

# Prifysgol Wreccsam Wrexham University

## Module specification

When printed this becomes an uncontrolled document. Please access the **Module Directory** for the most up to date version by clicking on the following link: [Module directory](#)

Module Code	SIR413
Module Title	Professional Practice
Level	4
Credit value	20
Faculty	SLS
HECoS Code	100475
Cost Code	GACM

## Programmes in which module to be offered

BSc (Hons) Sports Injury Rehabilitation	Core
---	------

## Pre-requisites

n/a

## Breakdown of module hours

Learning and teaching hours	35 hrs
Placement tutor support	1 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>36 hrs</b>
Placement / work based learning	50 hrs
Guided independent study	114 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>For office use only</b>	
Initial approval date	25/6/24
With effect from date	01/09/24
Date and details of revision	
Version number	1

## Module aims

1. Introduction to the professional and ethical conduct in the context of a healthcare professional including record keeping in accordance with BASRaT.
2. Develop a multi-disciplinary, inter-disciplinary and collaborative approach for working as a Graduate Sports Rehabilitator.
3. Understand person-centred care with a focus on working alongside the patient for the best health outcomes, including an introduction to concepts of communication in a sports and healthcare setting.
4. Analyse performance through continuous professional development and reflective practice.

## Module Learning Outcomes - at the end of this module, students will be able to:

1	Describe the communication considerations when working with a service user.
2	Explain the importance of multi- and inter-disciplinary working in the best interest of the service user.
3	Demonstrate professional and ethical competency in accordance with BASRaT whilst on work-based learning.
4	Analyse own performance through self-appraisal.

## Assessment

### Indicative Assessment Tasks:

Assessment 1: Presentation - Students will undertake a 15-minute presentation that will demonstrate the effective use of communication for a Graduate Sports Rehabilitator, including multi- and inter-disciplinary working.

Assessment 2: Portfolio – Students will complete a portfolio which is aligned to BASRaT principles and demonstrates self-appraisal. This will include the completion of 50 hours of placement.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2	Presentation	100
2	3, 4	Portfolio	Pass/Fail



## **Derogations**

---

Students must pass all elements of assessment at 40% or above.

## **Learning and Teaching Strategies**

---

The module will be delivered using blended learning techniques and the universities Active Learning Framework (ALF). This will include lectures, seminars, peer-led discussions, tutorials, asynchronous tasks and online based quizzes/tasks. Regular feedback will be provided to support the student journey.

As part of the module students will undertake 50 hours of observational practice where they will be required to attend a relevant experience and complete portfolio tasks to support employability. Students will have tutorials with the module leader for support on placement. Formative feedback will be provided throughout the module to support students development.

## **Indicative Syllabus Outline**

---

Professionalism in Healthcare

Multi- and inter- disciplinary working

BASRaT Values and Principles

Scope of Practice

Time management and organisation

Reflective Practice

Continuous Professional Development

Communication in sport and healthcare

Motivational Interviewing

Health and safety

Risk assessment

Safeguarding



## Indicative Bibliography:

---

### Essential Reads

Pavord, E. and Donnelly, E. (2015), *Communication and Interpersonal Skills*. 2<sup>nd</sup> ed. Devon: Reflect Press.

Thomas, J., Pollard, K. and Sellman, D. (2014), *Interprofessional Working in Health and Social Care: Professional Perspectives*. 2<sup>nd</sup> ed. London: Palgrave Macmillan.

### Other indicative reading

British Association of Sports Rehabilitators and Trainers (BASRaT). (2013), *Standards of Ethical Conduct and Behaviour*. Available from:  
[https://basratprod.blob.core.windows.net/docs/profdocs/basrat\\_standards\\_of\\_ethical\\_conduct\\_and\\_behaviour\\_2013.pdf](https://basratprod.blob.core.windows.net/docs/profdocs/basrat_standards_of_ethical_conduct_and_behaviour_2013.pdf). [Accessed 13 May 2024.]

British Association of Sports Rehabilitators and Trainers (BASRaT). (2016), *Role Delineation of the Sports Rehabilitator*. Available from:  
[https://basratprod.blob.core.windows.net/docs/profdocs/basrat\\_role\\_delineation\\_gsr\\_new.pdf](https://basratprod.blob.core.windows.net/docs/profdocs/basrat_role_delineation_gsr_new.pdf). [Accessed 13 May 2024.]

Jasper, M. (2013), *Beginning Reflective Practice*. 2<sup>nd</sup> ed. Andover: Cengage Learning.

## Employability – The University Skills Framework

---

Each module and degree programme are designed to support learners as they develop their graduate skills aligned to the University Skills Framework.

Using the philosophies of the Active Learning Framework (ALF) our 10 skills are embedded within programmes complementing core academic subject knowledge and understanding. Through continuous self-assessment students own their individual skills journey and enhance their employability and career prospects.

This Module forms part of a degree programme that has been mapped against the [University Skills Framework](#)

Learners can use this document to identify where and how they are building skills and how they can develop examples of their success.

