

# Prifysgol Wreccsam Wrexham University

## PROGRAMME SPECIFICATION

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UG Programme Directory

PG Programme Directory

### Award titles

#### Programme Title(s)

BSc (Anrh) Adsefydlu Anafiadau Chwaraeon

BSc (Hons) Sports Injury Rehabilitation

#### Internal Programme Title(s) (if different to the title on the certificate)

n/a

#### Programme to be included in Graduation Ceremonies

Yes

### Delivery period

Sept 2024 – Sept 2028

### Intake points

One intake in September of each academic year.

### Regulatory details

<b>Regulatory details</b>
<b>Awarding body</b>
Wrexham University
<b>Programme delivered by</b>
Wrexham University
<b>Location of delivery</b>
Plas Coch Campus
<b>Faculty/Department</b>
FSLS – Complementary medicine
<b>Exit awards available</b>
BSc (Ord) Sports Injury and Massage Diploma of Higher Education Sports Injury and Massage Certificate of Higher Education Sports Injury

<b>Regulatory details</b>
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation</b>
British Association of Rehabilitators and Trainers (BASRaT). PSRB have been contacted regarding the revalidation and have been given an opportunity to comment on the module specifications. Once revalidated, modules specifications, validation submission and staff CVs will be sent to the PSRB to maintain accreditation.
Students are classified as student members upon enrolment on the degree. Students will be eligible to sit the membership examination upon completion of the degree if they have met the PSRB requirements on attendance (>80%), completed placement hours (minimum 400 hours) and completed of an approved Sports Trauma qualification (paid for by the University).
<b>This information is correct at the time of validation, please refer to the PSRB register for current accreditation status.</b>
<b>Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?) e.g. completion of placement.</b>
Students who complete and pass all elements of the programme, achieve at least 400 hours of placement, complete a recognised sports trauma course and have attendance on each module >80% will be eligible to sit the membership exam for BASRaT. No modules can be condoned.
<b>HECoS codes</b>
100475
<b>UCAS code</b>
12MG Foundation year SIFY
<b>Relevant External Reference Points</b>
QAA Subject Benchmark Statement for Events, Hospitality, Leisure, Sport and Tourism 2019 BASRaT Educational Framework (2020, 11th Edition)
<b>List the programmes that offer the Foundation Year route</b>
BSc (Hons) Sports Injury Rehabilitation
<b>Mode of study</b>
Full time
<b>Normal length of study for each mode of study</b>
3 years
<b>Language of study</b>
English

<b>Regulatory details</b>
<b>Transitional arrangements for re-validated provision if applicable</b>
Foundation year students will transition on to the new programme starting at Level 4. Agreement received and documented in the periodic review. Entry Level 4 students will start the new (revalidated) programme. All other students will continue their current programme.
<b>Repeat year students</b>
Any students who fail this academic year, will require reassessment in the failed modules from the current programme. If successful on reassessment, they will transition on to the new (revalidated) programme at the respective level of study.
<b>The following University Award Regulations apply to this programme (<i>highlight the appropriate ones and delete the others</i>)</b>
General Academic Regulations Regulations for Undergraduate Foundation Years Regulations for Undergraduate Degrees and Foundation Degrees

OFFICE USE ONLY	
Date of validation event:	11 <sup>th</sup> June 2024
Date of approval:	25 <sup>th</sup> June 2024
Approved Validation Period:	5 years
Transitional arrangements approved (if revalidation)	Foundation year students will transition on to the new programme starting at Level 4. All other students will continue their current programme.
Date and type of revision:	<i>Enter the date of any subsequent revisions (Detail the type of revision made and the implementation date)</i>

### Criteria for admission to the programme

#### Standard entry criteria

Entry requirements are in accordance with the University's admissions policy, please click on the following link for more information. [Admissions policies](#)

The University's general entry requirements are;

Qualification	Entry requirements
3 year Bachelors degree	112 Tariff points

These figures are intended as a general guide. Each application is considered individually.

International entry qualifications are outlined on the UK National Information Centre for global qualifications and skills (UK ENIC) 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 [academic-entry-requirements](#) for details), including IELTS.

International students are required to provide an English Language Certificate which meets the requirements of the University (please see [English-language-requirements](#) for details).

### **Non Standard entry criteria**

3 years bachelor's degree 112 Tariff Points - 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.

DBS clearance is required.

### **Record of Prior (Experiential) learning**

BASRaT (2020):

To maintain a standardised experience and knowledge of a GSR Accreditation of Prior Experiential Learning (APEL) is not permitted against any BASRaT course modules, unless from an alternative BASRaT accredited course programme.

### **DBS Requirements**

#### **Enhanced Check for Child Workforce**

#### **Enhanced Check for adult workforce**

All applicants successful in being offered a place on the programmes will be subject to a satisfactory enhanced DBS clearance undertaken by Wrexham University. The DBS will be in place for the period of the programme.

Failure to declare a conviction, which is subsequently revealed by a DBS check may result in exclusion from the programme. The nature of declared convictions is taken into

consideration following our Consideration of Criminal Convictions Policy & Procedure. In line with the Universities Disciplinary Procedure for Students, all students are required to disclose a criminal record acquired during the student's enrolment with the University.

### Suitability for Practice Procedure

Suitability for Practice Procedure will apply to the programme as this is described within the PSRB requirements.

### 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).

### Distinctive features of the programme

This an established programme for revalidation. The current teaching team have an interprofessional approach with knowledge of Sports Rehabilitation, Physiotherapy, Sports Therapy and Clinical Exercise Physiology. The current staff also provide unique insights and access to a wide network of colleagues and Membership bodies.

There is a collaborative approach to teaching within the faculty, particularly with healthcare and sport colleagues. Students are currently taught by staff from across rehabilitation, sport science, sports psychology, research, business, and physiotherapy. This provides the opportunity for students to experience innovative practices and learning environments. The revalidated programme continues to utilise expertise from colleagues for the delivery of modules in anatomy and physiology, psychology, and research methodologies.

The work-based learning demonstrates *partnership* with the local sports facilities/employers, rehabilitation services & the wider community. Furthermore, the Programme Team will discuss options available for an onsite clinic which will support the University *Civic Mission* as well as

enhance the integration with Students Union sports teams. The team believe that this will be *inspirational* for the students as they will be able to work with people from the *local community*. This will provide a useful service for local people and *enrich the region*. Notably, as the clinic will be onsite, it increases the *accessibility* for students to gain a high-quality supervised experience without having to travel away from the University. This also fosters the value of *inclusivity* as some students may require greater academic and practical *support* than can be offered by placement educators. In discussion with colleagues in immersive technology, we believe that we can create an *innovative* and *transformative* space for students to flourish.

The programme will benefit from the close alignment with the Sports and Physiotherapy programmes, with 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. 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.

### Credit Accumulation and exit awards

#### Exit Awards

Successful completion of 120 credits at Level 4 entitles the student to the exit award of Certificate of Higher Education Sports Injury.

Successful completion of 240 credits at Level 5 entitles the student to a Diploma of Higher Education Sports Injury and Massage

Successful completion of 300 credits at Level 6 entitles the student to a Bachelor's degree Sports Injury and Massage (Ordinary)

### Programme Structure Diagram, including delivery schedule

#### Full-time delivery

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2 )
Level 4	SIR412	Anatomy, physiology and human movement	20	Core	1 and 2
Level 4	SIR413	Professional Practice	20	Core	1 and 2
Level 4	SIR414	Neuromusculoskeletal assessment	20	Core	1
Level 4	SIR406	Introduction to research skills	20	Core	1 and 2
Level 4	SIR415	Applied massage and soft tissue treatment	20	Core	2
Level 4	SIR416	Physical activity for health	20	Core	2
Level 5	SIR509	Academic discovery – Building strong research ideas	20	Core	2
Level 5	SIR511	Applied Professional Practice	20	Core	1 and 2
Level 5	SIR512	Peripheral injury and management	20	Core	1
Level 5	SIR513	Rehabilitation and conditioning	20	Core	2
Level 5	SIR514	Applying Principles of Sport Psychology	20	Core	1

Level	Module Code	Module Title	Credit Value	Core/Option	Delivery (i.e. semester 1,2 )
Level 5	SIR515	Neurological injury, assessment, and management	20	Core	2
Level 6	SIR608	Clinical reasoning and complex patient management	40	Core	1 and 2
Level 6	SIR606	Independent discovery	40	Core	1 and 2
Level 6	SIR609	Professional practice and employability	40	Core	1 and 2

## Intended learning outcomes of the programme

### Knowledge and Understanding

	Level 4	Level 5	Level 6 (Hons)
A1	Define sports injury rehabilitation & the values that underpin contemporary practise.	Examine the values and professional practice in sports rehabilitation and related healthcare sector.	Critically analyse 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 (Hons)
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.



	Level 4	Level 5	Level 6 (Hons)
B3	Employ information technology to enhance learning and development	Practise effective decision making to inform focussed practice when accessing technological developments in the sports rehabilitation sector.	Critically analyse and assess relevant technological options with reasoned argument for contemporary application to their practice.
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 rehabilitator.

### Subject Skills

	Level 4	Level 5	Level 6 (Hons)
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 (Hons)
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.	Recognise and explain a range of communication skills and applications in the field of sports rehabilitation.	Critically evaluate a range of communication skills to share information with both specialist and non-specialist audiences in sports rehabilitation and with a multi-disciplinary approach.

## Learning and teaching strategy

BASRaT accreditation will allow eligibility for students to sit the membership exam, further enhancing employment opportunities. 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, 2020).

The new (revalidated) programme will contain work-based placements across Semester 1 and 2 at every level of study, therefore providing networking and professional development opportunities throughout. The Programme Team have already built an extensive network for student placements which has been enhanced by regular Networking and Symposium events, exposing students to a variety of external providers, opportunities, and *innovative* practices [Practical, Professional and Employability Skills; Subject-Specific]. Throughout the academic year both students and placement educators can feedback on their experiences, so that we can *collaborate* to create a meaningful and mutually beneficial relationship.

The Programme Team will be able to provide students with opportunities to support a variety of external events such as charity runs and local sports competitions. For example, in this academic year alone students have supported the Chester Zoo 10km run, Weightlifting Championships and the Nantwich 10km run [Practical, Professional and Employability Skills; Subject-Specific]. In previous years students have also been provided with the opportunity to gain experience at the ITF Tennis Competition at Wrexham Tennis Club. The ability to attend placements and external events aims to *inspire* students about employment possibilities and viewing role models who are employed in their desired roles.

Furthermore, the Programme Team will discuss options available for an onsite clinic which will support the University *Civic Mission* as well as enhance the integration with Students Union sports teams [Practical, Professional and Employability Skills; Subject-Specific]. The team believe that this will be *inspirational* for the students as they will be able to work with people from the *local community*. This will provide a useful service for local people and *enrich the region*. Notably, as the clinic will be onsite, it increases the *accessibility* for students to gain a high-quality supervised experience without having to travel away from the University for up to half of their placement hours. This also fosters the value of *inclusivity* as some students may require greater academic and practical *support* than can be offered by placement educators. Of note, students will be supported through this process with tutorials embedded into module contact, guidance documents and specific placement preparation sessions. In discussion with colleagues in immersive technology, we believe that we can create an *innovative* and *transformative* space for students to flourish [Subject-Specific].

There is a *multidisciplinary* approach to teaching on the degree programme, with expertise available in areas of rehabilitation, sport science, sports psychology, research, business, and physiotherapy [Knowledge and Understanding; Intellectual Skills]. Colleagues across the wider teaching team are *research active* and *collaborate* with students in the development of research ideas [Intellectual Skills]. Although the research culture is something that is developing, we anticipate that the changes in the programme will help facilitate this further and contribute towards *internationally excellent research* taking place. Teaching across the levels of study utilises *digital practices* to enhance the learning experience, mainly through the virtual learning environment [Knowledge and Understanding; Subject-Specific]. Within the digital platform, students can access *research-informed* materials and through engagement in formative tasks, can have *personalised feedback* and individual *challenge* provided. The students also have access to physical spaces which aid their learning, such as, clinic rooms, the health simulation centre, Colliers Park, and the new lab within K block. Within the revalidation, financial considerations have been made to create the onsite clinic, further improving the *spaces* available to sports injury rehabilitation students and the community.



Teaching on the modules has been considered, with specific reference to Wrexham University Active Learning Framework (ALF) which aims to provide flexible, accessible and inclusive learning opportunities for students. Therefore, students should expect to see teaching that reflects the ALF framework, as well as a Virtual Learning Environment that compliments this approach. The face-to-face synchronous sessions are underpinned by a strong scaffold of asynchronous content which is often delivered through pre-session tasks, resources and post-session tasks; to be both supportive and challenging. Students are regularly provided with tasks that include a formative assessment such as a quiz, discussion post, or questions that need to be answered in a longer format, which will develop or consolidate the knowledge within the subject area.

The *student voice* is particularly important to the teaching team. The team have a strong rapport with the students on the degree programme, especially as once they have completed, they are considered as colleagues. Through regular course representative meetings and student voice forums, we have been able to adapt, amend and find solutions to *support* student throughout their studies.

### **The Wrexham University Skills Framework**

At Wrexham University we aim to help students develop and enhance key employability skills and capabilities during their study. There are three key areas with different attributes, attitudes and skillsets and the aim is to help students to enhance and develop skills such as resilience, adaptability, confidence, team working, emotional intelligence and communication, creativity and acting ethically and sustainably. Programmes are designed to enable students to develop and enhance these skills via module content, module learning outcomes and assessment opportunities. Each module will help provide different opportunities for developing and enhancing these capabilities.

The programme has been designed using an Employability Level Descriptor in collaboration with the Careers and Employability team. The Employability Level Descriptor document is reviewed as part of validation and following approval will be published in the student programme handbook.

The Careers and Employability team are available to provide additional careers education activities for all programmes as well as individualised information, advice, and guidance. Learners gain access to self-directed learning resources by logging into our [careers portal](#). Here students can book professional careers guidance appointments and make employment and volunteering applications and learn to build and develop their CV and applications.

### **Work based/placement learning statement**

The Graduate Sports Rehabilitator's education is informed by the BASRaT Educational Framework. Students must complete a minimum of 400 hours of practice-based education (BASRaT, 2020).

During Level 4 students will complete a period of observational practice of a minimum of 50 hours. During Level 5 (110 hours) and Level 6 (240 hours), students will complete professional practice placements in a variety of settings. The total number of clinical hours over the three years of study will be minimum 400 hours.



Work placement hours may vary depending upon the placement educator setting, and students should be willing to accommodate this. An onsite clinic could facilitate the student's ability to obtain their placement hours and support the Universities values. Ideally, no more than half of the 400 placement hours should be obtained in the onsite placement.

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. This is sometimes difficult in external private settings and therefore an onsite clinic would greatly facilitate this. 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 have a placement meeting 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 while understanding their individual needs and employment route.

The work-based learning is facilitated with a two-semester module within each year of study, with the aim of creating employable graduates. Assessments within the modules will include a portfolio which will clearly log the hours obtained and demonstrate the skills required.

The following summarises how placements are secured and monitored while supporting students:

- Placements are typically sourced from local clinics, healthcare environments, sports clubs and military settings whereby an appropriately qualified person is able to directly supervise, guide, mentor and develop students (BASRaT, 2020).
- Placement educators are asked to sign the Work Placement Agreement which has been developed with the University solicitors and is signed and recorded by the University once an appropriate placement is agreed.
- Placements are typically within an hour commuting distance of the University, but placements are discussed with students to ensure viability and suitability prior to allocation.
- A placement handbook is provided for students and educators.
- Placements more than 4 weeks have the opportunity for a half-way review, as well as an end of placement review. All other placements have an end of placement review.
- Students can book a tutorial with the member of academic staff with responsibility for placements at any time during the placement opportunity. Tutorials are offered at the start and the end of the placement to support students.

### Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.

As an immediate visual recognition of the importance of Welsh, we aim to have presentation slide titles available in both English and Welsh, which will also be reflected within module handbooks. Furthermore, students who wish to submit assessments in Welsh will be encouraged to do so.

The Programme Team can foresee that Welsh in the workplace could be integrated into the professional practice modules with a particular focus on employability within Wales. Specific sessions will be scheduled within the taught curriculum by the Welsh Medium Development team to enhance our provisions. The Programme Team survey students prior to allocating student placements – this would provide an ideal opportunity to have an additional question on whether the student would prefer to be allocated to a bilingual workplace environment.



Furthermore, during communications with placement educators, they will be asked about their confidence regarding liaising/feeding back to students in Welsh, which could provide further opportunity for our student Welsh speakers.

Within taught module content, written scenarios will be set within Welsh environments including sports clubs, clinics and with performers who are associated with Wales.

The plans for an onsite sports injury clinic could act to support Welsh speaking students. There are a variety of methods in which the Welsh language could be facilitated including copies of patient note forms, consent sheets and the advertising of the clinic on campus. This is particularly important as the local community who will access the clinic could be bilingual, and therefore the provision of sports injury services in the medium of Welsh could enhance patient-centred care.

### **Assessment strategy**

The SSSLA has a 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, and laboratory reports in line with BASRaT recommendations (2020).

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. Due to the nature of the discipline, there is often a combination of both practical examinations alongside more academic/traditional assessment strategies. The practice-based assessments increase in difficulty and autonomy as the student progress through the degree, which is designed so that students can demonstrate critical thinking, clinical reasoning, and practical skills that are required for employment.

The assessment submission dates have been planned within the timetable of the programme to ensure a balance of workload throughout the academic year, as well as allowing for appropriate opportunity to attend placements. (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. 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. Formative assessment opportunities are embedded into the programme regularly and encourages students to reflect on their progress. 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	Indicative submission date
SIR412 Anatomy, physiology and human movement	50% Written Assignment 50% in-class test	Week 9, Semester 2 Week 12, Semester 2
SIR415 Applied massage and soft tissue treatment	70% Practical 30% Oral	May Assessment period
SIR406 Introduction to research skills	50% Examination 50% Written assignment	Week 1, Semester 2 Week 12, Semester 2
SIR414 Neuromusculoskeletal assessment	70% Practical 30% Oral	January assessment period
SIR416 Physical activity for health	100% Presentation	May assessment period
SIR413 Professional Practice	100% Presentation Pass/fail Portfolio	January assessment period May assessment period
SIR509 Academic discovery – Building strong research ideas	100% Presentation Pass/fail Coursework	Week 12, Semester 2
SIR511 Applied Professional Practice	100% Presentation Pass/fail Portfolio	January assessment period May assessment period
SIR515 Neurological injury, assessment, and management	70% Practical 30% Oral	May assessment period
SIR512 Peripheral injury and management	70% Practical 30% Oral	January assessment period
SIR 514 Applying principles of sport psychology	70% Presentation 30% Written assignment	Week 11, Semester 1 January assessment period
SIR513 Rehabilitation and Conditioning	70% Practical 30% Oral	May assessment period
SIR608 Clinical reasoning and complex patient management	50% Written assignment 50% Practical	January assessment period May assessment period
SIR606 Independent discovery	Pass/fail Written assignment 100% Dissertation/project	May assessment period
SIR609 Professional Practice and Employability	100% Presentation Pass/fail Portfolio	May assessment period

## Assessment and award regulations

### Derogations

Students must pass all elements at 40% or above. Practical examinations are set to establish student safety in their clinical skills and safeguard the public. Therefore, all practical 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 examination will not continue and the student will be marked as 'not pass' or referral, following the University Academic Regulations.

No trailing modules are to be permitted. Students are required to pass 120 credits prior to progression.

BASRaT (2020): BASRaT does not allow for the condonement of any of module as part of an accredited programme.



### **Non Credit Bearing assessment**

Attendance regulation of >80% in each module. Placement hours need to accumulate to 400 hours and form part of the module assessment at each level of study. Students are required to have completed an appropriate Sports Trauma qualification as outline by BASRaT at the completion of the degree programme to be eligible to sit the member registration examination.

### **Borderline Classifications (Undergraduate programmes)**

In considering borderline cases the Assessment Board shall raise the classification to the next level if all of the following criteria are met:

- At least 50% of the credits at level 6 fall within the higher classification.
- All level 6 modules must have been passed at the first attempt.
- The mark achieved for the *Independent Discovery* module is within the higher classification.

### **Ordinary Degrees**

n/a

### **Restrictions for trailing modules (Taught Masters)**

n/a

### **Prerequisites for processing to MRes research component**

n/a

## **Accreditation**

Students will become student members of the accrediting PSRB (BASRaT) upon enrolment upon the degree. Upon completion of the degree, students will become eligible to sit the membership registration examination for BASRaT if they have met the criteria of >80% attendance, a minimum of 400 hours of placement and successful completion of a recognised Sports Trauma qualification.

## **Quality Management**

All provision is expected to comply with the University processes for quality assurance, the QAA Quality Code and any specific PSRB requirements to ensure the quality of the learning and teaching on the programme. The University uses the following mechanisms to help evaluate, enhance and review programmes delivery;

Student Evaluation of Module Questionnaire  
Student Voice Forum  
Individual student feedback  
Student representatives  
Continuous Programme Monitoring and Enhancement reports  
Periodic review and re-validation process  
External Examiner reports  
PSRB requirements and accreditation activities  
National Student Survey (NSS)





## Support for Students

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

- Library & IT Resources
- Inclusion Services
- Careers Service
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- Student Administration

Please access the University's website at [www.wrexham.ac.uk](http://www.wrexham.ac.uk) to find out more about the Departments.

The Student Union offers support for students, please access their website at to find out more. <https://www.wrexhamglyndwrsu.org.uk/>

All students at Wrexham 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.

## Equality and Diversity

Wrexham 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, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so. Please click on the following link for more information about [equality and diversity](#)

## Employability

As part of the development of this programme, Careers team work with the programme team to complete the following: **The Wrexham University Skills Framework Level Descriptors. An incremental and progressive approach.**

	Level 3. By the end of this level, students should demonstrate the following characteristics.	Level 4. By the end of this level, students should demonstrate the following characteristics.	Level 5. By the end of this level, students should demonstrate the following characteristics.	Level 6. By the end of this level, students should demonstrate the following characteristics.
<p><b>Adaptability &amp; Flexibility</b> (Managing Change, Coping with Ambiguity, Transferable Skills):</p> <p>Adaptability is an important skill to develop in our fast-paced and ever-changing world. Many experts predict that today's graduates could have 3+ careers and 15-20 roles in their working life, so the ability to be flexible and recognise transferable skills is an important career (and life) skill.</p>	<p>Foundation level students should be aware of the workplace environment. [Module: A day in the life] They should be aware of the requirements of the role of the Graduate Sports Rehabilitator through regular communication with their strand leader. [Modules: A day in the life; Professional Communication in the Workplace]</p>	<p>Students can demonstrate adaptability to different learning and assessment environments. They are aware of working within professional boundaries under a variety of different pressures. [Modules: Professional Practice; All modules]</p> <p>Student have been exposed to clinical situations in which they would be required to make appropriate decisions for patients. [Modules: Professional Practice; Neuromusculoskeletal assessment; Physical Activity for Health; Applied Massage and Soft Tissue Treatment]</p>	<p>Students experienced external environments while on placement that required them to adapt to the processes and individuals involved. [Modules: Applied Professional Practice]</p> <p>Students transferred the learnt skills within the taught environment to clinical, sports, healthcare or military settings. [Modules: Applied Professional Practice; Neurological injury, assessment, and management; Peripheral injury and management; Applying principles of sport psychology; Rehabilitation and Conditioning]</p> <p>The portfolio used for work-based learning complemented the development of skills that</p>	<p>Students should be able to manage change in a variety of environments. This requires the students to be adaptable to a variety of high-pressure situations as well as working with colleagues across a multidisciplinary team. [Modules: Clinical reasoning and complex patient management; Professional Practice and Employability]</p> <p>The students will be aware of the transferrable skills that they can use across the workplace and understand how the skills can be developed beyond graduation. [Modules: Clinical reasoning and complex patient management; Independent</p>



			are required. [Modules: Applied Professional Practice]	discovery; Professional Practice and Employability]
<p><b>Career Development</b> (Career Information, Access to opportunity, Career readiness):</p> <p>Thinking about your career is an important part of life planning for most of us. Career discovery is a journey we all undertake, so unlocking your potential career direction and understanding how to access opportunity is important.</p>	<p>As part of the foundation year students are encouraged to put in place career planning. Foundation year students could have had the opportunity to observe within the onsite clinic so that they can understand how it operates and the role of the practitioner. [Module: A day in the life]</p>	<p>Students have engaged in the practice of self-reflection as well as completing professional development aspects of portfolios. [Module: Professional Practice]</p> <p>Students have considered their strengths, weaknesses, opportunities, and threats which could impact their learning and career development. [Module: Professional Practice]</p>	<p>Involvement within the external placement allowed students to understand the requirements within the professional setting. [Modules: Applied Professional Practice]</p> <p>Through discussions with placement lead and module leaders, students had the opportunity to discuss their career development pathway and any environments where they want to gain experience. Alongside the portfolio for work-based learning, students have met with tutors to prepare and debrief placements. [Modules: Applied Professional Practice]</p> <p>The involvement of the wider University expertise allowed students to fully understand how they can utilise the skills that they are developing.</p>	<p>Students have engaged with employability services at the University in both taught content and through self-discovery. [Modules: Professional Practice and Employability]</p> <p>There will be awareness of the spaces where job opportunities will arise, and importantly, how to optimise their chances of employment using covering letters, CVs and interview techniques. [Modules: Professional Practice and Employability]</p> <p>Student should feel confident in their skills as a GSR and be able to apply these competently in a variety of settings. [Modules: Clinical reasoning and complex patient management; Professional Practice and Employability]</p>
<p><b>Critical Thinking</b> (Problem Solving, Analytical Skills,</p>	<p>Tasks set within the Foundation Year will</p>	<p>Throughout the modules, various scenarios have been</p>	<p>Within modules across the SIR programme, students were</p>	<p>The students should be able to use critical thinking throughout</p>



<p>Critical thinking): Critical thinking is your ability to discover, understand, critique, manage and absorb information, and curate, copyright and disseminate knowledge to the wider community.</p>	<p>challenge the students critical thinking. Involvement in SIR sessions at specified times within the semester will promote problem solving while working with peers. [Module: A day in the life]</p>	<p>presented to students where they have had to make safe and effective decisions in the presence of multiple pieces of information. [Modules: Professional Practice; Neuromusculoskeletal assessment; Physical Activity for Health; Applied Massage and Soft Tissue Treatment]</p> <p>Students have been introduced to published literature and asked to develop balanced arguments. [Modules: Physical Activity for Health; Applied Massage and Soft Tissue Treatment; Introduction to Research Skills]</p>	<p>required to critically think especially in relation to the assessment, treatment, management and rehabilitation of both simple and complex patient presentations. [Modules: Neurological injury, assessment, and management; Peripheral injury and management; Rehabilitation and Conditioning]</p> <p>They were able to critique their application of key skills and competencies with a focus on patient-centred care. [Modules: Professional Practice]</p> <p>By taking a lead within the onsite clinic, students did support the overall health of the University and wider community. [Modules: Applied Professional Practice]</p>	<p>all aspects of their taught skills including the interpretation of research as well as during patient assessment (clinical reasoning). [Modules: Clinical reasoning and complex patient management]</p> <p>There will be a range of skills including problem solving and analytics which will contribute towards the student being competent and skilled. [Modules: Clinical reasoning and complex patient management; Independent discovery; Professional Practice and Employability]</p> <p>The critical thinking skills can be applied to both short-term and long-term problems faced within the rehabilitation of a patient. [Modules: Clinical reasoning and complex patient management]</p>
<p><b>Digital Capabilities</b> (Digital tools &amp; Software, Data Analysis, Digital Citizenship): Digital capability is about confident and capable use of</p>	<p>Students would have been introduced to the VLE including the engagement in content, downloading materials, asynchronous</p>	<p>Students are familiar with the VLE and how to approach pre-session, resources, and post-session information. [All modules]</p>	<p>Students are proficient in the use of a range of computer software that complements employability in any setting. [Modules: Academic discovery –</p>	<p>Student are expected to be able to use a variety of computer software which will support them in a variety of employment settings. [Modules:</p>



<p>digital tools and technologies. This includes your ability to access information and use software, as well as creating and sharing content and communicating effectively online.</p>	<p>content, quizzes, and submissions. [Module: Study Skills for Success]</p>	<p>A variety of platforms have been used to both create and deliver information to their peers and academic staff. [All modules]</p> <p>The ability to find appropriate information has been achieved by this level of study. [All modules]</p>	<p>Building strong research ideas; Applied Professional Practice]</p> <p>At level 5, student learnt and interpreted information from other accessible platforms such as LinkedIn learning, membership body online events, and respected resources in the form of webinars, online videos and audio recordings. [Modules: Academic discovery – Building strong research ideas; Applied Professional Practice]</p>	<p>Independent discovery; Professional Practice and Employability]</p> <p>Advanced skills in patient assessment will be demonstrated using high performance methods and complex technology. [Modules: Clinical reasoning and complex patient management]</p>
<p><b>Enterprise and Entrepreneurship</b> (Innovation, Commercial Awareness and Influencing): Being Enterprising means recognising opportunities for improvement and growth. It can mean being entrepreneurial and developing new business ideas, but it also means being proactive, adapting and finding innovative and effective approaches to your studies, projects, and your career.</p>	<p>Students have been introduced to self-reflection and identifying opportunities for continuous professional development. [Module: Study Skills for Success]</p> <p>Students are required to be proactive to make decisions on areas of weakness to develop with SIR. [Module: A day in the life]</p>	<p>The onsite clinic has introduced students to a process which allows them to start to analyse a method of operating a clinic environment. They are aware of appropriate booking and appointment processes alongside the legal and ethical requirements. [Modules: Professional Practice]</p> <p>Students have developed unique services which can complement the onsite clinic. [Modules: Professional Practice]</p>	<p>While on placement, students had the opportunity to observe how a variety of employment settings operate and generate income. This assists them to develop their own ideas in the role of a Graduate Sports Rehabilitator. [Modules: Applied Professional Practice]</p> <p>As students will now have the skills to understand the information provided in the University setting, they were encouraged to explore different ways that they can consume, consolidate and create resources to aid their learning. [Modules:</p>	<p>At level 6 the students have had exposure to a variety of placement settings meaning that they have experienced different aspects of entrepreneurship. [Modules: Professional Practice and Employability]</p> <p>At level 6 student have had taught sessions on entrepreneurship and business which provided them with key skills should they want to develop their own practice. [Modules: Professional Practice and Employability]</p>



			Academic discovery – Building strong research ideas; Applied Professional Practice]	
<p><b>Interpersonal Skills</b> (Communication, Emotional Intelligence, Networking, Bilingualism):</p> <p>Interpersonal skills help you survive and thrive in the world around you, both virtual and physical.</p>	<p>Students will have had opportunities to interact with each other and network with peers. Integration with the SIR teaching team means students have developed a network as well as being invited to SIR events. [Module: A day in the life]</p>	<p>The peer-to-peer learning that happens naturally as part of a ‘hands-on’ degree accelerates the student's awareness of the importance of interpersonal skills. [Modules: Neuromusculoskeletal assessment; Applied Massage and Soft Tissue Treatment]</p> <p>The skills obtained on the SIR degree are both internal with other students and include interactions with external partners. [Modules: Professional Practice]</p> <p>The SIR team have included level 4 students in networking and professional development events at the earliest opportunity.</p>	<p>Peer-to-peer learning continued to be a strong feature at level 5 and student are comfortable learning in such an environment. [All modules]</p> <p>Through placement opportunities, students have developed their own network of practitioners and the wider public with whom they may continue professional relationships after graduation. [Modules: Applied Professional Practice]</p> <p>While interacting with individuals, there has been exposure to emotionally difficult situations e.g. first aid scenarios, which has further developed the student's emotional intelligence. Included within this, there was a need to recognise their own feelings and biases which could influence their actions, decisions and career pathway. [Modules: Applied Professional Practice]</p>	<p>Students are now fully able to converse in both a professional and empathetic manner which obtains key health information whilst educating, explaining and advising patients. [Modules: Clinical reasoning and complex patient management; Professional Practice and Employability]</p> <p>The placement opportunities have allowed students to converse with members of the multi-disciplinary team that require information to be packaged in different ways. [Modules: Clinical reasoning and complex patient management; Professional Practice and Employability]</p> <p>Students have built a network of professionals who can assist them to thrive post-graduation. [Modules: Professional Practice and Employability]</p>



				Students are ready to become colleagues of the lecturers who are associated with the membership body. [Modules: Professional Practice and Employability]
<p><b>Personal Skills</b> (Initiative, Leadership, Social Intelligence):</p> <p>Personal development is a lifelong process of learning and discovery, looking ahead as well as learning from experience. It's about planning how to achieve your goals, considering the skills you need, managing relationships and assessing situations.</p>	<p>The modules within the Foundation Year would have developed the student's initiative and through peer-to-peer learning developed social intelligence. [All foundation year modules]</p>	<p>Students have been required to take initiative through all the learning tasks presented across level 4. [All modules]</p> <p>When interacting with patients, students had to demonstrate leadership and convey confidence in their own abilities. Social intelligence was required to be empathetic in various situations. [Module: Professional Practice]</p> <p>Within the portfolio as part of the work-based learning module student had to identify their professional development needs and assess how they can achieve them. [Module: Professional Practice]</p>	<p>Leadership has been demonstrated in several settings including at internal and external placements. [Modules: Applied Professional Practice; Neurological injury, assessment, and management; Peripheral injury and management; Rehabilitation and Conditioning]</p> <p>The programme team have provided opportunities for students to contribute towards and show initiative in innovative practices and events. [Modules: Applied Professional Practice]</p> <p>The portfolio within the work-based learning module allowed the exploration of planning for single competencies as well as career route, while recognising challenges and barriers, and importantly how to overcome</p>	<p>The leadership that is now shown by students extends not only to individuals but to groups of people. [Modules: Clinical reasoning and complex patient management; Professional Practice and Employability]</p> <p>The opportunity to take part in the sports trauma qualification demonstrates the student's ability to lead fellow professionals in high-pressure situations for the benefit of a patient. [Modules: Professional Practice and Employability]</p> <p>The of portfolios throughout the degree programme means that students have been able to set goals and find solutions. Therefore, these skills can be</p>



			them. [Modules: Applied Professional Practice]	applied throughout their career. [Modules: Professional Practice and Employability]
<p><b>Resilience</b> (Positive mindset, Self-awareness, Motivation &amp; Purpose):</p> <p>Resilience is the ability to recover quickly from setbacks. It encompasses aspects of self-awareness, motivation, and perspective.</p>	<p>Students have been encouraged to develop their resilience particularly in module 'Resilience in Higher Education and Beyond'. [Module: Resilience in Higher Education and Beyond] They have been encouraged to engage with self-development which leads into the work-based learning modules at level 4, 5 and 6. [Module: Study Skills for Success]</p>	<p>Students have encountered several setbacks at level 4, however, with the guidance of module leaders and personal tutors, they should be able to demonstrate self-reflection and be able to collaboratively find solutions. [Modules: Professional Practice]</p>	<p>At level 5 there is an awareness of assessment methods, an ability to reflect upon situations and to engage with tutor support regularly. This fostered openness and aided the students to learn from their experiences. Through ongoing support, students should feel motivated and be able to identify short term and long-term goals following adverse or difficult situations or conversations. [Modules: Applied Professional Practice]</p>	<p>By engaging in the taught activities of the degree programme and with external placements and events, student have been able to demonstrate the ability to overcome challenges. It has required students to be self-aware of their areas for improvement while capitalising on some of their strengths. [Modules: Independent discovery; Professional Practice and Employability]</p> <p>Within the degree students have met with educators, personal tutors and module leaders to obtain support. They can continue to create a network of support to help them to become a resilient practitioner. [Modules: Professional Practice and Employability]</p>
<p><b>Social Impact and Sustainability</b> (Social Responsibility, Inclusivity,</p>	<p>Students should be able to demonstrate social responsibility throughout</p>	<p>The introduction of ethical practice within the clinical environment and through</p>	<p>By the end of level 5, it is expected that students have a sound understand of the role</p>	<p>The students are fully aware of the strengths of having a supportive, diverse and inclusive</p>





<p>Cultural Awareness and application of the UN Sustainable Development Goals):</p> <p>Ethics, diversity, and sustainability focus on acting with integrity and displaying personal and social responsibility, as well as contributing to our shared responsibility for a sustainable and socially just society.</p>	<p>the Foundation Year. They are asked to consider ethical and inclusivity issues that could impact them and the world around them. [Module: Life and Work in the Welsh Context]</p>	<p>introduction to research skills, there was exposure to several moral, ethical and cultural dilemmas which students were supported to overcome. [Modules: Professional Practice; Introduction to Research Skills]</p> <p>As a professional who may work in a healthcare environment, there should be an understanding of the need to be inclusive while recognising the strength of a diverse range of ideas. [Modules: Professional Practice; Introduction to Research Skills]</p>	<p>that all individuals have qualities that can positively influence the world around them. [Modules: Academic discovery – Building strong research ideas; Applied Professional Practice]</p> <p>Inclusive discussions have been strongly encouraged particularly when working with external partners who may have different thoughts. [Modules: Applied Professional Practice]</p> <p>Within the workplace environment, initiatives may have been seen to encourage sustainable and ethical practice.</p>	<p>network of people while in work environments. [Modules: Professional Practice and Employability]</p> <p>There is interest in how they can contribute towards a sustainable and socially just society within the role and personally. [Modules: Professional Practice and Employability]</p>
<p><b>Teamwork</b> (Collaboration Skills, Active Listening, Planning &amp; Organising):</p> <p>Teamwork is the ability to effectively interact, cooperate and collaborate with other people in working towards a common goal.</p>	<p>Throughout the Foundation Year, students collaborate on tasks, actively listen to others and demonstrate skills that aid their future studies such as organisation and planning. [Modules: Study Skills for Success; A Day in the Life]</p> <p>Furthermore, the integration of Foundation</p>	<p>SIR students work collaboratively to solve problems at level 4. It is recognised that the various viewpoints and knowledge of individuals can make valuable contributions to problem-based learning. [All modules]</p> <p>While working together it is important that there is active listening and clear goals are</p>	<p>Students have been exposed to environments whereby teamwork is a key component to ensure patient-centred care. Specifically, a multi-disciplinary team environment encourages clear communication, knowledge of scope of practice and appropriate, well communicated, referrals. [Modules: Applied Professional Practice; Neurological injury,</p>	<p>Students can comprehensively work within a team environment whether in a clinical, sport, healthcare or military setting.</p> <p>Key skills of active listening, communication, collaboration, active listening, motivational interviewing, planning and organisation are inherent in what they do.</p>



	<p>Year students into SIR tasks, challenges, events and onsite clinic will have further enhance these skills. [Modules: A Day in the Life]</p>	<p>set. This carries over in to working with patients in a rehabilitation environment. [Modules: Professional Practice; Neuromusculoskeletal assessment; Applied Massage and Soft Tissue Treatment]</p>	<p>assessment, and management; Peripheral injury and management; Applying principles of sport psychology]</p> <p>Sports environments demonstrate the working towards a common goal that impacts all members of staff. [Modules: Applied Professional Practice; Applying principles of sport psychology; Rehabilitation and Conditioning]</p>	
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