

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	University of the West of England
Delivery Location	City of Bristol College / Glenside and Frenchay Campuses, University of the West of England
Faculty responsible for programme	Health and Applied Sciences
Department responsible for programme	Allied Health Professions
Modular Scheme Title	Undergraduate
Professional Statutory or Regulatory Body Links	British Association of Sport Rehabilitators and Trainers (reaccreditation 2015)
Highest Award Title	BSc (Hons) Sport Rehabilitation
Default Award Title	BSc (Hons) Sport Studies (without BASRaT eligibility)
Fall-back Award Title	BSc Sport Studies
Interim Award Titles	DipHE Sport Studies CertHE Sport Studies
UWE Progression Route	
Mode(s) of Delivery	Full Time (with Foundation Year) – 4 year
Codes	UCAS: BC96 JACS: ISIS2: HESA:
Relevant QAA Subject Benchmark Statements	Health Studies 2008; Hospitality, Leisure, Sport and Tourism 2008.
CAP Approval Date	19 November 2015
Valid from	September 2016
Valid until Date	September 2022
Version	1

Part 2: Educational Aims of the Programme

Accessing university to study for a chosen health career is not always possible for some people – life events and lack of opportunity can preclude this. This 4-year programme is a unique, alternative route into higher education. The first year of this 4-year programme will be taken at level 0, and delivered in the main by City of Bristol College. It offers a widening participation opportunity to more mature people who have little or no academic background.

Part 2: Educational Aims of the Programme

It is designed to up-skill the individual to the appropriate entry level for studying for a degree in Sport Rehabilitation. Its year 1 (level 0) studies, taught mainly at City of Bristol College, aim to develop the necessary foundation sciences and concepts to underpin undergraduate studies from year 2 (level 1) onwards.

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
- 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

Part 2: Educational Aims of the Programme

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:

<i>Learning Outcomes:</i>	Module no: UZYRFK-15-0	Module no: UZYRGS-15-0	Module no: UZYRF8-15-0	Module no: UZYRGT-15-0	Module no: UZYREU-15-0	Module no: UZYRGU-15-0	Module no: UZYRGW-15-0	Module no: UZYRHK-15-0	Module No: UZYSXV-30-1	Module No: UZYSXW-30-1	Module No: UZYS1C-15-1	Module No: UZYS1A-15-1	Module No: UZYS1B-30-1	Module No: UZYSY4-15-2	Module No: UZYS1D-15-2	Module No: UZY13-15-2	Module No: UZYS14-30-2	Module No: UZYS1F-30-2	Module No: UZYSWY-15-2	Module No: UZYS1H -30-3	Module No: UZYS1J-15-3	Module No: UZYS1K-30-3	Module No: UZYS1G-15-3	Module UZYSYU-30-3
A) Knowledge and understanding of:																								
1. General Science that underpins the scientific aspects of the undergraduate programmes.					✓																			
2. Human Biology that provides a foundation for specific professional knowledge.	✓	✓																						
3. Research methods and their contribution to evidence-based health care						✓		✓																
4. Key concepts in Psychology and Sociology and their application to health and social care							✓																	
5. Numbers and how to manipulate them effectively				✓																				
6. Study skills and the use of IT	✓		✓																					
7. the theoretical basis of sporting injury, therapy and performance, which includes anatomical, physiological and biomechanical principles.									✓	✓	✓	✓	✓				✓	✓	✓	✓	✓			
8. the integration of academic and clinical knowledge in order to develop competency in the professional skills required of a sports rehabilitator													✓		✓	✓					✓		✓	

Part 3: Learning Outcomes of the Programme																			
9. clinical and critical reasoning, which underpins assessment of the sports person								√			√	√		√	√		√	√	√
10. the role of the sport rehabilitator within sports medicine and the coaching team											√	√		√	√	√	√	√	√
11. interprofessional working and research in relation to sports rehabilitation											√	√		√	√	√	√	√	√
12. current developments in sport (research, ethical, political, legal and clinical), which underpin best practice											√	√	√	√	√	√	√	√	√
(B) Intellectual Skills																			
1. Analyse and present information in an appropriate format				√	√														
2. Engage in discussion and explore alternative viewpoints					√														
3. Apply theoretical knowledge to the context of health and social care provision					√														
4. Demonstrate the capacity for enquiry								√											
5. Demonstrate a range of approaches to problem solving		√																	
6. Organise and manage own learning		√																	
7. Reflect on and evaluate own performance		√						√											
8. demonstrate skills required for academic study and enquiry								√	√	√	√	√	√	√	√	√	√	√	√
9. evaluate the effectiveness of sports rehabilitation intervention											√	√		√	√	√	√	√	√
10. demonstrate skills in critical evaluation of research											√	√	√						√
11. interpret a range of types of information (text/data/patient history/clinical examination)								√	√		√	√		√	√	√	√	√	√
12. utilise problem-solving in a range of contexts								√	√	√	√	√	√	√	√	√	√	√	√
13. synthesis information from various sources in order to gain coherent understanding of theory and practice								√	√		√	√		√	√	√	√	√	√
(C) Subject/Professional/Practical Skills																			
1. Undertake experimental work and document findings appropriately	√			√															
2. Utilise basic information retrieval skills	√							√											
3. apply effective assessment skills in relation to subjective and objective examination								√			√	√		√	√		√	√	
4. make judgments from verbal and physical clinical presentations of an individual and evaluate their needs using a problem-based approach											√			√	√		√	√	
5. plan, design and implement practical activities, using appropriate techniques, equipment and procedures									√		√	√		√	√	√	√	√	
6. apply effective therapeutic and rehabilitation skills to the management of sports persons, with continual analysis and evaluation of outcome and appropriate modification of intervention												√		√	√		√	√	
7. plan, design, execute and communicate a sustained piece of intellectual work using appropriate media									√			√		√	√		√	√	√

Part 4: Student Learning and Student Support

Year 1 (level 0) is delivered mainly at City of Bristol College, with years 2-4 (levels 1-3) being taught at Glenside Campus, UWE. This Programme is designed to enable students from non-traditional backgrounds to access higher education health care programmes. In order to support students in their aspirations, teaching support in year 1 is intensive – particularly in the module ‘Managing Numerical Data’. Whereas in the module ‘Introduction to Evidence in Practice’ students are expected to start to demonstrate their abilities as independent learners. This approach to graded lessening of teaching support has been demonstrated to work well with these students.

Students receive regular formative feedback in class based activities to facilitate the development of confidence in learning. Use of learning tools is also encouraged eg. MyMaths enables students to log and monitor their own progression. Students are given advice on how to improve marks -module and topic specific - and develop study skills required for their further undergraduate study. Students have access to the libraries of both institutions and similarly for access to Student Advisors. The Well-being Service at UWE is available for counselling, mentoring and individual health related support. There are similar health and welfare support services at City of Bristol College.

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).

In year 2, 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 advisors 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

Part 4: Student Learning and Student Support

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 that starts in the second year 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 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

Part 4: Student Learning and Student Support

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; lab work; 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.

Placement learning:

The programme includes extensive clinical placement, which is embedded throughout from year 2 level 1, 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.

Academic personal tutor.

Each student will have an Academic Personal Tutor (APT). During year 1 (level 0), this support will be provided by one of the City of Bristol College tutors. From year 2 (level 1), the APT will be a member of the UWE undergraduate programme team, who will facilitate students to manage the transition into level 1 at UWE, and progress from one stage/level to the next. Tutors will support students to:

- develop university level learning skills and styles
- develop the capacity for effective group work and learning with and from peers
- see the importance of a student's role in UWE life and as a member of their subject degree group
- develop a rounded appreciation of the student's academic programme and the connections between modules and the wider world
- plan the student's 'preferred future' and develop the graduate skills, attributes and abilities that will help students achieve their goals
- recognise, describe and demonstrate their academic achievements and graduate skills.'

Description of any Distinctive Features

Students can access UWE Glenside-based lecturers and facilities while undertaking this Programme of study – Glenside Campus has one of the best Libraries for Health and Social

Part 4: Student Learning and Student Support

Care in South West of England. This is in addition to the tutors and facilities based at City of Bristol College during year 1 (level 0).

Students can progress to level 1 of their undergraduate programme only on successful completion of the 120 credits specified at level 0

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:

Level 0:

The Programme recognises that adult learners seek assurance that their learning is appropriate and that they develop confidence in their developing knowledge and competences. The assessment of knowledge and understanding is undertaken by a variety of means including laboratory reports, written assignments, written examinations, projects, presentations and portfolios. Practical skills are assessed by the research process, written assignments, lab reports and portfolios. Transferable skills are assessed by vocational study, laboratory and experimental reports, presentations, word processed assignments and the production of a portfolio.

Summative assessments are complimented by a variety of formative assessments in each module. These include short peer-reviewed tests, class quizzes and mini presentations. The outcome of these enhances the student's growing understanding of topics, self-esteem and communication skills, which ultimately contribute to the overall module assessment.

Part 5: Assessment

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. 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:

Part 5: Assessment

Assessment Map for BSc (Hons) Sport Rehabilitation

		Type of 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
<p>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)</p> <p>Add further columns as necessary*</p>												
Compulsory Modules Level 0	Foundation Human Biology UZYRFK-15-0	A (70)						B (30)				
	Human anatomy and Physiology UZYRGS-15-0	A (70)						B (30)				
	Communication and Study Skills UZYRF8-15-0						A (25)	A (25)			B (50)	
	Managing Numerical Data UZYRGT-15-0	A (50) B (50)										
	Combined Sciences UZYREU-15-0	A (70)							B (30)			
	Research Basics UZYRGU-15-0	A (100)					B (P/F)					
	Social Sciences UZYRGW-15-0	A (50)						B (50)				
	Introduction to Evidence in Practice UZYRHK-15-0								A (100)			
Compulsory Modules Level 1	Sports Injury: Aetiology and Pathology (15 credit standard)						A 100					
	Injury Assessment and Management 1 (30 credit practice)					A P/F					B 100	

Part 5: Assessment

	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							
Compulsory Modules Level 2	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							
Compulsory Modules Level 3	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	Year 1	Compulsory Modules	Successful completion of all level 0 modules required to permit progression to level 1.
		UZYRFK-15-0 Foundation Human Biology	
		UZYRGS-15-0 Human Anatomy and Physiology	
		UZYRF8-15-0 Communication and Study Skills	
		UZYRGT-15-0 Managing Numerical Data	
		UZYRGW-15-0 Social Sciences	
		UZYREU-15-0 Combined Sciences	
		UZYRGU- 15-0 Research Basics	
		UZYRHK-15-0 Introduction to Evidence In Practice	
Year 2	Compulsory Modules	Interim Awards	
	UZYS1A-15-1 Sports Injury: Aetiology and Pathology	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 Injury Assessment and Management 1		
	UZYS1C-15-1 Human Physiology for Sport Rehabilitation		
	UZYSXW-30-1 Exercise & Biomechanics for Physiotherapy and Sport Rehabilitation		
	UZYSXV-30-1 Applied Anatomy for Physiotherapy and Sport Rehabilitation		
Year 3	Compulsory Modules	Interim Awards	
	UZYSY4-15-2 Business and Information Technology in Sport Rehabilitation	Diploma in Sport Studies 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	
	UZYS1D-15-2 Evidence Based Sport Rehabilitation		
	UZYS13-15-2 Professional Practice		
	UZYS14-30-2 Injury Assessment and Management 2		

	UZYS1F-30-2 Sports Performance Enhancement and Nutrition	
	UZYSWY-15-2 Motor Control and Learning	
	Compulsory Modules	Interim Awards
Year 4	UZYS1G-15-3 Psychology of Sports Injury	BSc Sport Studies
	UZYSYU-30-3 Research Studies for Physical Therapies	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 Advanced Sport Rehabilitation	
	UZYS1J-15-3 Exercise and Rehabilitation for Special Populations	
	UZYS1K-30-3 Fieldwork Placement	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: Applicants are selected from non-traditional backgrounds in line with University of the West of England's Widening Participation Policy. As a result they do not hold standard entry requirements. They are assessed at interview in terms of their understanding of the profession they have selected, demonstration of care and compassion, and a strong commitment to engage in four years of full-time study.

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.

Health Assessment/Declaration - applicants must be in good health. Those offered a place

Part 7: Entry Requirements

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 will be invited to attend an interview.

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).

Part 8: Reference Points and Benchmarks

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".

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 5th 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

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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 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.

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The City of Bristol College works closely with the University of the West of England and other stakeholders at a strategic level to provide a strong focus for widening participation within the City

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](#).