

Final Award and Title	BSc (Hons) Sport Rehabilitation
Exit Award(s) and Title(s)	BSc Sport Rehabilitation DipHE Sport Rehabilitation CertHE Sports Massage Therapy
Name of Route / Pathway / Framework	Choice of accreditation route or non-accreditation route
Professional Qualifications	Graduate Sport Rehabilitator (GSR)
Programme Accreditation	British Association of Sport Rehabilitators and Trainers (BASRaT)
Modes of Study	Full-time Part-time
Delivery Sites	Carlisle – For entrants up to 2015/16 Lancaster – For entrants from 2016/17 onwards
Programme Length	Full- time 3 years Part- time 5-7 years
Work Based Learning	>400 hours vocational placement over full programme to enable eligibility for membership of BASRaT. Example placements include: University Health and Exercise Clinic, Sports Injury Clinics, Sports Teams/clubs, Physiotherapy Clinics/Hospital Department.

1. Educational Aims of the Programme

The overall aims of the programme are to:

- i. Develop the student's knowledge, critical understanding, and application of the multidisciplinary approaches in Sport Rehabilitation, contextualised in relation to sport performance and/or participation in physical activity
- ii. Make effective use of knowledge, understanding and application of the disciplines underpinning human structure and function
- iii. Develop the student's competence in methods of scientific enquiry, critical interpretation, analysis and evaluation of data and use of appropriate technologies and techniques specific to Sport Rehabilitation
- iv. Produce a Graduate Sport Rehabilitator who is capable of working collaboratively with other healthcare and sport-related professionals
- v. Produce a Graduate Sport Rehabilitator who can access, appraise and utilise the best available evidence, and practice reflectively in order to deliver safe and effective care

- vi. Enhance the employment prospects of graduates by providing learning opportunities that reflect current workforce requirements and develop transferable and key skills
- vii. Encourage independent learning and critical self-evaluation
- viii. Provide opportunities for vocational practice
- ix. Promote sustained independent intellectual work that provides evidence of critical evaluation and synthesise promote commitment to continuing professional development that enhances practice capability

2. Programme Features and Requirements

The programme is created to be aligned to the requirements of the British Association of Sport Rehabilitators and Trainers (BASRaT), and thus contains the relevant educational knowledge, skills and competencies as required by the professional body. Modules will deliver high quality profession-specific training, which requires students to acquire: a detailed knowledge and understanding of human anatomy, physiology and relevant pathology; competence in manual /therapeutic handling, skills in exercise prescription and rehabilitation; and highly developed communication and inter-professional skills. In order for students to practise safely on members of the public, they require both theoretical and practical skills in therapeutic assessment and management. The programme also makes use of computer based technologies in aspects of the programme to reinforce practical skills developed in class (eg. through online videos of skills).

The ultimate aim is enhancing the employment prospects of graduates by providing professional body membership eligibility (to BASRaT) and learning opportunities that reflect current workforce requirements and developing transferable and key skills. This will build on our current standing of being ranked 2nd in the North West of England for graduate prospects (The Complete University Guide 2014 Sport Science Subject table). Student employability is strengthened by placement experiences embedded throughout the degree, totalling a minimum of 400 hours (as set by BASRaT), along with the addition of further industrial qualifications within the University (such as Emergency First Aid and Sports Strapping/Taping) and the numerous volunteering opportunities presented to the students throughout the three years.

At level 4 and 5 students will take six compulsory 20 credit modules:

Level 4: Human Anatomy; Musculoskeletal Injuries and Assessment, Sports Massage; Introduction to Sport and Exercise Physiology; Biomechanics of Human Movement; Research Methods I.

Level 5: Therapeutic Practice I; Functional Sports Rehabilitation; Therapeutic Techniques; Sport and Exercise Physiology; Research Methods II; Coaching for Strength and Conditioning and Performance.

At level 6, four compulsory modules:

Therapeutic Practice II; Neurodynamics in Sport; Injury and Rehabilitation (each 20 credits); Dissertation (40 credits)

Plus one optional 20 credit module from the choice of:

Psychology of Injury and Rehabilitation or Exercise for Health and Disease Prevention.

At Level 4 students will participate in closely supervised sessions and practical classes fostering basic practical and clinical reasoning skills as well as the foundations of Sport and Exercise Science (Physiology and Biomechanics). At Level 5, there will be more emphasis on developing the clinical skills needed to become an independent learner and practitioner including opportunities to work in small groups to plan and discuss evidence based therapeutic interventions. This will be accompanied by further applications of Sports Science including more advanced Physiology and relating this to principles of athlete conditioning and performance. At Level 6, there will be an increasing emphasis on student led sessions and discussion groups to

enhance critical thinking and reasoning skills needed by autonomous practitioners. The students will also choose one additional interdisciplinary module which will allow them to specialise in either health or psychology (Exercise for Health and Disease Prevention or Psychology of Injury and Rehabilitation). Research Methods will be present at level 4, 5 and 6 (Research Methods I; Research Methods II; Dissertation). The Dissertation at level 6 will allow further specialisation in the students chosen discipline

Vocational skills are developed throughout the three levels via Qualificatory Practice Units. These will total 100 hours at Level 4 and 5 and a further 200 hours at Level 6 (as required by BASRaT for membership eligibility).

The current curriculum content and structure meets the framework for undergraduate accreditation by the British Association of Sport Rehabilitators and Trainers (BASRaT).

3. Learning Teaching and Assessment

The programme learning and teaching strategy has been developed with reference to the University of Cumbria Learning and Teaching Plan 2012-2017.

Learning and assessment are considered as interrelated. Everything that the student undertakes – and the products of that learning – are couched amongst active participation and formative opportunities for dialogue and feedback throughout, and that this work has value in authentic summative assessments, i.e. making learning and feedback count.

Intellectual, professional and key transferable skills are central to learning opportunities and assessment. Students are encouraged to critically reflect on their skills development in their learning and practice contexts in order to develop their ability to make sound professional judgments.

Modules are delivered with a mixture of formal contact time, directed study and private study. Students are encouraged to develop their learning skills and to become progressively more independent in their learning. Contact time is decreased, and the requirement for more self-directed learning is increased from Level 4 to Level 6.

(i) Learning, Teaching and Assessment approaches, pedagogy and values that underpin LTA design throughout the programme

The Programme Learning Strategy

The teaching and learning strategy has been developed to be student-centred, flexible and modern whilst being challenging and stimulating. It supports different learners' needs at different stages of development so ensuring equality to access to learning.

Learning is achieved through the integration of academic study, practical activity and vocational experiences. Students use, apply and integrate their knowledge and understanding within applied and vocational practice, and develop an enquiring, critical approach to their studies and practice. Intellectual, vocational, and transferable skills are central to learning opportunities and assessment. Students are encouraged to reflect on their skills development in learning and practice contexts so they develop their ability to make appropriate choices and decisions.

At Level 4 students will participate in closely supervised sessions and practical classes fostering basic practical and clinical reasoning skills. At Level 5, there will be more emphasis on developing the skills needed to become an independent learner and practitioner including opportunities to work in small groups to plan and discuss evidence based therapeutic interventions. Students will have the support of small group tutorials. At Level 6, there will be an increasing emphasis on student led sessions and discussion groups to enhance critical thinking and reasoning skills needed by autonomous practitioners. Throughout this, vocational practice opportunities will form an essential part of the programme and encourage students to make apply their practical skills and knowledge base into a vocational setting.

A variety of teaching and learning methods are used throughout the programme. These are

designed to match the learning outcomes and to support the move to an independent learner with transferable skills. All these features are key in reducing attrition and increasing student satisfaction.

Learning and teaching methods are designed to:

- develop students practical handling skills related to vocational requirements
- be student-centred, flexible and modern whilst being challenging and stimulating;
- support different learners' needs at different stages of development;
- be fully supported by, and integrated with, technological approaches such as the Blackboard virtual learning environment (VLE).
- actively ensure the two way link between theory with practice;
- to be fair, objective and impart academic rigour to the learning and teaching processes;
- develop the student as independent and self-directed, inculcating the ethos of reflective learning and critical reasoning;
- develop the student's abilities to learn effectively so that students are performing academically at level 6 in terms of achieving the programme aims and outcomes through a variety of assessments, including an in-depth evidence based research dissertation.

Modules use formative and summative assessment so that students progress through a module in a structured and constructive way and build knowledge in a coherent and logical way. Formative assessments are designed so that feedback on the individual student's performance is provided prior to the submission of the final, summative assessment – though formative work does not contribute to the final module mark or the credit awarded. Additional QPUs are utilised to assess students' competency on placement at all Levels of study.

(ii) Contexts For Learning

The programme will be delivered by a campus-based learning experience which includes a mixture of more traditional teaching experiences such as classroom based lectures and seminars as well a large proportion of the curriculum delivered by practical classes both in specialist clinical space, the gym and the Human Performance Laboratory. At level 6 the students will be working independently for a large proportion of the programme in the dissertation. Each student however will have a project supervisor with speciality expertise in their chosen discipline to guide them through dissertation process. The use of the virtual learning environment will be implemented in all modules to assist independent learning outside, and complementary to the module contact time.

A proportion of the programme takes place within the workplace whereby the students will have 400 hours of placement (see Vocational Placement Handbook for more details).

(iii) Learning, Teaching and Assessment Methods

Transferable and subject specific skills are practised and developed through a wide range of teaching and learning methods including: practical demonstrations, laboratory practicals, case studies, discussion, debates, small group work, seminar presentations, reflection, problem-based learning, vocational placement, independent study and research.

Each module will facilitate the further development of literacy, numeracy and I.T. skills, as well as the development of other key lifelong learning skills. Both tutors and students will monitor and evaluate this development via personal academic tutor meetings and the use of formative assessment methods.

The majority of theoretical work is linked to practice in some way and students will have the chance to apply this theory during practical sessions in the clinic or Human Performance Laboratory. Practical and analytical skills are developed by provision of knowledge and basic skills at level 4, which can be used to apply to particular problems and situations at level 5, and to design, implement and analyse an independent research Dissertation and during vocational placements throughout the programme of study.

Learning outcomes are assessed through a range of assessment methods throughout the

programme including:

- individual and group coursework
- oral and poster presentations
- laboratory reports
- seminar presentations
- case studies and projects
- self-reflective portfolios
- viva-voce
- literature reviews
- seen and unseen examinations
- practical examinations
- reflective portfolio
- research dissertation
- vocational practice evaluation

(iv) Formative Assessment

Formative assessment will feature throughout the programme. The nature of the formative work varies across the modules, essentially this comprises work that informs or becomes part of the summative assessment. Formative work may include in-class or on-line activities such as practical skills assessments, presenting draft assignments, work in progress, or multiple choice tests. Peer and self-assessment are also used to give students timely feedback on formative tasks.

4. Programme Outcomes

Prepared in alignment with the QAA Sport Benchmarks - 5.2 and 5.4; and aligned to BASRaT <http://basrat.org/> , and relevant Physiotherapy Benchmark statements (PB) Physiotherapy Benchmark statement - B2

This programme provides opportunities for students to develop and demonstrate an ability to:

(i) Knowledge and Understanding

The programme will enhance knowledge and understanding of the:

1. the principles and theories of sport rehabilitation and the role of the rehabilitator in injury pre- and rehabilitation in a vocational context (PB)
2. human responses to sport and exercise, focusing on the musculoskeletal system, and potential for injury and rehabilitation using enhancement, monitoring and analysis (SB - 6.17-18, PB)
3. relevant legislative and professional and statutory codes of conduct that impact on the practice of Sport Rehabilitation (PB)

Note: These outcomes are designed to cover subject knowledge and understanding through HE Levels 4, 5 and 6; and are based on Subject Benchmarks for Sport (SB), relevant BASRaT and Physiotherapy Benchmark statements (PB)

(ii) Employability Skills

Typical graduates of this programme should be able to:

4. Engage in independent research and learning including design, implementation and evaluation via use information technology (SB 5.2, PB)
5. Communicate proficiently, orally and in writing to a range of audiences, with the ability to effectively work collaboratively and independently (SB 5.2)
6. Demonstrate responsibility for their own learning and professional development through independence in thought and critical self-awareness (SB 5.2, PB)
7. Successfully use a breadth of transferable skill e.g. communication, teamwork. These transferable skills are identified in the Employability and Enterprise Skills Matrix and Equality, Diversity and Inclusion (EDI) document (SB 5.2)

(iii) Qualities, Skills and Other Attributes

Intellectual and Subject-specific Skills (Subject Benchmarks for Sport (SB), relevant BASRaT and Physiotherapy Benchmark statements (PB))

8. critically synthesise, interpret, analyse and evaluate evidence in the context of research methodologies and data sources, applying skills in solving problems (SB 5.2, PB)
9. plan, design, execute and communicate a sustained piece of independent study, which provides evidence of critical engagement with, and interpretation of, appropriate data (SB 5.2, PB)
10. plan, design and execute practical and clinical activities using appropriate techniques and procedures whilst demonstrating high levels of relevant skills (SB 5.2, PB)
11. undertake practical and vocational activities with continuous regard for safety, risk management, and legal and ethical requirements for information handling (PB)
12. demonstrate skills required to monitor and evaluate responses to sport and/or exercise in laboratory and clinical settings (SB 6.17)
13. critically evaluate the relationship between sport and exercise activity and intervention in a variety of participant groups (eg. senior citizens, disabled people, children: SB 6.17)
14. apply a range of effective and safe fitness development, mobilisation, therapeutic handling and massage techniques to facilitate and restore movement and function for individuals and groups (SB 6.19: PB – B1)

5. Level Descriptors

At HE Level 4: (Year 1 undergraduate), students will be able to demonstrate that they have the ability: to apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills; evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner; identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At HE Level 5: (Year 2 undergraduate), students will be able to demonstrate that they have the ability: to apply and evaluate key concepts and theories within and outside the context in which they were first studied; select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms; accept responsibility for determining and achieving personal outcomes; reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

At HE Level 6: (Year 3 undergraduate), students will be able to demonstrate that they have the ability: to critically review, consolidate and extend a systematic and coherent body of knowledge; critically evaluate concepts and evidence from a range of resources; transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems; communicate solutions, arguments and ideas clearly and in a variety of forms; exercise considerable judgement in a range of situations; accept accountability for determining and achieving personal and group outcomes; reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

6. Curriculum Map

Programme Structure

Level	Module Code	Module Title and Module Aims	Credit Points	Core/ Compulsory/ Optional/ Qualificatory *	Notes (eg pre/co-requisites, 'core optional' etc)
4	HSPR4010	<p>Human Anatomy This module aims to introduce students to the structure, function and development of the neuromusculoskeletal system of the human body with an emphasis on anatomical structure and biomechanical function.</p>	20	Core	
4	HSPG4008	<p>Introduction to Sport and Exercise Physiology To provide students with a fundamental knowledge of the functional anatomy and the various physiological systems and their importance in human function as well as in sport and exercise. Various exercise activities will be performed in the Human Performance Laboratory while responses to those activities will be evaluated through basic physiological measurements, enabling the students to gain an understanding of human function through both theory and practice.</p>	20	Compulsory	
4	HSPG4009	<p>Biomechanics of Human Movement This module aims to introduce students to basic biomechanical concepts in the areas of analysis of motion and forces, in order to obtain an understanding of human movement, the parameters that govern it and how to assess it. The areas of Anatomy and Kinesiology along with kinematics and kinetics will initially be covered, subsequently allowing motion to be assessed through qualitative and quantitative video analysis, while force to be assessed through force platform force and</p>	20	Compulsory	

		pressure measurements.			
4	HSPG4000	Research Methods I To learn and execute core skills in conducting secondary research; To learn and execute core skills in conducting qualitative and quantitative primary research; To gain experience in the practical presentation and dissemination of primary and secondary research findings.	20	Compulsory	
4	HSPR4020	Sports Massage This module aims to develop students selection, application and justification of appropriate sports massage techniques to prevent and manage injury. Students will develop understanding of the impact of sports massage upon normal healing and functioning of the human body, with a focus on sporting contexts.	20	Core	Co-requisite to HSPR9001
4	HSPR4030	Musculoskeletal Injuries and Assessment This module aims to start developing students clinical skills and knowledge of human injury, particularly within a sporting context, and the assessment and its impact upon the normal functioning and healing of the body. The module will also aim to begin developing students clinical skills and knowledge for practice.	20	Core	
4	HSPR9001	Qualificatory Practice Unit 1 This QPU is aimed to give students 100 hours of vocational placement experience through a range of differing vocational placement settings.	0	Qualificatory	Mandatory for accreditation route. Pass required to enable eligibility for BASRaT membership
Students exiting at this point with 120 credits at Level 4 would receive a CertHE Sports Massage Therapy					

5	HSPR5040	<p>Functional Sports Rehabilitation</p> <p>The aim of this module is to give students the rationale and knowledge underlying the application of remedial therapy and the progression of exercise prescription for improved strength gain and increased flexibility, and joint proprioception. Students will develop appraisal skills of posture and muscle imbalance and its implications for rehabilitation, and will develop understanding of health and safety considerations regarding exercise equipment and testing, and contraindications for rehabilitation.</p>	20	Core	Co-requisite to HSPR9002
5	HSPG5008	<p>Sport and Exercise Physiology</p> <p>This module aims to examine a range of theoretical and practical concepts in sport and exercise physiology. Students will experience advanced laboratory data collection techniques and will analyse and evaluate the findings. This module builds on the knowledge and understanding provided by Level 4 HSPG4008 Introduction to Sport and Exercise Physiology.</p>	20	Compulsory	
5	HSPG5000	<p>Research Methods II</p> <p>To develop an appreciation of the research process by considering the array of ways in which it is possible to design and execute research projects.</p> <ul style="list-style-type: none"> - To equip students with the core practical skills involved in collecting, analysing and interpreting both qualitative and quantitative data for their own projects; - To enhance students' critical awareness of the strengths and weaknesses of various research designs and analytic approaches. 	20	Compulsory	
5	HSPG5021	<p>Coaching for Strength and Conditioning and Performance</p> <p>The aim of the module is to develop athlete centred coaches who understand the physical requirements of athletes and can plan, deliver and evaluate training plans aimed at meeting</p>	20	Compulsory	

		their physical needs. This is done so within the context of maximising their sporting potential and performance.			
5	HSPR5020	Therapeutic Practice I The aim of this module is to provide students with a stimulated working environment in which they can gain vocational experience in the field of sports rehabilitation, therapy and/or massage. The module will develop students therapeutic, interpersonal and clinical skills working with clients whilst under supervision by appropriately qualified staff.	20	Compulsory	Co-requisite to HSPR9002
5	HSPR5030	Therapeutic Techniques The aim of this module is to further develop the students understanding of the use and effects of therapeutic techniques from a theoretical and experiential perspective. To further develop and apply a range of therapeutic skills as appropriate to meet client needs	20	Core	
5	HSPR9002	Qualificatory Practice Unit 2 This QPU is aimed to give students 100 hours of vocational placement experience through a range of differing vocational placement settings.	0	Qualificatory	Mandatory for accreditation route. Pass required to enable eligibility for BASRaT membership
Students exiting at this point with 120 credits at Level 4 and 120 at Level 5 would receive a DipHE Sport Rehabilitation At Level 6 students will undertake 100 credits of compulsory modules and one 20 credit optional module					
6	HSPG6008	Injury and Rehabilitation This module aims to provide extend breadth and depth of knowledge into the prevention, treatment, management and rehabilitation of injuries encountered in sporting and fitness environments. It will explore the relationship between physical activity, health and medicine. Theoretical concepts	20	Core	

		that surround the predisposition to injury and the potential barriers to recovery will also be explored, including nutrition, psychology and pharmacology.			
6	HSPG6000	Dissertation - To provide students with the opportunity to identify, design, conduct, analyse and evaluate an independent research project, utilising knowledge, understanding and skills developed in their respective academic discipline. - To give students the opportunity to communicate their research in a research symposium.	40	Core	
6	HSPR6030	Therapeutic Practice II This module provides students with the opportunity to apply theory to practice, in a therapeutic practice context of their choice. Students will audit and evaluate their practitioner skills practice through critical consideration of relevant theory and policy, as well as extending and developing their own skills as reflective practitioners.	20	Compulsory	Co-requisite to HSPR9003
6	HSPR6010	Neurodynamics in Sport This module aims to enhance students' knowledge and understanding of the function and dysfunction of neural tissues in the body and how this is relevant in the clinical setting. Students will develop therapeutic skills to assess and treat common neurodynamic conditions.	20	Compulsory	
6	HSPG6003	Exercise for Health and Disease Prevention This module will explore the causes, risk factors and aetiology of a number of key health issues; chronic diseases, orthopaedic injury and mental health problems. Students will explore the physiological and psychological factors that impact on physical activity participation and analyse the role of physical activity and exercise in both the prevention and rehabilitation of these conditions and the contexts in which this takes place. They will discuss the physiological and	20	Optional	Students will choose one 20 credit optional module – module is subject to availability

		psychological adaptations that occur and how appropriate exercise prescription can assist in the alleviation of symptoms and treatment of disease.			
6	HSPR6020	Psychology of Injury and Rehabilitation This module aims to examine critically the relationship between psychology and sport injury and rehabilitation using appropriate psychological perspectives, techniques and models. Students will develop critically analyse the application of psychological interventions in managing sport and exercise-related injuries and promoting effective rehabilitation.	20	Optional	Students will choose one 20 credit optional module – module is subject to availability
6	HSPR9003	Qualificatory Practice Unit 3 This QPU is aimed to give students 200 hours of vocational placement experience through a range of differing vocational placement settings.	0	Qualificatory	Mandatory for accreditation route. Pass required to enable eligibility for BASRaT membership
Students exiting at this point with 120 credits at Level 4, 120 at Level 5 and 120 credits at Level 6 would receive a BSc (Hons) Sport Rehabilitation. In addition, if QPUs 1, 2, and 3 have all been passed then students will also be eligible to apply for membership of BASRaT.					
Progression / Award requirements					
The overall module mark will be derived from an aggregation of the marks obtained in individual components. The achievement of any award is dependent on achieving a minimum pass (40% UG) or to have been condoned or had assessment attempts waived, in all credit bearing modules at each level of study. Typically this is 120 credits for a Cert HE, 240 for Dip HE and 360 for a BSc (Hons). Progression will be in accordance with the Academic Regulations (Sec G). However, students will only be entitled to one reassessment opportunity for the core and qualificatory practice modules due to professional body requirements by BASRaT. Further details of both progression and award are available Academic Regulations; http://www.cumbria.ac.uk/Public/AQS/Documents/AcademicRegulations/AcRegs.pdf					

(*) Note: **Core Modules** – must be taken and successfully passed.
Compulsory Modules – must be taken but can be carried as fails (if the award permits).

Optional Modules – students would be required to take an appropriate number of optional modules

Qualificatory Practice Units – Non-credit bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory bodies professional components that are not credit bearing and are pass/fail.

7. Programme Assessment Map

This map charts the assessment of the Programme Learning Outcomes across the different modules. It is designed to ensure that assessment tasks are focused on demonstrating achievement of the Programme Learning Outcomes including knowledge and understanding, employability and academic skills, qualities and other attributes as indicated in section 4 above. List all modules and any placements/work-based learning which are not part of a module. The following letters denote the contribution of each module:

D = programme outcome is **developed** in this module

F = programme outcome, or aspects of the programme outcome, are **formatively** assessed on this module

S = programme outcome, or aspects of the programme outcome, are **summatively** assessed on this module

Module Code	Module Name	Programme outcome 1	Programme outcome 2	Programme outcome 3	Programme outcome 4	Programme outcome 5	Programme outcome 6	Programme outcome 7	Programme outcome 8	Programme outcome 9	Programme outcome 10	Programme outcome 11	Programme outcome 12	Programme outcome 13	Programme outcome 14
HSPR 4010	Human Anatomy	DFS	DF			DFS	DF	DFS	D		DFS	DFS	D		D
HSPG 4008	Introduction to Sport and Exercise Physiology	DFS	DFS		D	DF	DF	DF		D			DFS	D	
HSPG 4009	Biomechanics of Human Movement	DFS	DFS		DFS	DF	DF	DF		D			DFS	D	
HSPG 4000	Research Methods I	DFS	DF	DF	DFS	DF	DF	DF	DFS	D			D	D	
HSPR 4020	Sports Massage	DFS	DF	DFS		DFS	DF	DFS	DFS		DFS	DFS	D	D	DFS
HSPR 4030	Musculoskeletal Injuries and Assessment	DFS	DFS	DFS		DFS	DF	DFS	DFS		DFS	DFS	D	D	DFS

HSPR 9001	Qualificatory Practice Unit 1	DFS	DFS	DFS		DFS	DFS	DFS	DFS	D	DFS	DFS	D	D	DFS
HSPR 5040	Functional Sports Rehabilitation	DFS	DFS	DFS	DF	DFS	DF	DFS	DFS	D	DFS	DFS	DFS	D	DFS
HSPG 5008	Sport and Exercise Physiology	DFS	DFS		DFS	DF	DF	DF	D	D			DFS	D	
HSPG 5000	Research Methods II	DFS	DF	D	DFS	DF	DF	DF	DFS	D			D		
HSPG 5021	Coaching for Strength and Conditioning and Performance	DFS	DFS	D	DF	DFS	DF	DFS	D	D	DFS	DFS	DFS	D	
HSPR 5020	Therapeutic Practice I	DFS	DFS	DFS	DF	DFS	DFS	DFS	DFS	D	DFS	DFS	D	DFS	DFS
HSPR 5030	Therapeutic Techniques	DFS	DFS	DFS	DF	DFS	DF	DFS	DFS	D	DFS	DFS	D	DFS	DFS
HSPR 9002	Qualificatory Practice Unit 2	DFS	DFS	DFS	DFS	DFS	DF	DFS	DFS	D	DFS	DFS	D	DFS	DFS
HSPR 6010	Neurodynamics in Sport	DFS	DFS	D	DF	DFS	DF	DFS	DFS	D	DFS	DFS	D	D	DFS
HSPG 6000	Dissertation	DFS	DFS		DFS	DFS	DF	DFS	D	DFS			DFS		
HSPR 6030	Therapeutic Practice II	DFS	D	DFS	DFS	D	DFS	DFS							
HSPG 6008	Injury and Rehabilitation	DFS	DFS	DFS	DFS	DFS	DF	DFS	DFS	D	DFS	DFS	D	DFS	DFS

HSPR 6020	Psychology of Injury and Rehabilitation	DFS	DFS	D	DFS	DF	DF	DS	DS	D			D	DFS	
HSPG 6003	Exercise for Health and Disease Prevention	DFS	DFS	D	DFS	DF	DF	DS	D	D			D	DFS	
HSPR 9003	Qualificatory Practice Unit 3	DFS	DFS	DFS	DFS	DFS	DF	DFS	DFS		DFS	DFS	D	DFS	DFS

8. Indicative Assessment Calendar				
Module Code	Module Title	Method(s) of Assessment	Weighting	Approx assessment deadline (eg mid semester)
HSPR4010	Human Anatomy	Oral Assessment Examination	60% 40%	End Semester End Semester
HSPG 4008	Introduction to Sport and Exercise Physiology	Report Exam (1 ½ hrs)	40% 60%	Mid year End of year
HSPG4009	Biomechanics of Human Movement	Exam	100%	End Semester
HSPG4000	Research Methods I	Report Portfolio	50% 50%	End Semester Mid Semester
HSPR4020	Sports Massage	Practical Skills Group Presentation	70% 30%	End Semester End Semester
HSPR4030	Musculoskeletal Injuries and Assessment	Practical Skills Assessment	100%	End Semester
HSPR9001	Qualificatory Practice Unit 1	Practical Competency Tests	100%	End Semester
HSPR5040	Functional Sports Rehabilitation	Practical Skills Assessment Written Assignment	60% 40%	End Semester Mid Semester
HSPG5008	Sport and Exercise Physiology	Report Exam	60% 40%	Mid Semester End Semester
HSPG5000	Research Methods II	Report Exam	50% 50%	End Semester End Semester

HSPG5021	Coaching for Strength and Conditioning and Performance	Project	100%	End Semester
HSPR5020	Therapeutic Practice I	Portfolio Oral Assessment/Presentation	70% 30%	End Semester End Semester
HSPR5030	Therapeutic Techniques	Practical Skills Assessment Written Assignment	50% 50%	End Semester Mid Semester
HSPR9002	Qualificatory Practice Unit 2	Practical Competency Tests	100%	End Semester
HSPR6010	Neurodynamics in Sport	Practical Skills Assessment Written Assignment	50% 50%	End Semester Mid Semester
HSPG6000	Dissertation	Dissertation Poster Presentation	80% 20%	Mid Semester End Semester
HSPG6008	Injury and Rehabilitation	Viva Voce	100%	End Semester
HSPR6030	Therapeutic Practice II	Portfolio	100%	End Semester
HSPR6020	Psychology of Injury and Rehabilitation	Written Assignment Examination	50% 50%	Mid Semester End Semester
HSPG6003	Exercise for Health and Disease Prevention	Portfolio	100%	End Semester
HSPR9003	Qualificatory Practice Unit 3	Practical Competency Tests	100%	End Semester

9. Support for Students and their Learning

Induction takes place during Welcome Week prior to the start of the programme. Part-time students who are unable to attend the whole of Welcome Week are inducted during the first teaching week, according to their needs. The Head Start module, which is a pre-entry academic skills course, is offered to all undergraduate students who have been offered a place in September and which forms a short on-line programme designed to bridge the gap into Higher Education. It aims to help students gain an early insight into the use of the university's virtual learning environment (VLE) that is used extensively once students study on their main programme.

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including tutorials and other support as outlined in the Personal Tutor Policy.

Library and Student Services (LiSS)

Library and Student Services (LiSS) offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via our [help is at hand](#) search.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual.

Module leaders will collaborate with LiSS advisers to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using [OneSearch](#) and you can find out more about key texts and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading lists will be made available to you electronically using the university's [online reading list system](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by LiSS Advisers:

Headstart

Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tab in the bottom right hand corner. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

Head Start Plus

Head Start Plus is also an online skills development course, designed to support students who are about or who have just started study at level 5 or 6 (2nd and 3rd year undergraduate). This course is

particularly recommended to students who may not have studied at HE level for some time or who are transitioning into the higher HE levels. The course provides a useful refresh on academic skills and practice and an insight into the expectations of tutors at those levels.

This course is free and available via the Open Education Platform powered by Blackboard. To access the course, follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

PASS

[PASS](#) is a group mentoring scheme running in a number of programmes at the university. It matches first year students with second and third year PASS Leaders who are able to offer a unique source of support in helping new students through the transition into university study. PASS Leaders undergo specific training that gives them an excellent opportunity to widen their skill-set, whilst also allowing for student-led study sessions that are mutually beneficial to PASS participants and PASS Leaders alike.

Contact your course tutor to find out if PASS is available on your programme. If you are interested in setting-up PASS on your course or would like to become a PASS Leader then contact pass@cumbria.ac.uk

Cumbria Mentor Scheme

This is the university's one-to-one voluntary mentoring scheme, traditionally matching individual first year students with second and third year Cumbria Student Mentors; however, any student may request a mentor if needed. This scheme provides unique pastoral support to new students during their transition into university life. It is also a great opportunity for more experienced students to broaden their own skill-set through the specific training all new mentors undergo, and through the practices they will utilise throughout the mentoring process. If you would like to be put in touch with a mentor or are interested in becoming a mentor yourself, contact melanie.bakey@cumbria.ac.uk

Career Ahead

Career Ahead is the University's Employability Award that is accessible to all of our students regardless of level or programme of study. Available free through the Careers Team in LiSS, the award gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set and reflect on their experiences. It also offers the opportunity to participate in exclusive programmes and activities with real life employers. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register email careerahead@cumbria.ac.uk.

10. Criteria for Admission

The University's standard criteria for admissions apply. Please refer to the [Applicant Information](#) pages of the University website for more information. For [APL](#), please refer to the University website.

Detailed criteria for admission to this programme can be found on the programme webpage:

<http://www.cumbria.ac.uk/study/courses/undergraduate/sport-rehabilitation/>

11. Methods for Evaluating and Improving the Quality and Standards of Learning and Teaching

<p>Mechanisms for review and evaluation of LTA, the curriculum and outcome standards</p>	<p>The programme is checked annually under the BASRaT monitoring scheme. Modules are evaluated regularly by staff teams and by students as per university guidelines. Each year an annual evaluator review (AER) is produced for the programme, which goes on to inform the Department AER. In addition, staff take part in annual peer review of teaching and learning activities, which is shared with the Head of Department, with good practice being shared with the group.</p> <p>The external examiner will be contacted throughout the year as an external reference point, and as a source of inspiration/ critical support. An external examiner report and response is produced annually. There is regular contact with external programme leaders and vocational placement supervisors again to access external reference points and gain new perspectives.</p>
<p>Committees with responsibility for monitoring and evaluating quality and standards</p>	<p>On-going discussion and feedback from students will take place to remedy issues before they become a greater concern. However, issues that cannot be completely rectified within the programme, or are on-going are passed to the departmental quality committees (DQCs) either by student representatives or the programme leader or both. The DQC feeds into University Academic Quality and Standards Committees (AQSC), as do the external examiner and AER reports.</p>
<p>Mechanisms for gaining (and responding to) student feedback on the quality of teaching and their learning experience</p>	<p>These mechanisms have been highlighted in the previous section. However, other sources of information and feedback inform the whole reporting process, such as peer reviews that are reported via Head of Department into Faculty Departmental Committees and Staff Student Meetings. Module and programme evaluations inform the AER.</p>
<p>Staff development priorities for staff teaching this programme</p>	<p>All staff are encouraged to engage in research activity. A number of staff within the Department and Faculty either have or are currently studying for PhD's. All staff are entitled to 5 weeks (pro-rata) scholarly leave which ensures that they remain up to date with current research and ensures that the programme is informed by research.</p> <p>The university operates a programme of development events throughout the year which staff are encouraged to attend.</p> <p>Staff remain updated on clinical activity through clinical work internal and external to the university. The teaching team includes members of both BASRaT and the Chartered Society of Physiotherapists.</p> <p>All staff are either members of or are working towards fellowship of the HEA through completion of a professional portfolio.</p>

12. Additional Information

Students will undertake two periods of supervised vocational practice at Level 4 and Level 5. These work-based experiences will cover ≥ 100 each, and will introduce students to the workplace and facilitate reflection on their own practitioner skills.

At Level 6, students will be expected to undertake a minimum 200-hour supervised practice in a performance enhancement, therapeutic rehabilitation, physical activity or health related context. Students will apply the expertise and knowledge gained throughout their Sport Rehabilitation programme modules to clinical practice. Throughout the programme, students will have attained 400+ hour vocational practice experience which is a requirement to apply for Graduate membership to the British Association of Sport Rehabilitators and Trainers (BASRaT). The vocational practice experience will be supported by a supervisor/mentor and will be guided by the QAA Code of Practice for Placement Learning. Placements may involve additional costs associated with travel and/or accommodation, and there will also be a cost implication for becoming a student and Graduate Sport Rehabilitator with BASRaT.

Students may have the opportunity to study abroad as part of the module HSPG5021 Coaching for Strength, Conditioning and Performance (typically semester 2 of level 5). If applicable, this will involve a financial contribution by students which they will be informed about at the earliest opportunity.

Students will also be offered the opportunity to achieve additional qualifications throughout the programme such as Emergency First Aid and Sports Strapping/Taping. These may incur a financial contribution by students although which are offered at a cost usually below industry standards.

Opportunities for additional vocational placement opportunities and gaining career experience will be advertised through email, personal tutors and through contact with relevant industry partners.

Students must obtain a minimum attendance of 80% throughout their programme of study. This will be tracked for all modules and qualificatory placements, with an average calculated at the end of each year and a final attendance figure calculated at the end of Year 3. Failure to obtain a $>80\%$ attendance record will result in ineligibility to apply for BASRaT membership, however students can still graduate with a BSc (Hons) Sport Rehabilitation degree.

The University of Cumbria is registered under the Data Protection Act 1998 to collect and process your personal data. The University may be required to disclose student data, but will only do so within the terms of this Act. Please see the University of Cumbria website for more information.

13. Administrative and Supporting Information

Key sources of information about this programme and its development can be found in the following:	This programme is aligned to the subject Benchmarks for Sport (SB), including those aligned to BASRaT http://basrat.org/ , and relevant Physiotherapy Benchmark statements (PB)
Department:	Department of Medical and Sport Sciences
Faculty	Health and Science
Teaching Institution	University of Cumbria
Collaborative Partners	N/A
Description of type of Collaboration	N/A
JACS code:	C630

Programme code (CRS):	UB-SPORHB	
UCAS code: (where applicable)	C630	
Date of last engagement with external bodies (eg QAA, Ofsted, etc)	QAA Subject Review - Sport (2001): UoC Institutional Audit March (April 2011)	
Date of Programme Specification validation	June 2014	
Validated period of programme:	5 years from Sept 2014 to July 2019 Update: Validation period extended to July 2020	
Date of changes to Programme Specification:	Reason for change: (eg minor changes)	Date:
	<i>Change to Assessment plan (ref 15.39)</i>	<i>June 2016</i>
	<i>Web Update</i>	<i>July 2016</i>
<p>The University of Cumbria is registered under the Data Protection Act 1998 to collect and process your personal data. The University may be required to disclose student data, but will only do so within the terms of this Act. Please see the University of Cumbria website for more information.</p>		

About Programme Specifications

This programme specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information is provided in the Programme Handbook and associated Module Guides.

Programme Specifications are written with the student audience in mind and are available to students. In addition, they are used in a number of ways:

- As a source of information for students and prospective students seeking an understanding of the programme.
- For the teaching team to ensure there is a common understanding about the aims and learning outcomes for a programme.
- As a reference point for audit, review and monitoring purposes
- As a source of information for employers, and professional bodies to provide evidence that required skills or abilities are developed by the programme.

For more details about Programme Specifications, refer to the QAA Quality Code, Chapter A3: The Programme Level.

DEFINITIVE DOCUMENT			Date:
Record of Changes:			
Date	Section(s) affected	Actioned by	SITS updated (Y/N/NA)
6 June 16	HSPG4008 Assessment plan (ref 15.39)	PH	Y
July 16	Student Support/Entry Criteria/ Evaluation/Hyperlinks	ES	NA