

**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

<b>Part 1: Basic Data</b>	
<b>Awarding Institution</b>	University of the West of England
<b>Teaching Institution</b>	University of the West of England
<b>Delivery Location</b>	Glenside and Frenchay Campuses
<b>Faculty responsible for programme</b>	Health and Applied Sciences
<b>Department responsible for programme</b>	Allied Health Professions
<b>Modular Scheme Title</b>	Undergraduate
<b>Professional Statutory or Regulatory Body Links</b>	British Association of Sport Rehabilitators and Trainers (reaccreditation 2015)
<b>Highest Award Title</b>	BSc (Hons) Sport Rehabilitation
<b>Default Award Title</b>	BSc (Hons) Sport Studies (without BASRaT eligibility)
<b>Fall-back Award Title</b>	BSc Sport Studies
<b>Interim Award Titles</b>	DipHE Sport Studies CertHE Sport Studies
<b>UWE Progression Route</b>	
<b>Mode(s) of Delivery</b>	Full Time – 3 year
<b>Codes</b>	<b>UCAS: BC96</b> <b>JACS:</b> <b>ISIS2:</b> <b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	Health Studies 2008; Hospitality, Leisure, Sport and Tourism 2008.
<b>CAP Approval Date</b>	30 April 2015
<b>Valid from</b>	September 2015.
<b>Valid until Date</b>	September 2021
<b>Version</b>	1

**Part 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 sport rehabilitation practice

## Part 2: Educational Aims of the Programme

- 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 graduate sport rehabilitator on successful completion of the programme

### Programme-specific aims

The main aim of the programme is to ensure that graduate sport rehabilitators 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 sport rehabilitation services in a wide variety of contexts.

The aims of the programme are to:

- produce professionally competent practitioners in the field of sport rehabilitation
- enable students to develop knowledge and understanding of sport rehabilitation practice
- give an overview of current themes and issues in relation to sport rehabilitation interventions
- provide a range of theoretical, practical and conceptual tools for critical analysis of contemporary sport 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

### Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The programme emphasises creating an environment which facilitates the development of safe, effective practitioners who are analytical and able to meet the changing needs within sport rehabilitation, today and in the future. Accredited by the British Association of Sport Rehabilitators and Trainers (BASRaT), successful completion of the course leads to eligibility for membership of BASRaT. Integrated work-based training including placements with elite sports teams, outstanding facilities and a supportive team with a depth of sports rehabilitation experience will prepare you for a dynamic career.

## Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:



#### **Part 4: Student Learning and Student Support**

The BSc (Hons) Sport Rehabilitation is managed as part of a suite of programmes within the Faculty of Health and Applied Sciences. Day-to-day management of the award is undertaken by the Programme Leader with support from the Teaching Team and Associate Head of Department. Information about the programme and the academic and pastoral support available, together with details of the Faculty and the University and its regulations and procedures, is provided in the programme handbook which is available to all students at the start of their studies. More detailed, module-specific information is provided via individual module handbooks and through the Virtual Learning Environment (VLE).

When they join the University, students undertake a comprehensive induction programme where they are introduced to their course and academic life in general; IT systems; the library; clinical work; support systems available, including student advisers, module leaders, a Buddy system; and their personal tutor. Academic Personal Tutor led sessions (typically with less than 15 students per group) are essential in assisting students to adjust to university life in their first year, and continue to provide support – including on study skills and careers – through the second and final year.

Matters relating to the student experience are addressed through the Student Rep/Staff Forum (SRSF) that includes student representatives, who also meet with the Programme Leader on a regular basis. For all students, access to academic staff and the student advisers is via email or by personal access, with most staff offering an office-hours policy facilitating the booking of appointments. The central University counselling and support services also provide assistance and guidance for students. Issues relating to disability are dealt with by the Programme Leader in consultation with the University's Disability Advice Centre, and special arrangements for assessments can be made where necessary, based on individual circumstances. For disabled students with specific requirements, consideration is made when arranging work-experience to accommodate their individual needs and to provide an experience that is as inclusive as possible.

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated. It is a course requirement from BASRAT that students must maintain an attendance level of 80% or above throughout the completion of their studies. Failure to do so may affect your eligibility to register with BASRAT on completion of the course.

Learning is based on an andragogy/student-centred approach, where students are encouraged and enabled to take responsibility for their own learning. Active research, professional engagement, feedback and teamwork are expected in all aspects of the programme. Professionalism and professional ethics is embedded throughout the programme to allow the students to develop a thorough understanding and purpose of their professional role.

Clinical placement is fundamental to this vocational programme as it allows for the synthesis and integration of knowledge and skill acquisition into patient care. Students will gain invaluable experience in encouraging a healthy lifestyle and address the need to provide care and advice for those people who suffer injury, illness or disease related to sport and exercise. The student journey will permit them to be involved in practices ranging from sport injury prevention, musculoskeletal assessment and rehabilitation, sports pitch side trauma management, sports massage, strength and conditioning as well as exercise prescription for general health and selected controlled medical conditions. Student-centred learning in professional practice settings is facilitated by the use of pre-determined learning outcomes and the setting of personal goals

## Part 4: Student Learning and Student Support

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 which requires them to reflect on their practice experience. The placement opportunities will be in a variety of settings in which a Graduate Sport Rehabilitator may operate once they qualify, examples include working with elite sport clubs, sport injury and massage clinic (in – house), in the NHS, health and fitness clubs and at sporting events. Students are expected to identify and be part of actively seeking placement opportunities in conjunction with the clinical placement coordinator and in the third year students are expected to find their own placements which will need to be approved by the clinical placement coordinator. The UWE programme team will provide support for both students and educators whilst on placement. This will largely be undertaken by phone, email and visits to review progress on placement. It is envisaged that this training will develop ready and able graduates who will be future clinicians and have ‘Any Qualified Provider’ status.

Technology enhanced learning (TEL) is used and is being developed for integration into most modules, which reflects the technology enhanced learning strategies of the Faculty. The taught sessions utilise TEL to support pedagogy of inductive learning, where students engage in facilitated activities such as debates, problem-based learning, group working and research. Integral to this programme is the use of technologies to support reflective and professional practice, including an ePortfolio and computer simulations. In addition, modern technologies are incorporated as vehicles of learning (e.g. blogs, web pages etc.) and as vehicles for learning through assessment (e.g. online portfolios and tests, wikis etc.)

### Teaching and learning facilities

Students studying on this degree will be taught at both the Glenside and Frenchay campuses, and will therefore have access to the full range of facilities on both sites. The Bolland library Frenchay and the Glenside library together provide an extensive range of literature and other resources that support the programme. Students have 24-hour access to computers, and IT support services are available within the University’s Computing Helpdesk. The University’s VLE hosted by Blackboard, has been developed to enhance the student’s learning experience and to provide comprehensive support on both a programme and module-by-module basis. This includes access to teaching materials, links to relevant online resources and background reading, facilities for interaction and coordination during group work (e.g. blogs, wikis), submission of and subsequent feedback on assessments, and communication between tutors and students. The Faculty has a range of specialist teaching facilities that will be utilised, including an anatomy and physiology laboratory, a Human Analysis Laboratory, and other well-equipped practical rooms. Students will also have access to the extensive facilities at the Centre for Sport on the Frenchay Campus, which includes an extensive main hall, a multi-fitness suite with cardiovascular equipment and free weights area, aerobic suite, two glass-backed squash courts, a climbing wall and a world-class astro pitch.

On the BSc (Hons) Sport Rehabilitation programme teaching is a mix of:

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices made.

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

#### **Part 4: Student Learning and Student Support**

##### **Placement learning:**

The programme includes extensive clinical placement, which is embedded throughout, and provides students with the opportunity to develop professional practice skills to enhance their employability. Successful completion of UZYS1B-30-1 Injury Assessment Management 1 will allow students to practice independently as qualified sport massage therapists when registered with BASRaT as student members. Students are required to complete a minimum of 400 clinical hours in a practice placement by the end of the third year of the programme. This is in order to fulfil the requirement from BASRaT to be eligible for full graduate membership on successful completion of the programme.

##### **Description of any Distinctive Features**

Students are required to complete competencies in Manual Handling, Basic Life support, Sport Pitch Side Trauma Management (Immediate Care in Sport Level 2), Sports Massage, Exercise prescription and the use of electro-physical agents during year 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 years 1, 2 and 3 such as Safe guarding children, soft tissue mobilisation etc.

Business planning and entrepreneurship skills are embedded as core curriculum components. The knowledge and skills required to set up and run a sport rehabilitation private practice is developed on this programme to empower students with essential business abilities as graduates. Student involvement in charitable sporting events sets up direct employment prospects giving them the opportunity to engage with potential future employers.

In addition to the opportunity to practice independently as qualified sport massage therapists when registered with BASRaT as student members, opportunities for student engagement with voluntary events are made available through the UWE EDGE volunteering programme. Students are encouraged to sign up to this volunteering programme which will cover the cost for them to take a recognised taping and strapping short course in return for students repaying a small number of voluntary hours by providing taping and strapping services to sporting teams.

#### **Part 5: Assessment**

Approved to [University Regulations and Procedures](#)

##### **Assessment Strategy**

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

A range of assessment methods are employed to monitor student attainment of the full range of Learning Outcomes. The principles, procedures and processes of assessment for each module are described in the module booklet, which is provided to each student and available online at the start of the module. Further, these assessments are summarised in the Assessment Calendar provided via the UWE Portal, which also facilitates the appropriate scheduling of assessment loading.

Effective learning is achieved by employing a range of assessment approaches across the suite of modules that recognise differential approaches to learning, with a vocational focus. These include opportunities for work-based learning and practical work, and 'real-life' assignments.



## Part 5: Assessment

The development of a flexible, inclusive and accessible curriculum ensures a high quality learning experience for all students.

As shown above, TEL is integral to this programme, being also used to supplement learning and to help students learn through assessment. The mapping demonstrates a range of modern technologies across the programme, but also shows repetition, of technologies, thus re-enforcement of skills. This is particularly important between levels as it provides opportunities for students to become proficient with these media in key areas.

The focus of the Assessment Strategy is assessment for learning; as such the Strategy has been designed to support and enhance the development of both subject-based and generic key skills and allow students to realise their true potential. Many assessments focus on the development of subject-specific and professional skills that enhance students' employability, for example practical assessments, presentations and case studies.

The mode of feedback on student work is varied, and relates to the nature of the work undertaken. Methods of feedback include: detailed comments on scripts; oral feedback; generic or assignment-specific feedback forms; peer assessment; and model answers. As well as supplying feedback on summative assessment, the teaching team also employ feed-forward strategies, both on summative work (for example detailed commentaries provided on drafts for the final year project) and formative assessment, such as in-class tests (using clickers), on-line quizzes, and model answers for past exam questions.

### Assessment Map

The programme encompasses a range of **assessment methods** including; essays, posters, presentations, written examinations, oral practical assessments, portfolio and dissertations. These are detailed in the following assessment map:

### Assessment Map for BSc (Hons) Sport Rehabilitation

Type of Assessment*
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## Part 5: Assessment

### Instructions:

Add the Component (A or B) to the appropriate column for each Module Number and add the weighting for that assessment in brackets (as per the examples given)

Add further columns as necessary\*

		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio	Continuous Practice Assessment
<b>Compulsory Modules Level 1</b>	Sports Injury: Aetiology and Pathology (15 credit standard)						A 100					
	Injury Assessment and Management 1 (30 credit practice)					A P/F					B 100	
	Human Physiology (15 credit standard)	A 100										
	Exercise & Biomechanics for Physiotherapy and Sport Rehabilitation (30 credit standard)					A 50		B 50				
	Applied Anatomy for Physiotherapy and Sport Rehabilitation (30 credit standard)				A,B P/F							
<b>Compulsory Modules Level 2</b>	Business and Information Technology in Sport Rehabilitation (15 credit standard)						A 100					
	Evidence Based Sport Rehabilitation (15 credit standard)							A 100				
	Injury Assessment and Management 2 (30 credit practice)				A 100							
	Professional Practice (15 credits)							B 100				A P/F
	Sports Performance Enhancement and Nutrition (30 credit standard)						A 25	B 75				
	Motor Control and Learning (15 credit standard)				A 100							



Part 5: Assessment												
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio	Continuous Practice Assessment
<b>Compulsory Modules Level 3</b>	Psychology of Sports Injury (15 credit standard)							A 100				
	Research Studies for Physical Therapies (30 credit standard)									A 100		
	Advanced Sport Rehabilitation (30 credit standard)				B 25		A 75					
	Exercise and Rehabilitation for Special Populations (15 credit standard)						A 100					
	Fieldwork Placement (30 credit practice)				B 100							A P/F

\*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

**Part 6: Programme Structure**

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**.

**No modules will be considered for condonation or excused credit.**

ENTRY	Compulsory Modules	Interim Awards
Year 1	UZYS1A-15-1 <b>Sports Injury: Aetiology and Pathology</b>	Certificate in Sport <i>Studies</i>  Credit Requirements 120 credits at level 0 or above of which not less than 100 are at level 1 or above
	UZYS1B-30-1 <b>Injury Assessment and Management 1</b>	
	UZYS1C-15-1 <b>Human Physiology for Sport Rehabilitation</b>	
	UZYSXW-30-1 <b>Exercise &amp; Biomechanics for Physiotherapy and Sport Rehabilitation</b>	
	UZYSXV-30-1 <b>Applied Anatomy for Physiotherapy and Sport Rehabilitation</b>	

Year 2	Compulsory Modules	Interim Awards
	UZYSY4-15-2 <b>Business and Information Technology in Sport Rehabilitation</b>	Diploma in Sport Studies
	UZYS1D-15-2 <b>Evidence Based Sport Rehabilitation</b>	Credit requirements 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
	UZYS13-15-2 <b>Professional Practice</b>	
	UZYS14-30-2 <b>Injury Assessment and Management 2</b>	
	UZYS1F-30-2 <b>Sports Performance Enhancement and Nutrition</b>	
	UZYSWY-15-2 <b>Motor Control and Learning</b>	
Compulsory Modules		Interim Awards
Year 3	UZYS1G-15-3 <b>Psychology of Sports Injury</b>	BSc Sport Studies
	UZYSYU-30-3 <b>Research Studies for Physical Therapies</b>	Credit requirements 300 credits, at level 0 or above of which not less than 280 are at level 1 or above, not less than 100 are at level 2 or above and not less than 60 are at level 3 or above
	UZYS1H-30-3 <b>Advanced Sport Rehabilitation</b>	
	UZYS1J-15-3 <b>Exercise and Rehabilitation for Special Populations</b>	
	UZYS1K-30-3 <b>Fieldwork Placement</b>	Target/Highest Award BSc (Hons) Sport Rehabilitation Credit requirements 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.
		In order to be eligible to apply for BASRAT registration a student must graduate with a BSc (Hons) Sport Rehabilitation

**GRADUATION**

**Part time: The course is not offered on a part time basis.**

## Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions: The UCAS points tariff will be reviewed on a regular basis and published for new applicants. However, an applicant to this programme will typically have: an A-level Grade C (or equivalent) in Biology or PE; one other science subject; and GCSEs in English Language, Maths and Double Science at grade C or above.

OR

Access Diploma (refer to UWE website for requirements)

OR

UWE / City of Bristol Foundation Programme for Health Professions

OR

International Baccalaureate 28 points with at least grade 6 in Biology

Non-standard applicants will be considered on an individual basis, but are expected to show evidence of recent, successful study within the past 3 years at an appropriate level in a relevant subject area, e.g. Biology at A2 Level; Open University module SK277 (Level 2)

Applicants whose first language is not English must have a minimum IELTS score of 7 overall with a minimum of 6.5 in any section.

As well as meeting the academic entry requirements, applicants should meet the following selection criteria:

**Health Assessment/Declaration** - applicants must be in good health. Those offered a place are required to complete a questionnaire and be prepared to undergo a medical examination if necessary.

**Disclosure of Criminal Background** - the Rehabilitation of Offenders Act 1974 does not apply and all convictions, including those which are spent, must be disclosed. This is in accordance with the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Applicants who are offered a place must undergo a Disclosure and Barring Service (DBS) check and will be required to complete a Disclosure Application Form. All information will be treated in confidence and only taken into account when absolutely necessary.

**Interview** - shortlisted applicants may be invited to attend an interview.

**Completing the Application Form** - We will be looking for applicants committed to a career in Sport Rehabilitation. You should clearly demonstrate in the 'personal statement' section of the application form your commitment to the course by saying why you want to study sport rehabilitation and describing any relevant work experience gained to date.

***Only modules completed from an accredited BASRaT course can be considered for recognition of prior learning.***

## Part 8: Reference Points and Benchmarks

### The Framework for Higher Education Qualifications

The learning outcomes have been developed with reference to the qualification descriptors used in the QAA Framework for Higher Education Qualifications. In particular, the learning outcomes for the modules at Final Year are considered consistent with the QAA's descriptor for a higher education qualification at level 6: Bachelor's degree with honours. Graduates of the programme achieving an Honours classification will have developed a systematic understanding of key aspects of sport rehabilitation and exercise prescription. In addition, graduates will have developed analytical techniques, problem-solving skills and communication skills that can be applied to a range of employment opportunities.

### Subject Benchmark Statements

The programme was also developed with particular reference to Health Studies 2008 and Hospitality, Leisure, Sport and Tourism 2008 QAA subject benchmark statements.

#### Health Studies

The Health Studies subject group incorporates a diverse range of programmes that focus on health, wellbeing and illness in a variety of contexts and perspectives. Sport Rehabilitation aligns closely with a number of the common themes highlighted as being at the heart of programmes within this subject group. Particularly, the programme delivers knowledge and skills required to address the needs of a continuum of health (from general health to athletic performance to selected disease conditions) is described through the three years of the programme.

Examples of benchmark statements used to inform programme design include that upon graduation student should be able to: "demonstrate a comprehensive knowledge base in selected subject areas that inform health and wellbeing" (UZYSXW-30-1 Exercise and Biomechanics, UZYSY7-30-2 Sports Performance Enhancement and Nutrition, UZYSWY-15-2 Motor Control and Learning, UZYSY9-15-3 Exercise and Rehabilitation for Special Populations); "show a critical understanding of the diversity and changing nature of determinants of health and the controversies that attend them"; and "Critically analyse contemporary issues at the forefront of health and wellbeing" (taught specifically in UZYSXW-30-1 Exercise and Biomechanics, UZYSWY-15-2 Motor Control and Learning, and UZYSY9-15-3 Exercise and Rehabilitation for Special Populations). "Apply an appropriate critical framework to use and evaluate research in health studies" (UZYSY5-15-2 Evidenced Based Sport Rehabilitation and UZYSYC-30-3 Research Studies for Physical Therapies).

#### Hospitality, Leisure, Sport & Tourism (HLST)

The broad HLST subject group includes all programmes concerned with sport, with the definition for the term sport coming from the Council of Europe's revised definition in 2001 as "all forms of physical activity which, through casual or organised participation, aim at expressing or improving physical fitness and mental well-being, forming social relationships or obtaining results in competition at all levels".

Specified curriculum content, including human anatomy and physiology, kinesiology, exercise physiology and exercise psychology, relate to modules at all levels of study (for example UZYSXV-30-1 Applied Anatomy for Physiotherapy and Sport Rehabilitation, UZYSXW-30-1 Exercise and Biomechanics, UZYSYB-15-3 Psychology of Sports Injury, UZYSY8-30-3 Advanced Sport Rehabilitation, and UZYSY9-15-3 Exercise and Rehabilitation for Special Populations). Three of the five key areas of study stated in the HLST benchmark statement map to this programme: human responses and adaptations to sport and exercise; performance of sport and its enhancement, monitoring and analysis and; health-related and disease - management aspects of exercise and physical activity. Examples of benchmark statements used to inform programme design include that upon graduation student should be able to: "appraise and evaluate the effects of sport and exercise intervention on the participant" and "show evidence of an ability to monitor health through exercise and prescribe appropriate interventions".

## Part 8: Reference Points and Benchmarks

### Mapping for professional accreditation

The British Association of Sport Rehabilitation and Trainers was consulted throughout the planning stages of the reaccreditation of this programme to give students eligibility of membership as Graduate Sport Rehabilitators. Specifically the BASRaT Education Framework 5<sup>th</sup> Edition was used in the mapping process.

### SEEC credit level descriptors (2010)

SEEC credit level descriptors have been used to establish the level of the programme and its modules, and to inform the learning outcomes and assessment criteria at level 4 (Cert. HE), level 5 (Dip. HE), and level 6 (BSc).

These credit levels descriptors inform the following areas:

- The development of subject specific knowledge and understanding, generic cognitive and intellectual skills, key/transferrable skills, and subject specific practical skills;
- Teaching, learning and assessment strategies that deliver, ensure and assess the attainment of these levels;
- The programme level learning outcomes that are reinforced by the modular learning outcomes, teaching, learning and assessment strategies described in individual module specifications.

### Teaching and Learning

This programme takes a student-centred approach to learning by allowing students to take control of aspects of their learning and providing a learning environment that stimulates active engagement and participation, while the module team facilitates this learning. Module learning outcomes have been designed to ensure that students meet the overall programme learning outcomes on completion of the programme.

A wide range of assessment methods are incorporated within the programme to cater for a diversity of approaches to learning. The programme team recognises the importance of both summative and formative assessments and feedback as an integral part of the learning teaching process. All assessments comply with university assessment regulations.

Technology Enhanced Learning (TEL) is integral to the subject matter within this programme. Many taught topics are technology-rich and TEL is also used to supplement learning and to help student learn through assessment. A range of modern technologies will be used across the programme. The need for proficiency and an emphasis on technology-aided skills was identified by employers (e.g. at stakeholders meeting and with skills active representatives; see below) and this feedback was used to inform the assessment strategy.

### UWE 2020 Strategy

This programme contributes to the four priority areas outlined within the UWE Bristol strategy 2020. Namely:

1. *Outstanding learning*: embedded throughout the programme is use of TEL, clinical placements and other experiential learning opportunities. This vocational programme focusses on applying theory to practice throughout, and has professional practice in all three years.

2. *Ready and able graduates*: a key driver in the design of the programme has been to give

## Part 8: Reference Points and Benchmarks

graduates of the programme key skills to go out and work in a wide range of sectors. Clinical placements through the degree will provide invaluable real-world experience and enable students to gain additional vocational qualifications (including sports massage and sports pitch side trauma management). Further vocational training/qualifications linked to voluntary opportunities, are available to students. In addition, the inclusion of enterprise and entrepreneurship as core curriculum components will enable graduates to be self-employed and have 'Any Qualified Provider' status.

3. *Research with impact*: research forms an important part of this programme, both in terms of informing the curriculum and in developing higher level cognitive skills. Research-active academic staff will play a key role in the development and delivery of the modules within this programme, bringing their areas of expertise. In addition, students will be taught research methods in year two and will get the opportunity to carry out a novel piece of research in their final year.

4. *Strategic partnerships, connections and networks*: in designing the programme, engagement with local stakeholders proved extremely fruitful and these connections will be invaluable in sourcing work experience for students as well as strengthening links between UWE and these stakeholders in Bristol, and the local community. The nature of this programme lends itself to partnerships at many levels, and offers exciting opportunities for students and staff alike.

### Consideration of feedback from stakeholders

The programme has developed a solid reputation in sport and exercise rehabilitation during which time ongoing consultation has taken place leading to the revalidation of the programme specification for Sport Rehabilitation. This has included consultation within the University (for example with staff at the Centre for Sport, library, professional practice office, careers, marketing and admissions staff, and TEL experts), and with external stakeholders, including clinical educators regarding alignment of the programme with relevant BASRaT qualifications.

Consultation with external stakeholders generated invaluable feedback on the usefulness and importance of this programme, and highlighted skills and qualifications that would enhance employability upon graduation. Stakeholders were very keen to be involved – both with the delivery of the programme, and through offering work experience opportunities.

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, available on the [University's website](#).