtained through observational practice) must be evidenced prior to the award of MSc Sport Rehabilitation with subsequent BASRaT accreditation. Through their Personal Development Plan (PDP) students will have the opportunity to recognise areas of interest or development needs (supported by their Academic Advisor) and tailor their work placements accordingly. Evidence and reflection will be sourced in their Electronic Professional Development Portfolios throughout the duration of study and submitted as part of the assessment for the attached modules.

All students engaged in work-based modules are allocated a University Placement Tutor who confirms the appropriateness of the student's placement and manages learning aims and objectives. Placements are quality assured and monitored by the University Placement Tutor, the module leader for SREM05, their Academic Advisor, a named Placement Supervisor (based at the placement organisation) and supported by the Faculty Employability Co-ordinator. Students are

prepared for placements through a series of lectures and tutorials in induction week and within the modules advising them of requirements for placements and assessment criteria. All placements adhere to the University Policy on Placement Learning, the QAA Quality Code Part B: Assuring and Enhancing Academic Quality (B3: Learning and Teaching), and all students confirm they meet the BASRaT Fitness to Practice criteria prior to placements commencing. The programme team have worked closely with the Employability Co-ordinator for Sport and Health Sciences and together have built an extensive database of suitable placement providers including local professional sports teams (Plymouth Argyle FC and Exeter Chiefs RFC), amateur and disability sports teams, Military placements, University clinics including the Sports Injury Clinic, Back Pain Clinic, Cancer Clinic and Leg Ulcer Clinic, Alumni practitioners and sports injury practitioners in the vicinity, and with charities and local businesses through various sporting events.

Although not prescribed, a suggested structure for obtaining clinical hours is shown below:

Module	Hours required	Methods of acquiring
SREM01	75 hours	Supervised clinical massage practice in the commercial sports injury clinic, sports events, pre- and post-event work with BUCS and other sports teams
SREM02	75 hours	Maximum 50 hours of observational practice in a sports injury clinic or similar, shadowing/buddying experience in university sports injury clinic, working with BUCS or other sports teams
SREM04	100 hours	Predominantly supervised commercial practice in the university sports injury clinic
SREM05	150 hours	Professional sports clubs placements, Military placements, group-rehabilitation programmes, running university clinics (e.g. back pain, cancer and pain clinics), private clinic placements, sports events

10. Programme Structure

Part Time

Level 7-Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SREM01	Manual Therapy	20	100% Exam	Semester X	Compulsory	Non- Condonable
SREM02	Clinical Assessment	20	100% Exam	Semester X	Compulsory	Non- Condonable
SREM03	Sport Rehabilitation	20	50% Coursework 50% Practical	Semester X	Compulsory	Non- Condonable
SHSM02	Research Methods for Postgraduate Study	20	100% Coursework	Semester X	Compulsory	Non- Condonable
SREM04	Injury Management (part 1)	20	100% Exam	Semester X	Compulsory	Non- Condonable

Level 7-Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SREM04	Injury Management (part 2)	20	100% Exam	Semester X	Compulsory	Non- Condonable
SREM05	Professional and Reflective Practice	20	100% Coursework	Semester X	Compulsory	Non- Condonable
SHSM06	Master's Thesis	60	100% Coursework	Semester X	Compulsory	Non- Condonable

Key: Semester X = A & B

- A definitive module descriptor is required for each module

Delivery Pattern

SREM04 & SREM05 are taught in semester A, B & C for full-time and part-time options. The 100 clinical hours may be completed in the subsequent semester A for those on the part-time route.

All modules are non-condonable due to professional accreditation. The BASRaT Educational Framework (7th edition) states that BASRaT does not allow for the condonement of any module as part of an accredited programme. The Accreditation of Prior Experiential Learning (APEL) is not permitted against BASRaT course modules unless they are from an alternative accredited BASRaT course programme, therefore all modules are compulsory.

The modules are taken in the following order:

- SREM01, SHSM02 with yearlong modules: SREM02
- SREM03
- SREM04 and SREM05
- SREM06

Structure and Points of Progression

Exit Awards

All modules and associated assessments elements are non-condonable. This includes the requirement to evidence a minimum of 400 clinical hours throughout the duration of the degree for professional accreditation purposes. There is scope to transfer additional clinical hours between modules (at the discretion of the Programme Lead).

A PG Certificate in Rehabilitation Studies is awarded following achievement of 60 credits.

A PG Diploma in Rehabilitation Studies is awarded following achievement of 120 credits.

An MSc is awarded following achievement of 180 credits.

Upon successful achievement of all credits and associated clinical hours, BASRaT will be informed and graduates will be eligible to apply for Graduate membership and entry onto the accredited BASRaT register. Failure to obtain all credits and 400 hours of clinical experience will result in ineligibility to join BASRaT through the Graduate route. They would be able to apply for entry onto the register as a Graduate member if they complete additional learning and CPD to

evidence missing competencies as mapped against the BASRaT Educational Framework and Role Delineation at an additional cost to themselves.

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

British Association of Sport Rehabilitators and Trainers (BASRaT).

Upon completion of the course, students will be able to complete an individual application to join BASRaT as a Graduate member. This annual renewal will provide them with Malpractice and Public Liability Insurance, listings on the BASRaT Accredited Register to demonstrate they meet the Professional Standards Authority's standards and benefits associated with membership to the Professional Body. If students opt to join BASRaT, it provides them with the eligibility to use the letter 'GSR' (Graduate Sport Rehabilitator) in their title. At present the additional cost for full Graduate annual membership and insurance is £300.

Federation of Holistic Therapists (FHT) accreditation is offered within the SREM01 module. Upon successful completion of the module (and subsequent approval by the FHT), students are able to individually apply to the FHT's Accredited Register as a Soft Tissue Therapist. Students will be able to self-fund their membership and insurance and work as a Soft Tissue Therapist in private practice. At present, FHT Membership with £3 million medical malpractice, public and product insurance is approximately £100 per annum. Students are encouraged to join BASRaT as student members and may also explore the option of purchasing student insurance through BASRaT which would enable them to obtain Sports Massage insurance.

12. Professional Advisory Group

N/A

13. Academic Progression Opportunities

Upon completion of the programme, students will have the opportunity to pursue further educational opportunities. Some students may choose to continue their academic studies through an MPhil or a PhD at the University of St Mark and St John or with other providers. Students may wish to develop themselves with further postgraduate study in specific areas of professional development in Sport Rehabilitation such as Manual Therapy or Strength and Conditioning. Others may progress into teaching after completing a PGCE.

14. Employability and Career Progression Opportunities

The heterogeneous nature of Sport Rehabilitation means that graduates may seek career opportunities in a diverse range of environments; as such, the nature of the programme needs to reflect this. The breadth of the programme provides students with the core competencies of a Graduate Sport Rehabilitator and affords students the opportunity through work placement to identify career action plans. Whilst the programme provides a breadth of opportunity, it allows students to follow their own specific areas of interest and to develop employability skills relevant to their chosen pathways with considerations of long term career development.

Employability skills are integrated within the curriculum and then developed through work placements. The programme team work very closely with the Employability Co-ordinator for Sport and Health Sciences who provides excellent guidance and support to the teaching team and to students on an individual basis. Additionally, a wealth of sports courses and opportunities (including but not limited to coaching, first aid, refereeing, Camp America) are available to students and the "Underground" team are continually developing physical and digital resources

aimed at specifically enabling students to build upon their employability skills and guidance for finding and applying for employment.

Graduate Sport Rehabilitators may be employed in the public and private sectors in a range of sport, health and occupational settings. Students have pursued careers 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.

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education. Postgraduate 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 Information and Guidance, Student Funding Advice, Out of Hours Service, Disability and Inclusion Advice, Dyslexia Support, Counselling and Well-being, Student Life and Health Support.

Student support and guidance is further promoted by the following:

- Named Academic Advisor for every student in the University.
- Academic tutorial staff including programme leaders, module leaders, course tutors and University Placement Tutors.
- Extensive library, 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.
- On-campus Nursery provision.

Students on the MSc Sport Rehabilitation programme will take part in an initial induction programme which provides an introduction to the programme requirements and University policies and procedures. Students will be provided with ongoing information in relation to academic access and specific elements of the programme, for example: insurance policies, Fitness to Practice, mandatory skills training (e.g. Immediate Care in Sport) and assessment submission procedures (such as the use of TurnItIn).

Academic Advisors will offer students individual support via face to face advice or email guidance throughout the programme of study. Skills development will be identified and support via Student Support, Marjon e-Learning Team, Underground Employability team or IT Training and Support team will be accessible to all students.

Module leaders and course tutors will facilitate student learning by ensuring all module information, reading lists and learning materials are up-to-date and accessible to students. Guidance on assessment requirements will also be available via the VLE and students are encouraged to seek early support from module staff if they have any concerns regarding any aspect of module content or assessment.

The University offers state-of-the-art facilities to enhance student learning. The purpose built Sport Rehabilitation teaching clinic offers the equipment needed for practical skills sessions. The commercial sports injury clinic is available during operational hours for self-directed study and the contemporary Physiology, Biomechanics and Strength and Conditioning laboratories are also available to students for research purposes.

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with students to ensure there is an ongoing and continuous dialogue to allow for regular communication and feedback to enhance

the programme. The team aim to demonstrate a trusting culture where students see that their feedback is considered and applied where appropriate to improve student experience.

Formal feedback aims to be transparent where two-way reporting is apparent to students. Feedback mechanisms include:

- Electronic Module Evaluation Forms (MEF's) which allows for anonymous feedback from students. Feedback is processed to produce Module Reports which are available to students.
- Staff-Student Liaison Committees (SSLC's) are made up of elected student representatives. Other support teams including the e-learning team and the library team are invited to attend SSLC's. Minutes and Action Points are available via the virtual learning environment and Actions from previous meetings are formally followed up at subsequent meetings.
- Programme Reports and the External Examiners Report (and associated responses) are made available to students via the virtual learning environment and are followed up for discussions at SSLC's.
- Students are made aware of the nature of the Postgraduate Taught Experience Survey (PTES) and issues identified within the PTES are disseminated via Programme Reports and discussed via SSLC's. Students are aware of the influence of their feedback to provide continuous improvement for the programme.

17. Other Stakeholder Feedback

Employers and placement providers provide regular formative feedback to the programme team. The medical teams at Plymouth Argyle and Exeter Chiefs provide direct feedback regarding content and structure of the programme in relation to students' application whilst on placement. Other placement providers are formally invited to feed back on students' competencies and application of theory into practice via the Employability Co-Ordinator for Sport and Health Sciences and the University Placement Tutor on organised placement visits.

Alumni remain connected with the programme team via social media and other digital communication means in the absence of a coordinated university-wide strategy. The programme Alumni engage by offering placements, support and supervision at local charity events and guest speaker events to current students which enhances industry connections.

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.

Learning Outcomes Mapping Matrix

Module Code	Knowledge and Understanding						Intellectual Skills					Practical Skills						Transferable/Key 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
SREM01	X	X		X	X		X	X		X	X	X	X		X	X			X	X			X	X	
SREM02	X	X		X			X			X		X	X						X				X	X	
SREM03	X	X	X	X			X	X			X	X	X	X	X	X		X	X					X	
SREM04	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X		X	X	X	
SREM05		X		X	X	X	X	X		X	X	X	X	X	X			X	X	X	X		X	X	X
SHSM02				X		X	X	X	X								X		X			X			
SHSM06						X		X	X								X		X			X			

Document control:

Document Title:	Programme Specification for MSc Sport Rehabilitation
Document Version:	2.1
Issuing Authority:	Academic Development Committee
Approval Authority:	ADC
Author:	QASU
Date of Adoption:	September 2017
Review Cycle:	6 yearly
This Version Effective from:	September 2019 (version 2.1 commencing 1 September 2022)
Next Review Date:	By August 2023
Date Last Amended:	19/10/2022
Sensitivity:	Public
Publication location:	Website
History:	<p>2016/17: approved at ADC.</p> <p>01/11/17: v1.1 created – PL made amendments to PS following BASRaT’s comments – Head of Quality: this version to be accepted. (Updated programme structure info – removed semester info and added ‘programme overview’ info instead, as directed. (JC-S)</p> <p>16/05/19: v 1.2 created – amended the delivery of the programme, removing the 18 month (F/T) and 3 year (P/T) routes, leaving only the 2 year (p/t) route available, w.e.f: 01/09/19. (JC-S)</p> <p>25/07/19 NOTE: SREM02 Module assessment change (no change req’d to PS). (JC-S)</p> <p>23/10/19: SREM01 amendment to assessment + assessment weighting, w.e.f: 01/09/19. (JC-S)</p> <p>09/01/20: v1.4 created – updated the programme structure to show SREM04 (part 1) in year 1 and (part 2) in year 2, w.e.f: 01/09/19. (JC-S)</p> <p>07/05/21: v1.5 Accessible (LD)</p> <p>20/12/2021 Reference to Learning Space removed. (TH)</p> <p>Suspended for 2022/23 (year 1) delivery.</p> <p>13/07/22: version 2 created – 1.8 amended to Sport, Exercise & Rehabilitation.</p> <p>19/10/2022 Added OfS English requirements to transferrable skills (WH)</p> <p>Summary of cumulative changes: <i>01/09/17: PL made some changes – following BASRaT’s comments / requests.</i> <i>01/09/19: SREM02 Module assessment change (no change req’d to PS)</i> <i>01/09/19: SREM01 Module assessment change</i></p>