

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:	BSc (Hons)
1.5 FHEQ Level:	4, 5 and 6
1.6 Programme Title:	Sport Rehabilitation and Conditioning
1.7 Mode and Duration of Study:	Full Time – 3 years Part Time – 6 years
1.8 School:	Sport, Exercise & Rehabilitation
1.9 HECoS Code:	100260
1.10 Collaborative Provision Arrangement:	None
1.11 UCAS Code(s):	SRC1
1.12 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent. DBS check as per University policy: Students involved in an unsupervised regulated activity with children and vulnerable adults will require satisfactory DBS clearance.
1.13 Accrediting Professional Body/PSRB:	British Association of Sport Rehabilitators and Trainers (British Association of Sport Rehabilitators and Trainers)
1.14 QAA Subject Benchmarking Group(s):	Events, Hospitality, Leisure, Sport and Tourism (2019)
1.15 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	RSEC51 - Patient management 1 RSED90 - Engaging with Employability RSEH50 - Clinical Experience within Rehabilitation
1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	October 2019
1.21 Date of Commencement:	August 2026

2. Programme Outline

The BSc (Hons) Sport Rehabilitation and Conditioning programme provides students with 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, as well as gaining a recognised advanced trauma care qualification endorsed by the Faculty of Pre-Hospital Care, Royal College of Surgeons of Edinburgh.

The programme promotes a distinctive and aspirational model of undergraduate provision in this discipline, providing an exceptional student experience that is unique from the rest of the sector. The programme includes a strength and conditioning strand to provide a robust learning experience that is vocationally driven.

The 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. British Association of Sport Rehabilitators and Trainers states that all students must achieve a minimum of 400 hours clinical experience throughout the three years and, for the student to apply for membership, these hours must be fully documented. The 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 conditioning and injury prevention.

It is now a compulsory requirement in all British Association of Sport Rehabilitators and Trainers accredited programmes to include a recognised advanced trauma care qualification that is endorsed by the Faculty of Pre-Hospital Care, Royal College of Surgeons of Edinburgh. There are also personal trainer and gym instructor qualifications built into the course to allow the students to gain extra qualifications and increase employability within the industry.

There is now greater importance to develop awareness of musculoskeletal management, treatment of injury, exercise-based rehabilitation and health related issues 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.

Due to the changes within industry and the emphasis on making students more employable, this programme has been developed in line with, and accredited by, British Association of Sport Rehabilitators and Trainers - the only UK organisation that solely accredits degree level programmes in this sector. This organisation ensures all courses are standardised with appropriate expertise, facilities and resources, maintaining a high standard across the industry.

Membership with British Association of Sport Rehabilitators and Trainers provides a platform for graduate sports rehabilitators to promote themselves nationally and internationally within the profession. 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, whilst 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 PSA.

2.1 Integrating Sustainability into the Curriculum

The concept of sustainability focuses on achieving human well-being and quality of life, pursued through the maintenance, care and equitable use of natural and cultural resources. Issues of sustainability are therefore integral to the study of sport rehabilitation and conditioning and are particularly addressed within the modules RSEC51, RSEC50, RSEH50 and RSEH52. The programme team aims to enable students to participate in activities for a sustainable future and, in-line with the pedagogy of the programme, critique and develop this knowledge further. For example, we aim to reduce our impact on the environment using e-submission and e-books. We will enhance our students' experience at Plymouth Marjon University by creating a sustainable, consistent and empowering University culture where integrated, holistic health and wellbeing support helps students to make their own informed choices – developing their confidence, knowledge and resilience so that they can be successful during their studies and continue to thrive post-graduation. Additionally, there will be an emphasis on encouraging students to ask critical questions of themselves, others and our global community, which will enable them to clarify their own values as well as promote a sustainable future.

3. Distinctive Features

- The breadth and variety of clinical experiences and clinical hours offered to the students
- Students achieving the set requirements are able to practice as a soft tissue therapist at the end of the first year and obtain insurance from the Federation of Holistic Therapists (FHT).
- The ability to attain the Register of Exercise Professionals (REPS) Level 2 Gym Instructor and Level 3 Personal Training qualifications by the end of the first year.
- A practical application of the subject knowledge at every level of the degree programme and in every module.
- The opportunity to obtain clinical hours in a variety of settings - health, special population groups, military, professional and local sports clubs.
- The use of exceptional sport, exercise and rehabilitation facilities (such as the British Association of Sports and Exercise Sciences (BASES)-accredited laboratory) to study the practical and applied nature of the discipline.
- The embedding of transferable employability skills in practical rehabilitation and conditioning modules at all levels of the programme.
- The opportunity to work with athletes and clients, within a modular structure, to gain additional professional and employability skills.
- The delivery of aspects of the level 6 curriculum in a high-performance setting.
- Obtaining the Rugby Football Union (RFU) Pre-Hospital Immediate Care in Sport Level Two.
- Working with professional clubs, NHS-based clinics, disability sport and clubs in the local area. These have typically included: Plymouth Argyle FC, Plymouth Raiders Basketball Club, Torquay United FC, Exeter Chiefs Rugby Club, Plymouth Raiders Wheelchair Basketball and various military teams.

Students must achieve a minimum of 400 documented clinical hours to achieve the BSc (Hons) Rehabilitation and Conditioning degree and to be able to apply for British Association of Sport Rehabilitators and Trainers accreditation. Within the curriculum we offer students 400 hours of clinical experience across the three years of the programme. All of these hours must be supervised, documented and reflected on by the student. 400 clinical hours are embedded into

various modules and, as the clinical modules are non-condonable, students must achieve these hours in order 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. Students are also offered other opportunities to gain extra clinical experience throughout the degree.

4. Programme Aims

The overarching aim of this programme is to provide students with the necessary skills to practice as a rehabilitator in a variety of health care settings. The specific programme aims are to:

- Develop a critical understanding of the concepts, theories, principles and practices of rehabilitation, conditioning and training in a variety of settings 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 and conditioning.
- Prepare students for employment through clinical placements, enabling them to consider issues with professionalism, ethics and scope of practice.
- Allow students to develop their research and analysis skills within the context of rehabilitation and conditioning.

British Association of Sport Rehabilitators and Trainers states that within an accredited programme, graduates should be able to demonstrate their capacity to:

- Practise within the core areas of sport rehabilitation.
- Manage individual workloads and work with others to optimise results.
- Deliver sport rehabilitation in response to individual needs.
- Demonstrate and apply knowledge and understanding to issues affecting sport rehabilitation practice.
- Engage in research and evidence-based healthcare.
- Respond appropriately to changing industrial demands.
- Practise and promote Continuing Professional Development (CPD).

The programme learning outcomes will address the requirements set out by British Association of Sport Rehabilitators and Trainers.

5. Programme Learning Outcomes

Knowledge & understanding:

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

1. A depth of awareness and understanding of professional responsibility and development within the field of Sport Rehabilitation and Conditioning.
2. A critical understanding of the risks associated with injury and implement appropriate rehabilitation plans to minimise these risks.
3. The ability to select and explain key aspects which are complex, coherent and detailed to evaluate the status of an individual and use this information to make complex clinical decisions to determine the appropriate course of action.
4. A depth of awareness and understanding of the skills to facilitate the recovery of function through a clinically reasoned approach which incorporates evidence-based therapeutic intervention and exercise.

5. An understanding of the complex nature of a holistic treatment approach which allows for optimal recovery of the individual, through the consideration of multifactorial needs.
6. The ability to provide emergency care for life threatening and other emergency conditions and make informed decisions based on the indications and contraindications initiating care or return to participation.

Intellectual skills:

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

7. A critical ability to synthesise information and formulate an appropriate evidence-based intervention.
8. The ability to critically formulate clinical impressions and demonstrate a development of appropriate evidence management plans.
9. The ability to critically assess and evaluate evidence, within sport rehabilitation and conditioning, to develop reasoned and informed argument.
10. The learning ability needed to undertake further training, develop existing skills, and acquire new competences within the discipline of sport rehabilitation and conditioning.

Practical skills:

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

11. The ability to analyse the potential influence of the ethical / legal issues within the discipline of Sport Rehabilitation and Conditioning and the development within the profession.
12. The ability to select and explain key aspects which are complex, coherent and detailed in relation to the risks of injury and plan and implement appropriate rehabilitation plans to reduce musculoskeletal injury and health related disorders.
13. The ability to recognise and critically evaluate an individual using a biopsychosocial approach (neuromusculoskeletal, physiological, biomechanical evaluation) with consideration of health and lifestyle factors and other additional factors.
14. The ability to objectively monitor and critically evaluate intervention strategies used to facilitate recovery/function and/or performance.
15. The skills to design, monitor and deliver complex and coherent clinically based rehabilitation plans.
16. The skills to select and use a format and style to communicate appropriately with athletes and other members of the athlete support team.
17. The skills to critically evaluate acute injury and illness and determining the appropriate course of action.

Transferable / key skills:

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

18. The skills to select and use a format and style to communicate appropriately within a healthcare setting.
19. Critical reflection and evaluation of personal strengths and weaknesses within sport rehabilitation.
20. The ability to communicate information, ideas, problems, and solutions within a team setting.
21. The ability to analyse, explain and evaluate data information using appropriate ICT, relating to Sport Rehabilitation and Conditioning.

22. The selection and use of appropriate quantitative and qualitative techniques for data collection, presentation, analysis and problem solving within the area of Sport Rehabilitation and Conditioning.
23. The confidence to challenge received opinion and debate, in a professional manner.
24. The ability to organise and communicate information, using established criteria evidencing appropriate proficiency in English language, to audiences in familiar contexts both verbally and in writing (level 4).
25. The ability to organise and communicate information, using a range of relevant criteria evidencing appropriate proficiency in English language, to a variety of audiences in unfamiliar contexts of increasing complexity (level 5).
26. The ability to organise and communicate specialist and inter-related information evidencing appropriate proficiency in English language, using selected criteria, to audiences in complex contexts. (level 6).

6. Learning and Teaching Methods

(To include a paragraph on the learning and teaching strategy)

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 into 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:

Method	Description
Blended Learning	The delivery of learning opportunities using a range of methods such as attendance at lectures in University, flexible and distributed learning including VLEs, self-directed study etc.
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 strengths and weaknesses.
Guest Speakers	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 Study	Activities where an individual learner conducts research, or carries out a learning activity, on their own.
Industry Simulation	Obtaining clinical experience within our onsite clinics.
Lectures/Lead Lectures	Subject introduced and delivered by the teacher in a specific time which transmits information.
Practical Sessions	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.

Seminars	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.
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6.1 Learning Enhancement

The BSc (Hons) Sport Rehabilitation and Conditioning curriculum adopts key aspects of the institutional Learning, Teaching and Assessment Strategy including the need to address issues of inclusivity and vocation. 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 multidimensional influences of rehabilitation to professional practice. All modules within the programme carry a duty of care statement that students are fit to study. 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 students are required to sign a "Fitness to Practice" document issued by British Association of Sport Rehabilitators and Trainers prior to their studies at the start of every academic year. British Association of Sport Rehabilitators and Trainers stipulates for external accreditation, students must uphold a minimum attendance of 80% whilst practical group sizes are required at a staff: student ratio requirement of no greater than 1:20 (although recommended at 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.

6.2 e-Learning

The programme team recognises 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. Teaching examples include the use of Edublogs to review placement experiences, records clinical reflection logs, online assessments and the provision of podcasts and webinars. The programme also utilises social media with a Twitter feed and Facebook page that encourages dissemination of practical sport rehabilitation 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

(To include a paragraph on the assessment strategy)

Achievement of Learning Outcomes is formative through responses to practice tasks and directed tasks, and the accumulation of portfolio evidence from work-based learning. The student is required to draw on these experiences to inform summative assessments, thus providing the opportunity for cumulative learning and reflection and to demonstrate the whole of their learning. Module learning outcomes are explicitly stated on the VLE. Students are provided with assessment guidance and marking frameworks are made available during assessment workshops at the module level. 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.
- Formative Feedback on reflective logs

A broad range of assessment strategies are used in the programme to support the development of knowledge and understanding and professional and practical skills as well as providing opportunities to foster key and transferable skills. Throughout the taught modules formative assessment is employed to support students in their learning and development. Students are encouraged to reflect on their own performance within assessments in line with the values of the University to empower students to become successful graduates.

The University uses Turnitin electronic assessment submission which creates a simple and standardised submission process for students, this allows students to submit assignments electronically without the need to be physically present on campus. 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.

The assessment strategy develops across the three years to shift from the focus of instilling theoretical subject knowledge at level 4 to practical proficiency of applied skills at level 5. This is reflected in 'real-life' assessments where students are assessed practically in the specialist field (live patient assessment)

Method	Description
Case Study/Case Report	An analysis of a real-life example within the field of sport and exercise science.
Clinical Portfolio	This can include evidence of clinical hours that have been achieved, edubogs plus any other clinical evidence - example videos, clinical tasks, webpages.
Electrotherapy Practical Exam	Practical exams with our electrotherapy equipment, to demonstrate competency.
Essay	A written response to a question based on synthesis and analysis. These may be negotiated with an academic tutor.
Formal Examination	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.
Group Presentation	A presentation with your peers illustrated/supported by a variety of audio-visual aids, which demonstrates knowledge and understanding of a selected topic.
Honours Level Project	An in-depth independent study of 10000 words (or equivalent), approved by the module leader, following a topic of the students' choice, which should indicate the capacity to synthesise the different elements of sport and exercise science.
Honours Project Proposal	An independent study, approved by the module leader, following a topic of the students' choice, which should indicate the capacity to synthesise the different elements of rehabilitation and conditioning
Laboratory Report	A written response structured in an agreed format, based on individual research of a selected topic. This may include practical research. A structured written account of a laboratory practical with analysis and discussion of results.
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 and may use digital media. A compilation of weekly tasks, brief laboratory reports, reflective diary and evaluations as evidence of students' achievement.
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 the selected topic and communication skills.
Practical Examination	Students demonstrate practical skills and competences in a controlled exam environment.
Reflective essay	A written piece of work which demonstrates critical reflective practice and activities to highlight areas of academic, personal and professional strengths and weaknesses.
Research proposal	A brief written plan which indicates clearly and succinctly how the student wishes to proceed in a piece of research.
Viva	Oral examination, to assess the knowledge and understanding of the student.
Written Piece of work	This could be in the format of an essay or a case study - A written response to a question based on synthesis and analysis. These may be negotiated with an academic tutor.

8. Exemptions to University Regulations

Where possible, programme assessments for modules delivered at Level 5 or above will be marked anonymously. At the beginning of a module, students will be notified via programme and module information of those assessed activities for which their anonymity will be preserved and those for which it will not. Modules and assessments types where anonymity will not be preserved are listed overleaf:

Module Code and Title	Assessment
RSEC51 Patient Management 1	Practical Exam Clinical Portfolio
STHC04 Musculoskeletal Assessment	Practical Exam
RSEC50 Personal and Professional Development	Group presentation
SESC53 Anatomy and Physiology	Practical exam
RSED90 Engaging with Employability	Portfolio 1 and 2
SESD55 Research Methods and analysis in sport and health sciences	Research project
RSED51 Strength and Conditioning	Practical exam
RSED50 Patient Management 2	Patient management practical exam
STHD02 Pathology and Clinical Reasoning	Group Presentation
RSED52 Sport Rehabilitation 2	Practical exam and Viva
RSEH50 Clinical Experience	Competency Exam and Clinical Portfolio
RSEH51 Patient Management 3	Presentation
RSEH53 Strength and Conditioning for performance	Practical Exam
RSEH52 Sport Rehabilitation 3	Practical Exam and Viva

9. Work-Based Learning/Placement Learning

The Sport Rehabilitation and Conditioning 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 (RSED90) 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 Sport Rehabilitation and Conditioning programme provides opportunities for students to apply their knowledge and understanding in vocationally relevant workplaces within the third-year clinical experience module (RSEH50) and gain new skills and experiences that will enhance

their future employability. Students are given structured work experience (please refer to Table 2), where we offer a minimum of 400 clinical hours which is required by the accrediting body (British Association of Sport Rehabilitators and Trainers), 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, health related). 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.

Overview of Clinical Hours/Experiences

Year 1	RSEC51 - 100 hours
Year 2	RSED90 – 100 hours
Year 3	RSEH50 – 75 hours in commercial clinic and 125 hours external placement
Extra Opportunities	CPD, Outside Events, Conferences, Extra Placements, Pitch side hours, BUCS
Total	Minimum of 400 hours - students have the opportunity of gaining up to 550 hours

NB – all British Association of Sport Rehabilitators and Trainers accredited courses must include a minimum of 400 hours of clinical experience (50 hours of these hours are allowed to be observational)

10. Programme Structure

Sport Rehabilitation and Conditioning is a single honours three-year full-time course leading to an award of a BSc (Hons) degree. A significant element of the Sport Rehabilitation and Conditioning programme is its strong links to practical application in therapy, treatment, rehabilitation, conditioning, injury prevention, sport science, health 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 treatment, rehabilitation, health promotion, injury prevention, conditioning and sport performance and all underpinned by the theoretical knowledge specific to sport rehabilitation. The programme is designed to allow the student to achieve all the requirements set out by the accrediting body (British Association of Sport Rehabilitators and Trainers) and become graduate level autonomous healthcare practitioner specialising in musculoskeletal management, exercise-based rehabilitation and fitness.

The programme structure is noted below demonstrating a clear rehabilitation, and strength and conditioning pathways. Year 1, 2 and 3 of the programme are all prescribed, and all Sport Rehabilitation and Conditioning clinical skill modules are non-condonable (student must pass every assessment within the module) for professional accreditation purposes. British Association of Sport Rehabilitators and Trainers 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 British Association of Sport Rehabilitators and Trainers course modules, unless from an alternative accredited British Association of Sport Rehabilitators and Trainers course programme. Students must maintain an attendance level above 80% through the completion of their course to be eligible for graduate membership with British Association of Sport Rehabilitators and Trainers. British Association of Sport Rehabilitators and Trainers also recommends that the staff: student ratio does not exceed 1:16.

*PSRB require **ALL** assessments for the following modules **MUST** be passed in order to progress, not just a pass for the overall module mark:

RSEC51 (Patient Management 1)

RSED50 (Patient Management 2)

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
STHC02	Functional Anatomy for Sport Therapy and Rehabilitation	20	30% Exam 70% Practical	Semester A	Compulsory	Non- Condonable
RSEC51 *	Patient Management 1	20	40% Coursework 60% Practical	Semester X	Compulsory	Non- Condonable
STHC04	Musculoskeletal Assessment	20	40% Coursework 60% Practical	Semester B	Compulsory	Non- Condonable
RSEC50	Personal and Professional Development	20	100% Coursework	Semester X	Compulsory	Condonable
SESC53	Anatomy and Physiology for Sport and Exercise	20	30% Coursework 40% Exam 30% Practical	Semester A	Compulsory	Condonable
RSEC52	Sport Rehabilitation 1	20	40% Coursework 60% Practical	Semester B	Compulsory	Non- Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
RSED90	Engaging with Employability	20	100% Coursework	Semester X	Compulsory	Non- Condonable

SESD55	Research methods and analysis in sport and health sciences	20	100% Coursework	Semester X	Compulsory	Non-Condonable
RSED51	Strength and Conditioning	20	40% Coursework 60% Practical	Semester B	Compulsory	Non-Condonable
RSED50 *	Patient Management 2	20	40% Coursework 60% Practical	Semester A	Compulsory	Non-Condonable
STHD02	Pathology and Clinical Reasoning	20	100% Coursework	Semester A	Compulsory	Non-Condonable
RSED52	Sport Rehabilitation 2	20	100% Coursework	Semester B	Compulsory	Non-Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
RSEH50	Clinical Experience	20	10% Coursework 90% Practical	Semester X	Compulsory	Non-Condonable
SESHP1	Honours Project	40	100% Coursework	Semester X	Compulsory	Condonable
RSEH51	Patient Management 3	20	100% Coursework	Semester X	Compulsory	Non-Condonable
RSEH53	Strength and Conditioning for Performance	20	40% Coursework 60% Practical	Semester B	Compulsory	Non-Condonable
RSEH52	Sport Rehabilitation 3	20	50% Coursework 50 Practical	Semester A	Compulsory	Non-Condonable

Key: Semester X = A & B

Part Time

Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
STHC02	Functional Anatomy for Sport Therapy and Rehabilitation	20	30% Exam 70% Practical	Semester A	Compulsory	Non-Condonable
RSEC50	Personal and Professional Development	20	100% Coursework	Semester X	Compulsory	Condonable

RSEC52	Sport Rehabilitation 1	20	40% Coursework 60% Practical	Semester B	Compulsory	Non-Condonable
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Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
RSEC51	Patient Management 1	20	40% Coursework 60% Practical	Semester X	Compulsory	Non-Condonable
SESC53	Anatomy and Physiology for Sport and Exercise	20	30% Coursework 40% Exam 30% Practical	Semester A	Compulsory	Condonable
STHC04	Musculoskeletal Assessment	20	40% Coursework 60% Practical	Semester B	Compulsory	Non-Condonable

Level 5 – Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SESD55	Research methods and analysis in sport and health sciences	20	100% Coursework	Semester X	Compulsory	Non-Condonable
RSED51	Strength and Conditioning	20	40% Coursework 60% Practical	Semester B	Compulsory	Non-Condonable
STHD02	Pathology and Clinical Reasoning	20	100% Coursework	Semester A	Compulsory	Non-Condonable

Level 5 – Year 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
RSED90	Engaging with Employability	20	100% Coursework	Semester X	Compulsory	Non-Condonable
RSED50	Patient Management 2	20	40% Coursework 60% Practical	Semester A	Compulsory	Non-Condonable
RSED52	Sport Rehabilitation 2	20	100% Coursework	Semester B	Compulsory	Non-Condonable

Level 6 – Year 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
RSEH51	Patient Management 3	20	100% Coursework	Semester X	Compulsory	Non-Condonable
RSEH53	Strength and Conditioning for Performance	20	40% Coursework 60% Practical	Semester B	Compulsory	Non-Condonable
RSEH52	Sport Rehabilitation 3	20	50% Coursework 50 Practical	Semester A	Compulsory	Non-Condonable

Level 6 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
RSEH50	Clinical Experience	20	10% Coursework 90% Practical	Semester X	Compulsory	Non-Condonable
SESH1	Honours Project	40	100% Coursework	Semester X	Compulsory	Condonable

Key: Semester X = A & B

- A definitive module descriptor is required for each module

The table below shows the various ‘threads’ through the programme. These ‘threads’ provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The ‘threads’ act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Threads Level 4

Module Code	Module Title	Thread
STHC02	Functional Anatomy for Sport Therapy and Rehabilitation	1
RSEC51	Patient Management 1	1,2
STHC04	Musculoskeletal Assessment	1,3
RSEC50	Personal and Professional Development	6
SESC53	Anatomy and Physiology for Sport and Exercise	1
RSEC52	Sport Rehabilitation 1	4,5

Threads Level 5

Module Code	Module Title	Thread
RSED90	Engaging with Employability	2
SESD55	Research methods and analysis in sport and health sciences	6
RSED51	Strength and Conditioning	4,5
RSED50	Patient Management 2	4,5
STHD02	Pathology and Clinical Reasoning	1,2
RSED52	Sport Rehabilitation 2	4,5

Threads Level 6

Module Code	Module Title	Thread
RSEH50	Clinical Experience	2, 3,4,5
SESH1	Honours Project	2
RSEH51	Patient Management 3	3
RSEH53	Strength and Conditioning for Performance	1,5
RSEH52	Sport Rehabilitation 3	5,6

1. Anatomy and Physiology knowledge
2. Clinical Experience/hours
3. Diagnostic Skills
4. Rehabilitation skills
5. Conditioning skills
6. Research Skills

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. A Certificate of Higher Education (HE) in Rehabilitation Studies is awarded following achievement of 120 credits at Level 4. A Diploma of Higher Education (HE) in Rehabilitation Studies is awarded following achievement of 120 credits at Level 4 and 120 credits at Level 5. An BSc (Hons) is awarded following achievement of 360 credits. Upon successful achievement of all credits and associated clinical hours, British Association of Sport Rehabilitators and Trainers will be informed and graduates will be eligible to apply for Graduate membership and entry onto the accredited British Association of Sport Rehabilitators and Trainers register. Failure to obtain all credits and 400 hours of clinical experience will result in ineligibility to join British Association of Sport Rehabilitators and Trainers 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 British Association of Sport Rehabilitators and Trainers 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

12. Professional Advisory Group

N/A

13. Academic Progression Opportunities

Students with a BSc Honours degree will have the opportunity to pursue post graduate

Education, master's 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 Futures Online alumni. In order to maintain British Association of Sport Rehabilitators and Trainers membership after graduation students need to engage with continued professional development within the area. Demonstrating continued professional development is incredibly important, as the demand for quality, accountability and efficacy of practice has never been greater. It is essential that sport rehabilitators can demonstrate that they are keeping abreast of new knowledge, techniques and developments related to their professional practice.

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 preventive 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
- Military: civilian exercise rehabilitation instructors
- Research: master's/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

The BSc (Hons) Sports Rehabilitation and Conditioning has been designed to respond to sector specific demands but also considers the Universities UK and the Confederation of British Industry (CBI) (2018) recommendations about how opportunities for 'employability skills' are embedded in the curriculum. As such the students on the BSc (Hons) Sport Rehabilitation and Conditioning 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 (via Marjon Future team)

The BSc (Hons) Sports Rehabilitation and Conditioning degree aligns with the University's Strategic Plan and the curriculum has been designed to allow students to receive support if they are entrepreneurial and wish to develop their own business. The Sports Rehabilitation and Conditioning programme has also been designed to respond to sector specific demands but also considers Higher Education Academy framework (2015) to embed employability in Higher education. Specifically, the curriculum recognises the principles underpinning the employability framework:

- Inclusivity: all Sports Rehabilitation and Conditioning students will have equitable access to opportunities to enhance their employability during the programme.
- Collaboration: Collaboration between the University and employer-partners will provide further real-life opportunities during the curriculum.
- Engagement: Students will be encouraged to engage proactively in seeking to develop as individuals in the area of employability focus highlighted.

15. Support for Students and for Student Learning

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

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

Student support and guidance is further promoted by the following:

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

*Each student has a PDT who takes a pastoral, academic and career development support role in conjunction with Marjon Futures who fully support students throughout their programme by offering students enriching career, travel, volunteer, enterprise and professional development opportunities.

16. Student Feedback Mechanisms

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

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the staff student liaison committee. In addition, final year students will be invited to participate in the National Student Survey (NSS).

17. Other Stakeholder Feedback

Feedback was sought, and received, from graduates, employers, industry experts, previous external examiners and colleagues from other HE institutions. The focus of the feedback was around the development of the rehabilitation and conditioning modules in relation to better prepare graduates for the work environment and in developing their depth of knowledge at the sub-discipline level, i.e. injury biomechanics, sport performance, special population groups, conditioning and 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. Personal and Professional Development module: personal and professional skills, aspects within the foundations of applied practice such as leadership skills and work-based learning module in Year 2.

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.

