



# **UNDERGRADUATE MODULAR PROGRAMME**

## **BSc (Hons) Sports Therapy and Rehabilitation**

### **PROGRAMME SPECIFICATION**

University of the West of England



University of the  
West of England

BRISTOL

## Programme Specification

Section 1: Basic Data	Version 6.1
<b>Awarding institution/body</b>	University of the West of England
<b>Teaching institution</b>	University of the West of England & Hartpury College
<b>Faculty responsible for programme</b>	Health and Applied Sciences
<b>Programme accredited by</b>	British Association of sports Rehabilitation and Trainers (BASRaT)
<b>Highest award title</b>	BSc(Hons) Sports Therapy and Rehabilitation
<b>Default award title</b>	
<b>Interim award title</b>	BSc Sports Therapy and Rehabilitation DipHE Sport and Health Studies CertHE Sport and Health Studies
<b>Modular Scheme title (if different)</b>	
<b>UCAS code (or other coding system if relevant)</b>	BC96
<b>Relevant QAA subject benchmarking group(s)</b>	Unit 25: Subject benchmark statements: Hospitality, Leisure, Sport and Tourism
<b>On-going</b>	
<b>Valid from</b>	September 2012

**Authorised by HAS CAP**

**Date 21/11/2013**

### Version Code

6.1

*For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications*

## **Section 2:**

### **Educational aims of the programme**

The programme aims to enable students to:

- evaluate knowledge which arises from practice
- evaluate knowledge and practice in relation to theory
- implement safe and effective assessment, examination and treatment in the scope of sports therapy and rehabilitation practice
- understand and implement research-based and evidence-based practice to the field/scope of practice
- develop effective and appropriate relationships with service users, colleagues and other agencies
- function effectively within an interprofessional team
- be self aware, self directed and sensitive to the needs of others
- develop key and transferable skills
- be effective in self-management approaches
- develop leadership potential
- develop and promote a value base in practice that respects diversity
- engage in the analysis of academic discourse
- use information and IT effectively to inform and support care of the sports person
- seek employment as a sports therapist or rehabilitator on successful completion of the programme

### **Programme-specific aims**

The main aim of the programme is to ensure that sports rehabilitation graduating from the University of the West of England, Bristol, are fit for practice and purpose by being reflective practitioners, critical thinkers and competent; able to take responsibility for their own professional development and to implement the safe, ethical and effective delivery of sports rehabilitation services in a wide variety of contexts.

The aims of the programme are to:

- produce professionally competent practitioners in the field of sports rehabilitation
- enable students to develop knowledge and understanding of sports rehabilitation practice
- give an overview of current themes and issues in relation to sports rehabilitation interventions
- provide a range of theoretical, practical and conceptual tools for critical analysis of contemporary sports therapy and rehabilitation intervention and needs
- provide an educational experience which acknowledges the diversity of preferred learning styles by utilising a wide variety of teaching and learning strategies
- enable students to take responsibility for identifying their future learning needs in continuing personal and professional development

### Section 3: Learning outcomes of the programme

The programme provides opportunities to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...

#### A Knowledge and understanding

Learning outcomes	Teaching, Learning and Assessment Strategies
<b>A Knowledge and understanding of:</b>	<b>Teaching/learning methods and strategies:</b>
1. the theoretical basis of sporting injury, therapy and performance, which includes anatomical, physiological and biomechanical principles	Acquisition of 1- 6 is through a variety of learning and teaching methods such as lectures, problem-solving seminars, practical sessions, web-based study and directed independent study. Strategies for encouraging a student-centred approach to learning are introduced early in the programme. Professional practice modules enable students to apply theory to practice (3), so that learning continues in a work-based setting.
2. the integration of academic and clinical knowledge in order to develop competency in the professional skills required of a sports rehabilitator	Acquisition of 4-5 is additionally through professional practice
3. clinical and critical reasoning, which underpins assessment of the sports person	Students are also encouraged to form their own study groups to facilitate the learning process.
4. the role of the sports rehabilitator within sports medicine and the coaching team	Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding.
5. interprofessional working and research in relation to sports rehabilitation	<b>Assessment:</b>
6. current developments in sport (research, ethical, political, legal and clinical), which underpin best practice	Testing of the knowledge base is through a variety of means including written examinations (1,3) assessed coursework (1-6) oral and practical examination (1-3), poster presentations (1-3) and professional practice assessments (1-6)

## **B Intellectual Skills**

### **B Intellectual Skills**

On successful completion of the programme the student will be able to:

1. demonstrate skills required for academic study and enquiry
2. evaluate the effectiveness of sports rehabilitation intervention
3. demonstrate skills in critical evaluation of research
4. interpret a range of types of information (text/data/patient history/clinical examination)
5. utilise problem-solving in a range of contexts
6. synthesise information from various sources in order to gain coherent understanding of theory and practice

### **Teaching/learning methods and strategies**

Intellectual skills are developed through the use of problem based learning and case studies or scenarios designed to enable the students to explore aspects of a given situation and consider his/her professional contribution (1-3)

Seminars, group work and self directed study are used to promote critical thinking (1- 3) and professional practice modules allow the student to reflect on the clinical effectiveness of sports rehabilitation interventions. (2-6)

Focused learning points are deliberately designed to trigger exploration, discussion and to confront pre-conceived ideas, beliefs and values. (1-3).

Reflective practice is encouraged through professional practice, case studies and written assignments (1-6).

### **Assessment**

A variety of assessment methods is employed. A learner's ability to demonstrate intellectual skills (1-6) is tested through written assignments, group and poster presentations, written examinations, and professional practice assessments.

## **C Subject, Professional and Practical Skills**

### **C Subject/Professional/Practical Skills    Teaching/learning methods and strategies**

On successful completion of the programme the student will be able to:

1. apply effective assessment skills in relation to subjective and objective examination
2. make judgements from verbal and physical clinical presentations of an individual and evaluate their needs using a problem-based approach
3. plan, design and implement practical activities, using appropriate techniques, equipment and procedures
4. apply effective therapeutic and rehabilitation skills to the management of sports persons, with continual analysis and evaluation of outcome and appropriate modification of intervention
5. plan, design, execute and communicate a sustained piece of intellectual work using appropriate media
6. recognise and reflect on current research, codes of ethics and political issues around sports medicine, therapy, rehabilitation and performance

Demonstrations and practice of professional skills with experiential learning take place in practical sessions (1-4) and on professional practice placements (1-4). The development of the practical skills, which form a key component of the award, are facilitated by small group work linked directly to clinical reasoning and problem solving (1-4).

The use of problem-based learning gives students the opportunity to study and explore in depth, real life scenarios of sports persons with all the associated complexities. This approach enables the students to resolve specific problems which are typical of those encountered in professional practice. (1-5)

Students are facilitated in taking responsibility for their own learning while on placement by the use of pre-determined learning objectives (1-6) and the setting of personal goals and learning needs in collaboration with the clinical educator. Completion of a portfolio of practice-based evidence enables the student to maintain a record of their professional practice education and to develop their ability to reflect critically on situations that have contributed to their personal and professional development (1-6).

### **Assessment**

Skills 1-6 are assessed by competencies within the professional practice portfolio and oral and practical assessments. Additionally, an understanding of the requirement for skills 1-6 may be assessed in written examinations, oral presentations and written assignments.

## D Transferable Skills and other attributes

D Transferable skills and other attributes	Teaching/learning methods and strategies
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On successful completion of the programme the student will be able to:

1. communicate effectively with a wide range of peers, professional colleagues and sports persons, using appropriate means
2. utilise problem-solving skills in a variety of theoretical and practical situations
3. take responsibility for own learning and use techniques of self-appraisal and reflection on own practice
4. Utilise an interprofessional approach to academic learning and field work practice
5. demonstrate appropriate IT skills

Students are facilitated in communication skills in small groups and seminars (1).

Skills 1-4 are acquired in professional practice placement settings. Small group discussions in the University setting are utilised for reflection on these activities. Use of portfolio development and self directed study facilitate the achievement of these skills.

Skill 5 is developed in a variety of ways, including the production of coursework, as part of the research process, on-line learning and discussion boards. Additional study skills support is available through the Faculty Study Skills Tutors and materials on line.

### Assessment

Skills 1-4 are assessed on professional practice. Skill 1 is also assessed in oral presentations and written assignments, including a research report. Skill 5 is evidenced through electronic submission of a module assessment.

## Section 4: Programme structure

This is a full-time course, divided into three levels that equate with three academic years. Level 1 of the programme is almost entirely campus-based. Levels 2 and 3 consist of periods both on campus and the professional practice environment. Although the levels build upon one another, progress through each module of the award is perceived to be dynamic; the various components being interrelated and interdependent. All modules are compulsory requirements for the award of BSc (Hons) Sports Rehabilitation.

Emphasis is placed on integrating theory and practice, clinical reasoning and problem solving in order to provide the best possible education for the student and care for the sports person.



**Module Distribution** (levels 1-3 equate with years 1-3)

<b>level 1</b>	<p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>• UZYRHR-40-1 Kinesiology</li> <li>• UZYS85-20-1 Human Physiology</li> <li>• UZYS86-20-1 Sports Injury: Aetiology &amp; Pathology</li> <li>• UZYS87-40-1 Management of Soft Tissue Injury 1</li> </ul>	<p><b>Interim Award:</b></p> <p><b>CertHE Sport and Health Studies</b></p> <ul style="list-style-type: none"> <li>• Credit requirements</li> </ul> <p>120 credits at level 0 or above of which not less than 100 are at level 1 or above</p> <p><b>Interim Award:</b></p>
<b>level 2</b>	<p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>• UZYS89-40-2 Motor Control &amp; Learning</li> <li>• UZYS88-40-2 Management of Soft Tissue Injury 2</li> <li>• UZYS8A-20-2 Evidence-based Sports Therapy</li> <li>• UZYSBR-20-2 Professional Issues in Sports Therapy and Practice</li> </ul>	<p><b>DipHE Sport and Health Studies</b></p> <ul style="list-style-type: none"> <li>• Credit requirements</li> </ul> <p>240 credits at level 0 or above, of which not less than 220 are at level 1 or above and not less than 100 are at level 2 or above.</p> <p><b>Interim Award:</b></p> <p><b>BSc Sports Therapy and Rehabilitation</b></p> <ul style="list-style-type: none"> <li>• Credit requirements</li> </ul>
<b>level 3</b>	<p><b>Compulsory modules</b></p> <ul style="list-style-type: none"> <li>• UZYSFB-40-3 Research Studies for Physical Therapies</li> <li>• UZYS8C-20-3 Fitness and Injury Prevention</li> <li>• UZYS8D-20-3 Fieldwork Placement</li> <li>• UZYS8F-20-3 Psychology of Sport and Injury</li> <li>• UZYS8S-20-3 Sport Specific Rehabilitation</li> </ul>	<p>300 credits at level 0 or above of which not less than 280 are at level 1 or above, not less than 160 are at level 2 or above and not less than 60 are at level 3 or above.</p> <p><b>Award:</b></p> <p><b>BSc(Hons) Sports Therapy and Rehabilitation</b></p> <ul style="list-style-type: none"> <li>• Credit requirements</li> </ul> <p>360 credits at level 0 or above, of which not less than 340 are at level 1 or above, not less than 200 are at level 2 or above and not less than 100 at level 3 or above</p>

## **Section 5:**

### **Entry requirements**

5 GCSEs at grade C or above including English Language, Mathematics, and Double Science or Biology and Physics.

PLUS

- Tariff points as appropriate for the year of entry (refer to UWE website)
- A2 Biology or Human Biology Grade C or above is a preferred entry qualification

OR

- Foundation Programme for Health Professions

OR

- BTEC in a sports related area with Level 3 Biology and/or science attainment equivalent to A2 level Biology/Human Biology

OR

- Open University (OU): 120 credits with evidence of relevant sports related studies and A2 equivalent in Biology/Human Biology

OR

- Baccalaureate EB% 74-78 IB pts 32-34 with evidence of relevant sports-related studies and A2 equivalent in Biology/Human Biology

OR

Honours degree in a related area. Applicants already holding a degree are advised to have at least one year out from study prior to joining the programme.

OR

QAA recognised Access to Higher Education certificate awarded by an authorised Validating Agency (refer to UWE website for requirements)

Applicants from overseas should have a minimum IELTS score of 7.0 in each section of the examination and an overall score of 7.5.

Health checks and criminal record bureau checks will be undertaken on all candidates in accordance with university, faculty and programme policies.

### **Section 6: Assessment regulations**

In accordance with Academic Regulations and Procedures

## **Section 7: Student learning: distinctive features and support**

The design of the award route has been influenced by a numbers of factors:-

- The modular framework of the University
- The need to adopt an integrated and interactive approach so that component subjects are not free standing
- A collaborative approach to module delivery between the Faculty of Health & Life Sciences and Hartpury College

Learning is based on an androgogic/student-centred approach, where students are encouraged and enabled to take responsibility for their own learning. Active research, exploration, feedback and teamwork are expected in all aspects of the programme. Students are expected to identify and be part of actively seeking placement opportunities in conjunction with the placement Coordinator.

Students are required to complete competencies in Manual Handling, Basic Life support, Sports first Aid, Sports Massage, Exercise prescription and the use of electro-physical agents during level 1 so that placement providers in professional clubs will provide learning opportunities working with professional sport people. This is a distinctive feature of the programme and adds to the employability of graduates and, in some cases, employment whilst still studying. Further competencies are included at levels 12 and 3 such as Child protection, soft tissue mobilisation etc.

Student-centred learning in professional practice settings is facilitated by the use of pre-determined learning outcomes and the setting of personal goals and learning needs in collaboration with the practice educator.

Student ownership of continuing personal and professional development is facilitated by the use of a professional practice portfolio.

Technology enhanced learning is used and is being developed for integration into most modules, which reflects the technology enhanced learning strategies of the Faculty.

Student support is offered through:

- each student being assigned a personal tutor
- an Induction Programme for all students
- module leaders and the programme manager
- practice link lecturers
- practice educators
- access to the Faculty and University student support systems, including student advisors, web-based study skills facilities etc.
- Student Union membership
- Co-ordinated use of the Peer Assisted Learning (PAL) scheme for level 1 students
- The Graduate Development Programme (GDP) which is integrated into all levels of the programme

## Section 8 Reference points/benchmarks

- *Subject benchmarks*

Modules for the award have been mapped against:

- QAA Unit 25: Subject Benchmark Statements: Hospitality, Leisure, Sport and Tourism
- The British Association of Sports Rehabilitators and Trainers
- The Society of Sports Therapists Competencies and Scope of Practice for Sports
- The emerging QAA Health Professions Framework

Other reference points included

- The University and Faculty of Health and Social Care policies and strategies, including the Learning, Teaching & Assessment Strategy, and research and staff development policies.
- Information from the British Association of Sports Rehabilitator's and Trainers
- Requirements to meet competencies contained in sections of the Register of Exercise Prescribers (REPs)

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.