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Date of validation event:	14 February 2019
Date of approval by Academic Board:	26 June 2019
Approved Validation Period:	<i>5 years from Sep 19</i>
Date and type of revision:	5 May 2020 – updated derogation and ML Sep 20 – aligned to Applied Sport and Exercise Science re-validation. Changes to modules. Feb 2021 – AM2 addition of a Foundation Year Sep 2021 AM2 – SIR401 Communication in Sport Health Care replaced with SIR407 Communication in Sport and Healthcare. SIR503 Functional Rehabilitation 1 replaced with SIR507 with same title. SIR504 Functional Rehabilitation 2 replaced with SIR508 with same title and derogation.

PART TWO PROGRAMME SPECIFICATION

BSc (Anrh) Adsefydlu Anafiadau Chwaraeon
BSc (Hons) Sports Injury Rehabilitation

BSc (Hons) Sports Injury Rehabilitation (with Foundation Year)
Diploma of Higher Education in Sports Injury Management & Massage
Certificate of Higher Education in Sports Injuries

- | | |
|----------|--|
| 1 | Awarding body
Glyndwr University |
| 2 | Programme delivered by
Glyndwr University |
| 3 | Location of delivery
Plas Coch Campus, Wrexham |
| 4 | Faculty/Department
Faculty of Social & Life Sciences |

5	Exit awards available
	<ol style="list-style-type: none"> 1. Certificate of Higher Education in Sports Injuries 2. Diploma of Higher Education in Sports Injury Management & Massage 3. BSc (Hons) Sports Injury Rehabilitation (with Foundation year) 4. BSc (Hons) Sports Injury Rehabilitation or 5. BSc (Hons) Sports Injury Rehabilitation with eligibility to apply for Graduate Membership with BASRaT
6	Professional, Statutory or Regulatory Body (PSRB) accreditation <p>The British Association of Sports Rehabilitators & Trainers (BASRaT) is the professional regulator/awarding body and approval leads to eligibility for graduates to apply for Graduate Sports Rehabilitator (GSR) status. Approval provides evidence of the programme meeting the BASRaT Educational Framework (2018, 8th Edition). It is intended to replace the Federation of Holistic Therapists (FHT) with the Sports Massage Association (SMA) as an option for an accrediting body for the sports massage qualification embedded within the programme. BASRaT have confirmed approval of the programme for the 2019-2020 cohort and will review in July 2020 in order to extend approval to the remaining delivery period.</p> <p>This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.</p>
7	Accreditation available <p>Students who complete and pass all elements of the programme (including >80% attendance for every module) will be eligible for full (GSR) membership of BASRaT. Students may also be eligible for optional full membership with the SMA on successful completion of their Level IV Sports massage course hopefully in their second year of studies.</p>
8	Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) <p>Conditions for accreditation by BASRaT as previously mentioned above. If students do not achieve all the BASRaT criteria for accreditation, they may still graduate with a BSc (Hons) without BASRaT GSR status.</p>
9	JACS3 / HECoS codes <p>C630/100475</p>
10	UCAS code <p>12MG SIFY (with Foundation Year)</p>
11	Relevant QAA subject benchmark statement/s <p>QAA Subject Benchmark Statement for Events, Hospitality, Leisure, Sport & Tourism (QAA EHLST, 2016) https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/sbs-events-hospitality-leisure-sport-tourism-16.pdf?sfvrsn=159df781_10</p>

12 Other external and internal reference points used to inform the programme outcomes

Quality Assurance Agency Framework for Higher Education Qualifications (QAA, 2014)
WGU Strategy for Supporting Student Learning and Achievement (SSSLA, 2018)
BASRaT Educational Framework (2018, 8th Edition)
Skills for Health (2018) National Occupational Standard for Sports massage Therapy
Sports Massage Association (2017) Accreditation Application Pack
Sports Massage Association (2016) Qualification Assessment criteria for course Accreditation.
Sports Massage Association (2014) Code of Ethics and Conduct.
Higher Education Academy (HEA, 2015) FrameWORKS: Essential framework for enhancing student success
National Union of Students (NUS, 2015) Assessment & feedback benchmarking tool.

13 Mode of study

Full time

14 Normal length of study for each mode of study

Note that students are not eligible for funding for a postgraduate qualification if the duration of the part time route is more than double the duration of the full-time route.

3 years (maximum 5 years)

15 Language of study

English

16 Criteria for admission to the programme

Standard entry criteria

Entry requirements are in accordance with the University's admissions policy https://www.Glyndwr.ac.uk/en/Howtoapply/Admissionspolicies/7_Admissions%20Policy%20-%20October%202018%20revision%20final.pdf

The University's entry requirements are set out at <http://www.Glyndwr.ac.uk/en/Undergraduatecourses/UCAStariffchange2017/>

<u>Foundation Year/FdA/FdSc</u>	<u>48 Tariff points and /or relevant experience</u>
<u>3-year Bachelor</u>	<u>112 Tariff points</u>
<u>Integrated Masters</u>	<u>120 Tariff points</u>

BASRaT Accreditation strongly recommends student admission criteria of a minimum of 112 UCAS points. (see comments in non-standard entry criteria below)

International entry qualifications are outlined on the [National Academic Recognition and Information Centre \(NARIC\)](#) as equivalent to the relevant UK entry qualification.

In addition to the academic entry requirements, all applicants whose first language is not English or Welsh must demonstrate English language proficiency.

European students are able to provide this evidence in a number of ways (please see <http://www.Glyndŵr.ac.uk/en/Europeanstudents/entryrequirements/> for details), including IELTS.

International students require a UKVI Approved Secure English Language Test (SELT) (please see <http://www.Glyndŵr.ac.uk/en/Internationalstudents/EntryandEnglishLanguageRequirements/> for details).

DBS Requirements

All applicants successful in being offered a place on the programme will be subject to a satisfactory DBS clearance undertaken by Glyndŵr University covering work with both adults and children, and payment of appropriate fee. Failure to declare a conviction, which is subsequently revealed by security screening may result in exclusion from the programme. The nature of declared convictions is taken into consideration following University procedure through a panel which includes programme lecturer, clinician and chaired by Professional Lead. ***If due to the panel, a candidate with item(s) on DBS is accepted onto the programme, consideration will have been made regarding their BASRaT Graduate Sports Rehabilitator membership and employability.*** In line with the University Disciplinary Procedure for Students all students are required to disclose a criminal record acquired either before or during the student's enrolment with the University.

Non-standard entry criteria and programme specific requirements

BASRaT Accreditation strongly recommends accepting students with a minimum of 112 UCAS points.

We will expect applicants to normally have achieved a minimum of 5 GCSE passes (A*-C, or 9-4) to include Maths, Science and English/Welsh (if first language) or equivalent.

For those whom English or Welsh is not their first language, evidence of good command of written and spoken English to IELTS 6.0 is required.

Evidence of recent relevant academic study if above has been gained more than 5 years prior to applicant commencement.

Demonstration of insight into the Sports Rehabilitator role in a variety of settings.

Occupational Health Clearance

All applicants successful in being offered a place on the programme will be subject to satisfactory occupational health clearance due to the nature of clinical work and potential placements in an NHS/other healthcare setting. This also includes a

requirement for relevant immunisations prior to securing a place. This is carried out between an occupational health provider through a service level agreement between the university and provider.

It may be beneficial and is recommended that students hold a full UK driving licence and use of car as this will maximise practice placement opportunities throughout the duration of the course.

17 Recognition of Prior (Experiential) Learning

Applicants may enter the programme at various levels with Recognition of Prior Learning (RPL) or Recognition of Prior Experiential learning (RPEL) in accordance with the [University General Regulations](#). Any programme specific restrictions are outlined below:

Programme specific restrictions

BASRaT (2018, p. 34) does not condone the RPEL of any part or full previous study unless from another BASRaT accredited programme.

BASRaT Educational Framework (2018, 8th Ed, upon which this programme is set), indicate that all assessed criteria must be passed for students to achieve the BASRaT recognised Graduate Sports Rehabilitator (GSR) qualification (p.33). This specifically applies to practice hours (minimum 400hours over programme) and key progression markers such as a pitch-side trauma first-aid course. Finally, BASRaT insist on students achieving a minimum of 80% attendance on every module.

For optional SMA Accreditation, the Level IV sports massage module requires students to complete an additional 100 hours massage practise to qualify.

18 Aims of the programme

To develop students into Graduate Sports Rehabilitators who:

- Practise within the core areas of sport rehabilitation
- Manage individual workloads and work inter-professionally to optimise the care of their clients
- Deliver sport injury rehabilitation in response to their client's needs
- Consider the wider holistic elements of health and wellbeing and how they affect recovery from injury
- Demonstrate and apply wider understanding/theoretical principles affecting sports rehabilitation
- Encourage and engage in relevant evidence-based healthcare
- Respond and adapt to the changing climate of sports rehabilitation
- Practise and promote Continuing Professional Development (CPD)
- Practice safely, competently and confidently to ensure they meet the exacting standards of becoming a Graduate Sports Rehabilitator (BASRaT)

(Ref: BASRaT, 2018, p.13 & QAA EHLST, 2016, p. 19-20)

19 Distinctive features of the programme

This new programme BSc (Hons) Sports Injury Rehabilitation will support students with a focus on widening participation in the North Wales and surrounding regions, working in partnership with the local sports facilities/employers, rehabilitation services & the wider community. It is anticipated that many of the students will be adult learners that reside locally.

The programme will comprise of all the essential elements of Sports Rehabilitation (as per BASRaT Educational Framework, 2018 & Sports Massage Association Assessment Criteria, 2016), but will also prepare students for the integrated sports and injury rehabilitation field within the wider community and more focused environments such as sports teams, fitness to work and health promotion in these settings. It will also have a focus on the wider variables and impact of sports injuries in respect of the biological, psychological, cultural and social factors that impact on the health and wellbeing of individuals. The importance of having a person-centred approach to care/treatment modalities will be addressed and taking into consideration of the importance of motivational interviewing/communication.

The programme will benefit from the close alignment with the highly successful Sports suite of programmes and the Physiotherapy programme and there will be a shared approach to recruitment to the programme, module delivery and placement planning where appropriate. This interprofessional approach to learning and teaching resonates with the contemporary delivery in practice and will enhance the employability of the graduate (SSSLA, 2018). Some taught modules will have shared delivery so that students can share and reflect on experiences together, encouraging collaborative working with sports teams and pitch-side. The proposed accreditation of the programme with both BASRaT and the SMA will offer students a distinct advantage directly linked to their future employability on graduation.

20 Programme structure narrative

The programme offers students an opportunity to study sports injury rehabilitation and graduate with accreditation status from BASRaT and the SMA, thereby helping to enhance their employability. This is a full-time programme which operates over two semesters: October – January and February – May, with resubmissions or resits usually held in August. The expectation from both the Programme Team and BASRaT is that students will attend/engage with maximum drive and determination to ensure the fullest opportunities of the course are realised. There is an expectation that all students will attend all the timetabled contact sessions (min. 80% attendance required on every module for BASRaT pass), group directed study, self-directed study and a **minimum of 400 hours of placement as is required for application for membership of BASRaT** (BASRaT, 2018).

Students enrolled on this programme are to adhere to the BASRaT Professional Practice & Behaviour Guidelines in their Educational Framework (2018). This is fundamental to the work-based practice in both the on-site clinic at the University and off-site at clinical and sports work-based placements.

All students are expected to achieve the **minimum 400 hours** of practise (see below) but are to be encouraged to expand their exposure and experience whenever possible. Collaboration with the sports programmes for some of the modules may assist students networking to facilitate additional opportunities.

Students must pass all placement hours/modules to progress through levels and for recognition as a Graduate Sports Rehabilitator (BASRaT, 2018). **Students must accrue a minimum of 400 successfully assessed hours for membership** (BASRaT, 2018).

The optional SMA accreditation will require all Level IV sports massage students to complete 100 hours in practise.

Year 1 – Level 4 has minimum 50 hours practice allocated

Year 2 – Level 5 has minimum 150 hours practice/placement allocated

Year 3 – Level 6 has minimum 200 hours practice/placement allocated

The BSc (Hons) Sports Injury rehabilitation programme is delivered over a full-time academic calendar and offers the following potential exit points:

- Certificate of Higher Education in Sports Injuries (Completion of all Level 4 modules)
- Diploma of Higher Education in Sports Injury Management & Massage (Completion of all Level 4 & 5 modules and the potential for SMA accreditation)
- BSc (Hons) Sports Injury Rehabilitation (Completion of all Level 4, 5 & 6 modules without meeting BASRaT GSR eligibility criteria but have potential for SMA accreditation))
- BSc (Hons) Sports Injury Rehabilitation with eligibility to apply for Graduate Membership with BASRaT (Completion of all Level 4, 5 & 6 modules and meet all the criteria for recommendation to BASRaT to be accredited as a Graduate Sports Rehabilitator). Graduates would only be able to practise as Rehabilitators on approval of and membership to BASRaT.

The programme has been developed with full BASRaT and SMA accreditation in mind to enable all graduates to practise to their fullest potential. Two specific elements of the programme directly linked to this are the Level IV Sports Massage qualification (accredited by the SMA), and the Pitch-Side (trauma) First-Aid qualification (accredited by BASRaT). Both elements are significant additions to graduates' portfolios and boost their employability in line with sector expectations.

21 Programme structure diagram

Level 4

Mod Title	Communication in Sport and Healthcare	Mod code	SIR407	Credit value	20	Core/Option	Core
Mod Title	Sports Massage	Mod code	SIR405	Credit value	20	Core/Option	Core
Mod Title	Introduction to Anatomy and Physiology	Mod code	SIR402	Credit value	20	Core/Option	Core
Mod Title	Introduction to Research Skills	Mod code	SIR406	Credit value	20	Core/Option	Core
Mod Title	Professional Practise in Public Health	Mod code	SIR403	Credit value	20	Core/Option	Core
Mod Title	Sports Injury and MSK assessment	Mod code	SIR404	Credit value	20	Core/Option	Core

Level 5

Mod Title	Functional Rehabilitation 1	Mod code	SIR507	Credit value	20	Core/Option	Core
Mod Title	Injury Treatment Modalities	Mod code	SIR505	Credit value	20	Core/Option	Core
Mod Title	Sports Psychology 2	Mod code	SIR506	Credit value	20	Core/Option	Core
Mod Title	Physiology: Training and Testing	Mod code	SIR502	Credit value	20	Core/Option	Core
Mod Title	Functional Rehabilitation 2	Mod code	SIR508	Credit value	20	Core/Option	Core

Mod Title	Evidence Based Practice	Mod code	SIR501	Credit value	20	Core/Option	Core
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Level 6

Mod Title	Research Proposal	Mod code	SIR604	Credit value	40	Core/Option	Core
Mod Title	Integrated Clinical Practise in Sports	Mod code	SIR603	Credit value	40	Core/Option	Core
Mod Title	Advanced Rehabilitation and Management	Mod code	SIR601	Credit value	20	Core/Option	Core
Mod Title	Clinical Reasoning	Mod code	SIR602	Credit value	20	Core/Option	Core

22 Intended learning outcomes of the programme

On completion of the following levels, students will be able to:

Knowledge and understanding

	Level 4	Level 5	Level 6 Honours Degree
A1	Define sports injury rehabilitation & the values that underpin contemporary practise.	Examine the values and professional practice in sports rehabilitation and related healthcare sector.	Compare the principles of current knowledge underpinning practise in injury rehabilitation and closely associated fields.
A2	Describe and employ safe judgements in practice, underpinned by robust evidence from the sports rehabilitation sector.	Demonstrate and analyse safe and competent clinical judgements in practise which can be linked to underpinning relevant evidence.	Critically evaluate evidence-based practice and reaching safe, competent and confident judgements to offer best care for all clients.
A3	Recognise and explain the relevant anatomy and physiology of human dysfunction to identify underlying pathology relevant to injury rehabilitation.	Examine analyse the clinical signs of human disease and dysfunction to assist in recognising contra-indications, red flags, injury and underlying pathology in sports rehabilitation practise.	Critically appraise contemporary practice in normal/abnormal human function and movement, managing effective assessment to plan and justify injury rehabilitation treatment.
A4	Identify and conform to the laws that govern/regulate healthcare and particularly those that relate to sport rehabilitation practice.	Distinguish how the legal and ethical frameworks in sports rehabilitation sector apply to their clinical practise.	Manage and continually appraise all practise in an ethical and legally competent manner.

Intellectual skills

	Level 4	Level 5	Level 6 Honours Degree
B1	Review data and literature to support their academic studies in the sports injury rehabilitation sector.	Interpret and analyse current evidence from the field of sports injury rehabilitation in their academic and practical work.	Plan and create an extended piece of evidence-based research/scholarly activity directly relevant to the field of sports injury rehabilitation.
B2	Review and record their own professional development through reflective practice.	Question and reflect upon academic and professional issues linked to contemporary practice in sports rehabilitation.	Critically appraise their own emerging professional practice utilising effective personal reflection.
B3	Employ information technology to enhance learning and development	Practise effective decision making to inform focussed practice when accessing	Compare and assess relevant technological options with reasoned argument for contemporary application to their practice.

	Level 4	Level 5	Level 6 Honours Degree
		technological developments in the sports rehabilitation sector.	
B4	Identify their responsibility for autonomous learning and continuous professional development	Demonstrate effective problem-solving skills to support their autonomous learning and continuous professional development.	Evaluate the importance of continuing professional development & the improvement in your practice as a graduate sports rehabilitation.

Subject skills

	Level 4	Level 5	Level 6 Honours Degree
C1	Recognise the impact of cultural and personal differences of individuals may have on your practice and their attitudes or behaviour towards your care.	Demonstrate respect and dignity for all individuals by acknowledging their unique needs, preferences, values and independence in shaping the sports rehabilitation you deliver.	Evaluate the respect and dignity delivered to all clients in a wide range of settings, ensuring optimal treatment outcomes.
C2	Discuss and review the health-related benefits of exercise when linked to disease management.	Demonstrate an ability to monitor health through exercise and prescribe appropriate interventions.	Critically assess the benefits/drawbacks of national 'exercise' prescription or other similar schemes and their impact within the sports rehabilitation sector.
C3	Identify and apply the skills required to observe human sports and identify exercise patterns/injury rehabilitation as required.	Practise and differentiate the skills required to monitor and evaluate human responses to sport, exercise and injury rehabilitation.	Appraise and revise their skills/practise in the management of sports injury rehabilitation linked to contemporary evidence.
C4	Define and use appropriate assessment and planning skills to provide the best care for every client.	Apply appropriate assessment and planning skills, considering the individual and occasionally complex needs of every client.	Assess and evaluate the individual and complex needs of clients, recognising conflicts of interest and remaining an advocate for their needs always.

Practical, professional and employability skills

	Level 4	Level 5	Level 6 Honours Degree
D1	Identify the importance of accurate assessment and re-assessment to plan and justify sports massage.	Apply the correct sports massage techniques to meet the desired outcomes for a variety of client groups.	Design sports massage applications; manage client treatments and critically evaluate treatment effectiveness.
D2	Discuss specific sports injury rehabilitation techniques and their application in current practice, linking theory to your clinical practise.	Apply sports injury rehabilitation practice skills to maintain contemporary standards in professional practice.	Critically plan and revise their own sports rehabilitation practice skills within contemporary injury management.

D3	Identify and practice generic practical and technical skills used in sports rehabilitation practice such as: preparing treatment areas, effective communication, position of client, maintaining client dignity & privacy.	Apply the generic skills to contemporary sports rehabilitation practice such as: assessment, planning, implementation and evaluation of core injury patterns, providing clients with lifestyle information	Evaluate and estimate their responses to the changing industrial demands within sports injury rehabilitation sector.
D4	Recognise and explain a range of communication skills and applications in the field of sports rehabilitation.	Examine and demonstrate a range of communications skills when working with clients, and relevant to sharing information with both specialist and non-specialist audiences in the sports rehabilitation sector.	Critically evaluate a range of communication skills to share information with both specialist and non-specialist audiences in sports rehabilitation.
D5	Recognise the principles of their own scope of practice and identify when to refer clients to other healthcare professionals.	Compare the scope of practice of associated healthcare professionals to whom a referral would benefit the client with a sports injury.	Assess the unique skills and abilities of other healthcare professionals when working within a multidisciplinary team to achieve positive injury rehabilitation outcomes for all clients.

23 Curriculum matrix

For successful completion of Certificate of Higher Education in Sports Rehabilitation Studies, students will achieve the following Level 4 learning outcomes:

For successful completion of Diploma of Higher Education in Sports Rehabilitation & Massage, students will achieve the following Level 4 and Level 5 learning outcomes:

For successful completion of BSc (Hons) Sports Injury Rehabilitation or BSc (Hons) Sports Injury Rehabilitation with eligibility to apply for Graduate Membership with BASRaT, students will achieve the following Level 4, 5 and 6 learning outcomes:

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	<i>D5</i>
Level 4	Communication in Sports Health Care	Core	■	□	□	□	■	■	■	■	■	■	□	□	□	□	■	■	□
	Introduction to Anatomy & Physiology	Core	□	□	■	□	■	□	■	□	■	■	■	□	■	□	■	■	□
	Sports Injury & MSK Assessment	Core	■	■	■	■	■	□	■	□	■	■	■	■	■	■	■	■	■
	Introduction to Research Skills	Core	□	□	□	□	■	■	■	■	□	□	□	□	□	■	□	■	□
	Sports Massage	Core	■	■	■	■	■	□	□	■	■	□	□	■	■	■	■	■	■
	Professional Practise in Public Health	Core	■	■	□	■	■	□	■	■	■	□	□	□	■	■	■	■	■
Lev	Functional Rehabilitation 1	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Functional Rehabilitation 2	Core	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	<i>D5</i>
	Sports Psychology 2	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Investigating the Evidence Base	Core	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Physiology Training and Testing	Core	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Injury Treatment Modalities	Core	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Level/6	Research Proposal	Core	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Integrated Clinical Practise in Sports	Core	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Advanced Rehabilitation & Management	Core	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Clinical Reasoning	Core	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

24 Learning and teaching strategy

The learning and teaching strategy will aim to deliver a 'relevant curriculum' to facilitate the development of knowledge and skills that enable our graduates to enter the world of work successfully (SSSLA, 2018). Much of the focus is upon building their theoretical knowledge that is essential to underpinning their clinical/professional practise in the world of sport injury rehabilitation (BASRaT, 2018). The delivery of content will focus on wide range of activities that will resonate with students' individual learning styles, develop and encourage reflection and critical thinking that will lead to lifelong learning. Interactive lectures, group tutorials, practical group work, presentations, case studies and peer led sessions are some of the approaches that will be used to develop the communication, teamwork, study skills and learning to become successful and employable graduates.

The collaborative approach to be initiated with this programme will see the sports injury rehabilitation students mix on four key modules across Levels 4 and 5 with the sports (coaching, football and science) programme students. This move is aimed at offering the students the 'high challenge with high support' facet of great teaching as advocated in the SSSLA (2018). It is envisaged that students from both programmes will embrace the opportunity to study together, but more crucially play sports or work together in their chosen fields of study.

The teaching and learning will have a strong emphasis on the development of practical skills which are pivotal to becoming a successful practitioner. The learning of practical skills will be arranged in small groups with the students alternatively taking roles as the practitioner, model and critique. This enables the students to practice their skills with feedback from peers and teachers. BASRaT recommend staff to student ratio of 1:20 to be adhered to for practical sessions.

This strategy will help to enable students to progress the level of cognitive complexity in their learning with regular analysis, synthesis and evaluation in an organic fashion (QAA EHLST, 2016). The student should move through key stages of development:



During induction week students will receive an introduction to first aid, which will include basic life support training.

25 Work based/placement learning statement

The Graduate Sports Rehabilitator's education is informed by the BASRaT Educational Framework and the SMA. Students must complete a minimum of 400 hours of practice-based education (BASRaT, 2018).

During Level four students will complete a period of observational practice of a minimum of 50 hours. During Level 5 and Level 6, students will complete professional practice placements in both clinical and sports rehabilitation settings. The total number of clinical hours will be minimum 400 hours (table 1 summarises the hours). Where professional studies practice hours are not the standard Monday to Friday 9 – 5 pattern students will be expected to complete the patterns of work commensurate with the placement.

Table One – Summary of Clinical Hours

Years	Duration in hours
Year 1 – Level 4	Min. 50 hours (observational)
Year 2 – Level 5	Min. 150 hours
Year 3 – Level 6	Min. 200 hours

Students will be required to demonstrate exposure to practice in both the clinical and sports sector to meet BASRaT Graduate Sports Rehabilitator status. As students' progress through their placements, they move from observing practice to participating in interventions, taking on clients with progressively less assistance leading to the ability to work as sports injury rehabilitation graduates on qualification.

Students will be encouraged to self-source placement opportunities in a wide variety of clinical and sports settings. If students are unable to source a placement they will be supported by the programme team to assist in this regard. Students will be allocated a member of the programme team as their placement liaison within the university. These staff will arrange placement handbook provision and mentoring for clinical educators. All placements will receive a placement visit from a member of the programme team annually as a minimum. As a bank of placement opportunities develops the programme team will work to ensure that students receive a wide variety of exposures as possible.

University Suitability to practise regulations/ guidance will be used to support decision making for students struggling in practise.

26 Welsh medium provision

The programme is delivered predominantly through the medium of English. Proficient Welsh speakers can seek placement opportunities in communities who are predominantly Welsh speaking. The programme team will support Welsh

speaking students by offering personal tutorial and non-academic support to Welsh speakers in Welsh. Students are entitled to submit assessment in Welsh and the programme team will support/accommodate Welsh speakers wishing to present in Welsh by providing translation services.

Non-speaking Welsh students can be provided with conversational Welsh language sessions which are tailored to health and social care contexts. This is to enable them to have an appreciation of conversational Welsh during placement experience in Wales.

27 Assessment Strategy

Following the SSSLA (2018) key theme of 'Innovative Assessment', the Programme Team have attempted to ensure a variety of assessment types that are relevant and accessible for all students. The assessment types encompass the skills required for a Sports Injury Rehabilitation graduate include: practical examination, critical reflection, presentations, laboratory reports, and the programme is completed with an OCSE (an observed structured clinical examination) in line with BASRaT recommendations (2018).

The assessments are aligned to the programme learning outcomes assuring external reviewers that they are 'fit for purpose' and assist the student to observe their achievements (HEA, 2015). The nature of the assessments is 50:50 practice or practical exam based alongside the more academic/traditional strategies. The practice-based assessments increase at Level 6 and are designed to cover skills that are highly beneficial/desired by employers of the graduating student (NUS, 2015). Practice-based supervisors/mentors and external assessors will ensure professional judgements offer confidence in the standard of student academic achievements (NEA, 2015). Together these elements ensure programme graduates acquire the transferable skills to increase their employability and security (QAA EHLST, 2016).

The assessment submission dates have been carefully planned within the timetable of the programme to ensure a balance of workload throughout the programme and the ability for the student to focus on practice placement periods (NUS, 2015). This is further supported by developing a programme with 20 credit modules directly linked to the programme learning outcomes to embed the themes especially through the first two years (developing their skills from safe to safe and competent). It is at Level 6 where students move towards more continued and comprehensive 40 credit modules, enabling them to prepare for larger projects and consolidate their learning to become safe, competent and confident graduates.

E-assessment and e-feedback tools are strongly embraced by the programme team wherever possible and appropriate (SSSLA, 2018). Information regarding all assessments is published in the Programme Handbook and module handbooks, as well as being accessible via the VLE which students are strongly encouraged to embrace. Individual feedback is available to every student and there are opportunities for students to discuss their progress or any difficulties with programme staff, be that the module tutor/leader, personal tutor or programme leader (NUS, 2015 & SSSLA, 2018).

Formative assessment opportunities are embedded into the programme regularly and encourages students to reflect on their progress (NUS, 2015). However, the Programme Team are mindful that assessment, especially formative assessment, can be an imprecise process but one that offers immeasurable benefit to the students (HEA, 2015). A combination of case studies, quizzes, mock examinations and presentations, all supported by peer learning, offer a variety of opportunities for all students to continually develop their knowledge and skills.

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
Level 4			
SIR407 Communication in Sport and Healthcare	Oral Assessment	30 mins	Year 1 End of Sem 1
SIR404 Sports Injury & MSK Assessment	Practical Exam 100%	30 mins	Year 1 End of Sem 1
SIR402 Introduction to Anatomy & Physiology (Sports)	Multiple Choice Questions 50% Report 50%	2 hours 2400 words	Year 1 End of Sem 2
SIR406 Introduction to Research Skills	Multiple Choice Questions 50% Report 50%	1 hr	Year 1 End of Sem 2
SIR405 Sports Massage	Portfolio 50% Practical Assessment 50%	3000 words 30mins	Year 1 End of Sem 2
SIR403 Professional Practise in Public Health	Portfolio including written reflection 100% Placement - min 50 hours in Practice (Derogation)	2000 words Pass/fail	Year 1 End of Sem 2

Level 5			
SIR507 Functional Rehabilitation 1	Practical 60% Exam 40%	30 mins 30 mins	Year 2 End of Sem 1
SIR505 Injury Treatment Modalities	Practical exam 100%	30 mins	Year 2 End of Sem 1
SIR508 Functional Rehabilitation 2	Portfolio 50% Practical 50% (Derogation)	2500 words 45 mins	Year 2 End of Sem 2
SIR501 Investigating the Evidence Base	Essay	2500 words	Year 2 End of Sem 2
SIR506 Sports Psychology 2	Presentation 80% Essay 20%	30 mins 1000 words	Year 2 End of Sem 2
SIR502 Physiology: Training and Testing	Report 50% Exam 50%	2 hours	Year 2 End of Sem 2
Level 6			
SIR601 Advanced Rehabilitation & Management	Practical Exam 100%	30 mins	Year 3 End of Sem 1
SIR603 Integrated Clinical Practice in Sports	2 x Reflective case studies	2 x 1500 words	Year 3 End of Sem 1
	Practice portfolio	Pass/fail	End of Sem 2
	Placement - min. 150 hours over year 3	Pass/fail	End of Sem 2
SIR604 Research Proposal	Poster/ presentation	30mins/7000 words	Year 3 End of Sem 2
SIR602 Clinical Reasoning	OSCE	45 mins	Year 3 End of Sem 2
	Placement document	Pass/fail	
	ICIS First Aid course	Pass/fail	

28 Assessment regulations

Regulations for UG Bachelor degrees, Diplomas and Certificates apply to this programme.

Derogations

Credits shall be awarded by an Assessment Board for those modules in which a pass mark (40% unless a different pass mark has been approved by Academic Board) or a pass grade has been achieved and all elements of assessment have

been attempted. The exception to this is that students on BSc (Hons) Sports Injury Rehabilitation are required to pass all elements of assessment

Clinical Practice Examinations are set to establish student safety in their clinical skills and safeguard the public. Therefore, all clinical practice examinations will be conducted with 'public safety' as the priority; students demonstrating unsafe practice or breaching confidentiality will be stopped immediately. The examiner will stop the student and inform them the clinical examination will not continue and the student will be marked as 'not pass' or referral, following the University Academic Regulations. This derogation will affect the modules listed below under list 1.

Students may not proceed from Level 5 to Level 6 without a pass mark specifically for module SIR501- Investigating the Evidence Base. Students will require a pass grade in this module to enable them to move on to all Level 6 modules and offer robust preparation for the SIR604 Research Proposal module. This new derogation is necessary due to observed challenges with previous student progress when the Level 5 research module is not completed.

List 1:

- SIR404 – Sports Injury and MSK Assessment (100% practice exam)
- SIR405 – Sports Massage (50% practice exam)
- SIR507 – Functional Rehabilitation 1 (100% practice exam)
- SIR505 – Injury Treatment Modalities (100% practice exam)
- SIR508 - Functional Rehabilitation 2 (50% practice exam)
- SIR601 – Advanced Rehabilitation & Management (100% practice exam)
- SIR602 – Clinical Reasoning (100% OSCE)

Non-credit bearing assessment

Minimum hours for each Level of the programme have been set at an achievable goal and students will be encouraged to work beyond these lowest sets.

BASRaT Educational Framework (2018, 8th Ed, upon which this programme is set), indicate that all assessed criteria must be passed for students to achieve the BASRaT recognised Graduate Sports Rehabilitator (GSR) qualification (p.33). This specifically applies to practice hours (>400hours over programme) and key progression markers such as a pitch-side trauma first-aid course. Finally, BASRaT insist on students achieving a minimum of 80% attendance on every module.

Students who are nearing a drop to 80% attendance will be invited for a tutorial with a member of the programme team to help address any barriers the student may be facing and to put a learning plan in place to help them avoid dropping below 80% attendance. If attendance monitoring via the University's automated scanning facility drops below 80% students will be warned that they risk suspension from the course if they do not increase attendance percentage in the remaining sessions to exceed 80%. If a student is unable/does not achieve 80% attendance they will not be entitled to receive membership of BASRaT post qualification and this will be well advertised to students throughout the course and in the personal tutorial sessions staff would arrange if this area was an issue.

For optional SMA Accreditation, the Level IV sports massage module requires students to complete an additional 100 hours massage practise to qualify.

Students who complete and pass all elements of the programme (including >80% attendance for every module) will be eligible for full (GSR) membership of BASRaT. The programme Leader is required to submit an annual report to the BASRaT Registrar of safe and competent graduates.

Students may also have the option to apply for full membership with the SMA on successful completion of their Level IV Sports massage course hopefully in their second year of studies.

Borderline classifications (for undergraduate programmes only)

This programme will follow standard UG regulations. BASRaT Accreditation to become a Graduate Sports Rehabilitator requires all elements as above to be met prior to the Programme Leader informing BASRaT.

Restrictions for trailing modules (for taught masters programmes only)

N/A

29 Programme Management

Programme leader

Vic Graham

Module Leaders

Victoria O'Donnell

Chelsea Moore (sports)

Julian Ferrari (sports)

Tom King (sports)

Dan Morris

30 Quality Management

At University level the Student Programmes Centre deals with student queries, enrolment and tracking. The management and oversight of the quality of programmes are the remit of the Programme Leader who is accountable, in turn, to the Dean of Faculty. The Dean of Faculty leads the Associate Deans in assuring the overall management of quality in the subject area – coordinating whole Faculty meetings to identify cross subject quality issues and ensuring that there are enough

resources to support the quality of programme delivery and student experience.

Quality is managed and assured via:

- QAA/QER review
- Programme team meetings
- Assessment/award boards
- External Examiner
- Accreditation/review by Professional Bodies
- Student voice forums
- Annual monitoring reports
- Student evaluations of modules
- Critical Friend at validation
- Peer observation

31 Research and scholarship activity

The Programme Team have significant variety in their experience/expertise to underpin the contemporary nature of this Sports Injury Rehabilitation programme: Dan Richards – Physiotherapist with recent links to professional football. Recently completed his MSc.

Victoria O'Donnell – Physiotherapist with recent links to British and overseas Olympic sports teams. Currently writing a paper following an extended audit of 10-year data on Squash injuries in the British Team.

Sports Staff – Actively engaged with sports and associated research.

Vic Graham – Registered Nurse/Lecturer with previous experience/interest in battlefield/ polytrauma and soft tissue injuries in the Armed Forces. Engaged with Academic Development Team as an Associate to work on leadership and change within the University.

32 Learning support

Institutional level support for students

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- Inclusion Services
- Careers Centre
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

Faculty support for students

All students at Wrexham Glyndŵr University are allocated a Personal Tutor whose main responsibility is to act as the first point of contact for their personal students and to provide pastoral and academic support throughout their studies at the University. It is a vital role to support student engagement and retention, and to help every student to success to the best of his or her ability.

Students are taught in both traditional academic spaces, but more importantly in an on-site clinic space. The clinic enables students to develop and embed safe, competent and eventually confident practical sport injury rehabilitation skills from the very start of the programme. The Plas Coch Campus also provides additional learning spaces for programme students such as: the gymnasium, Pilates/yoga studio and physiological assessment centre.

Programme specific support for students

The programme team are very experienced in supporting students and wherever possible the programme team offer an 'open door' policy to deal with any issues on the days when students are in University (SSSLA, 2018). Owing to the practice-based focus of this programme, students will be advised that physical contact/appropriate touch will be expected within professional boundaries. Students will be provided with opportunity to give consent throughout the programme when taking part in specific activities such as role play, practice in clinical techniques and acting as models to practice assessment.

Dignity and privacy will be maintained in line with sports rehabilitation practice. Students with religious beliefs or personal concerns are encouraged to discuss them with a member of the Programme Team at the earliest opportunity. (Students will be reminded of this important point during the interview process and admission to the Programme).

Students are taught in both traditional academic and practical hands-on style to enhance their learning. The programme team boasts a variety of sports and rehabilitation expertise. Students benefit from the variety of staff experience in both the sports injury rehabilitation and wider healthcare sectors.

Proposed Accreditation with BASRaT and the SMA will enhance the student experience on the programme due to on-line resources from both bodies, but more importantly the 'student membership' entitled to the students through enrolment on this programme offers additional support.

33 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies

fully with the University's Equality and Diversity Policy

<https://www.Glyndwr.ac.uk/en/AboutGlyndwrUniversity/EqualityandDiversity/>

ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

Glyndwr University is committed to and publish both a Diversity & Inclusion policy and a Welsh language policy. These policies apply across staff and students. This information is published to students via Glyndwr University website and will be referred to in the student handbook. Placement providers may also have diversity and inclusion, and anti-discriminatory practice policies in place and should be available to students within their workplace. All admissions to the programme are considered within the requirements of the Equality Act 2010 and any health or disability issues are considered objectively and fairly with practice partners using the Glyndwr University Suitability to Practice (admissions) process.

Students who disclose disabilities will be supported by Glyndwr University's Inclusion Learning Support Team in defining reasonable adjustments in conjunction with the module team for learning and assessment. Information to students is published on the website. Students, who haven't already done so, will be encouraged to disclose disabilities to their programme Leader and Personal Tutor so that reasonable adjustments can be made regarding the academic and practice assessment process. The University aims to provide equality of opportunity for students, providing, wherever reasonable and possible, the resources and learning opportunities that are needed by students with specific learning needs.

Glyndwr University has a Welsh language policy that commits the University to treating English and Welsh as equal in accordance with the Welsh Language Act 1993. Welsh speakers may access feedback through Welsh medium. Students may submit work for marking in Welsh. All students who wish to utilise this should let the Programme Leader know at the beginning of the programme so that arrangements can be made for translation as this will be required for marking / moderating and external examiner review.

Glyndwr University students have access to free Welsh Language classes and can attend these for their personal development, Welsh language skills being highly valued by employers.