

Programme Specification

Programme Title and Name of Award	BSc (Hons) Sport Rehabilitation with integrated foundation year		
Academic Level	Level 6	Total Credits	480
Professional Body Accreditation / Qualification	Programme accredited by the British Association of Sport Rehabilitators and Trainers (BASRaT). As such, students who complete the "accredited pathway" of the programme and meet all requirements (educational, vocational and ≥80% attendance) as set, will be eligible to join BASRaT as a Graduate member.		
Date of Professional Body Accreditation	1 st August 2020	Accreditation Period	31 st July 2025
UCAS Code	C630		
HECoS Code	100475		
Criteria for Admission to the Programme	<p>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.</p> <p>Students can only APL onto Levels 5 and 6 the accredited pathway of the course where they have studied at least Level 4 on a BASRaT accredited programme. Alternatively, students may still APL onto Level 5 or 6, where appropriate, but will do so on the none-accredited pathway.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage: https://www.cumbria.ac.uk/study/courses/undergraduate/sport-rehabilitation-with-integrated-foundation-year/</p>		
Teaching Institution	University of Cumbria		
Owning Department	Medical & Sport Sciences		
Programme delivered in conjunction with	Not applicable		
Principal Mode of Delivery	Face to Face, Work-Based Learning and blended learning.		
Pattern of Delivery	Full Time		

	This programme may also be made available on an infill part-time basis at the discretion of the academic programme leader
Delivery Site(s)	Lancaster
Programme Length	Bachelor Degree (Ordinary and Honours): 4 years Standard registration period (full-time)
Higher Education Achievement Report (HEAR)	Upon successful completion of this programme, you may receive a Diploma Supplement/Higher Education Achievement Report (HEAR).
Exit Awards	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme. BSc (Hons) Sport & Exercise Therapy (480 credits) BSc Sport & Exercise Therapy (420 credits) DipHE Sport & Exercise Therapy (360 credits) CertHE Sports Massage Therapy (240 credits) Foundation Certificate Sport (120 credits)
Period of Approval	2020 - 2026

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

Programme Features

Overview

This programme has been designed to be aligned to the educational requirements of the British Association of Sport Rehabilitators and Trainers (BASRaT). It contains the relevant educational

knowledge, practical skills and competencies as required by the professional body, considering the latest (9th Edition) BASRaT Educational Framework, appropriate for future Graduate membership of the professional body. Furthermore, educational content and skills have been mapped against CIMSPA in relation to the benchmark requirements for the Strength & Conditioning Trainer qualification (contained within Level 5). The CIMSPA qualification is integrated into the programme at no additional cost or workload and awarded by the CIMSPA accreditor on successful completion of the relevant modules which have been mapped to the CIMSPA standards.

Modules will deliver high quality profession-specific training, which contains: a detailed knowledge and understanding of human anatomy and pathophysiology of neuromusculoskeletal conditions; competence in manual/therapeutic techniques, skills in exercise prescription and rehabilitation, conditioning and screening; and highly developed communication and inter-professional skills. The programme also makes use of computer-based technologies to reinforce practical skills developed in class (eg. through use of practical skills exemplar videos on the student virtual learning environment – Blackboard).

The ultimate aim of the programme is to enhance your employment prospects by providing professional body membership eligibility and industry leading qualifications (BASRaT and CIMSPA) and learning opportunities that reflect current workforce requirements and developing transferable and key skills. This will build on the University's current standing of being ranked 2nd in the United Kingdom for graduate employment (DLHE 2015). Your employability is strengthened by placement experiences embedded throughout the degree, totalling a minimum of 400 hours (a requirement of BASRaT), along with opportunities for additional industry qualifications (such as Emergency First Aid, Rocktape and an advanced trauma qualification), as well numerous volunteering opportunities presented throughout the three years.

The integrated foundation year (Year 0) provides the opportunity for you to settle into University life and gain the confidence and skills to succeed in your chosen sport degree through participating in a supportive academic, personal and professional development programme.

Modules

Whilst other Sports Therapy/Rehabilitation programmes may have been designed in the shadows to run alongside Sports Science programmes, and therefore share generic modules, eg. Physiology and Biomechanics, this course has been solely designed to be completely focused on content specific to Sport Rehabilitation. Therefore, it provides greater application to the clinical relevance and application of scientific principles, eg. Pathophysiology and Therapeutic Techniques at Level 5 consider how certain techniques or modalities which a Sport Rehabilitator may use effect the pathophysiology related to specific injuries or conditions during the treatment process. The aim of this is to better equip students with subject specific knowledge and practical application throughout the programme, and therefore improve their vocational skills.

Level 3: modules provide a good grounding for you to develop your academic and study skills to progress onto higher levels of study (Levels 4-6). This route offers a unique opportunity for developing your problem-solving skills, intellectual, scientific, practical and investigative skills that underpin the inter-disciplinary approach to the study of Sport whilst providing you with a grounding in essential university skills and nurturing your career aspirations. Students on the Sport foundation year will study six modules that explore the theoretical concepts that underpin the study of Sport Rehabilitation. Sport in Action will introduce the key scientific disciplines that underpin the study of sport alongside developing your awareness of the specific issues relating to health and fitness professionals working with a broad range of population groups. Through other modules you will gain a knowledge and understanding of the contemporary issues in sport, an appreciation of the challenges experienced by sport professionals and organisations. You will join with other foundation year students, from a range of disciplines, for some of your modules. Cross-cultural awareness and engagement is encouraged through the module Contemporary Issues and the Media in which you will be investigating key contemporary issues relating to your subject area through the lens of the media

and analysing the role and influence the media has on societies appreciation of these issues. Individual Case Study that also develops your problem based learning skills and creates a rich platform for the interchange of ideas. Leading and Managing individuals and Organisations will provide you with a deeper appreciation of organisational structures and the psychology of working with clients and leading others.

Throughout the integrated foundation year you will have the opportunity to develop your professional skills by developing key soft skills such as communication, team working, self-management and organisation. During the generic university wide modules, you will make links with the careers team to discuss your skill development and to help you reflect on how these link to your employability and graduateness. This will be accompanied by working on your digital skills profile, ensuring you have access to the universities MOOC's and 'Linked in Learning' to help build upon your current level of IT literacy.

Level 4: you will participate in closely supervised sessions and practical classes fostering basic practical and clinical reasoning skills that underpin Sport Rehabilitation, as well as the foundations of human movement and function (including the study of Physiology and Biomechanics relevant to sport rehabilitation). You will also study the theory and application of basic exercise techniques & training, which will be the foundation to exercise rehabilitation studies later in the programme. Regarding early integrated employability, by successfully completing the Level 4 module in Sports Massage and by becoming a student member of BASRaT, this will allow you to obtain insurance to practice Sports Massage and commence paid employment working within your scope of practice. Finally, you will commence your personal and professional development in a dedicated module. This will be designed to further aid your induction into higher education, or transition from Level 3, and foster your learning skills for higher levels of study to come.

Level 5: there will be more emphasis on developing the clinical skills needed to become an independent learner and Sport Rehabilitation practitioner. This will include opportunities to work in small groups as part of clinical problem-based learning, to plan, discuss and apply evidence based therapeutic interventions. This will be accompanied by further applications of functional sports rehabilitation and later stage strength and conditioning modules. These will be designed to integrate the educational requirements of the CIMSPA Strength & Conditioning Trainer qualification.

Level 6: there will be an increasing emphasis on student led sessions and discussion groups during more advanced problem-based learning scenarios (integrated into clinical modules) to enhance critical thinking and reasoning skills needed by autonomous practitioners. Alongside continued, advanced educational content related to Sport Rehabilitation, you will also study a module in Professional Development and Employment. This module is designed to develop your critical self-reflection, careers and goal planning, and to help prepare you for graduate employment. This will include studying and developing your curriculum vitae, personal statement and interview techniques whilst gaining awareness of teamwork, leadership skills, and appreciate the role of stress management & counselling, and therefore enabling you to be "work-ready" at the end of your degree. Finally, after studying Evidence Based Practice in Level 5, in Level 6 you will conduct your advanced investigative project. This can be in your chosen discipline/topic of interest, where you can investigate a research question in order to try and advance the knowledge related to Sport Rehabilitation.

Vocational Placement

Vocational skills are developed throughout the levels 4-6 via Qualificatory Practice Units (QPU). Students will undertake 100 hours placement for QPU 1, 100 hours placement for QPU2 and 200 hours for QPU 3, making a total of 400 hours (as required by BASRaT for Graduate membership eligibility). The vocational experiences during each QPU will be tailored in relation to your knowledge base and skill competency, along with your preferred area of practice (where possible and appropriate) and be conducted in a range of internal (University sports team pitch-side 1st aid, Health & Wellbeing Sport Rehabilitation Clinic) and external (professional/amateur sports teams, sport rehabilitation clinics, the NHS, Firefighters recovery charity, health centres, etc...). These will be integrated throughout the

academic year and around taught sessions as well as further advocated over holiday periods with additional placements negotiated with providers close to your home. This will help to enable greater distribution of placements over the 3-year period. The Programme Placement coordinator will negotiate and supply, as required, placements during term time, and in the local area, in order to help you obtain 400 hours on completion of the programme. They will also offer support to assist you in contacting placement providers closer to home during holiday periods to further expand your placement hours. Detailed information regarding placement supervisor and setting criteria for suitability, liability insurance, logging of hours/experience, and health and safety requirements are provided in a separate Placement Handbook.

Where possible, term-time placements are sourced in local settings within commute using public transport. However, opportunities may arise for placements further away, not in reach of public transport, or requiring overnight accommodation. Previous examples include placement opportunities with St Helen's Rugby League Club or attending international races with Bentley Motorsport. These will be discussed as appropriate with the Placement Coordinator, however, please be aware that placements may incur cost regarding travel arrangements.

Graduation and Progression

On completion of the programme, encompassing all educational requirements and QPUs are successfully met, and that you obtain a minimum of 80% attendance throughout all teaching and placement activities, you will be eligible to apply for BASRaT graduate membership. Please note that this incurs a cost of around £300 annually, which provides Malpractice and Public Liability Insurance to practice (up to £5 million), to be on the Accredited Register and able to use the title of Graduate Sport Rehabilitator (GSR), access to employment listings and adverts, and a range of other member benefits. Post-graduate options will also be made available regarding further study with the University of Cumbria, specifically regarding progression onto the MSc (Pre-registration) Physiotherapy programme. At the University of Cumbria, the Physiotherapy teaching team recognise that a number of Sports Rehabilitation students successfully go on to study Physiotherapy following completion of their undergraduate degree. Therefore, they actively encourage you, if you are expecting to attain an Upper Second Class (2:1) degree classification or higher, to apply for the 2-year MSc (Pre-registration) Physiotherapy programme and can guarantee you an interview for this course. To help to facilitate your application, the Physiotherapy team also works closely with staff from the Sport Rehabilitation programme to provide additional support sessions to guide you through this process.

Aims of the Programme

The overall aims of the Programme are:

The aim of the BSc (Hons) Sport Rehabilitation programme is for the graduating students to be competent Graduate Sport Rehabilitators who are:

- i fit for practice, purpose and profession as a proficient and autonomous Graduate Sport Rehabilitator (GSR)
- ii able to critically reflect as an independent practitioner, and show commitment to continuing professional development and lifelong learning whilst acting as an ambassador for BASRaT
- iii able to demonstrate graduate qualities and transferable skills necessary for success in the workplace
- iv. capable of working collaboratively with other healthcare and sport-related professionals to provide safe and effective multidisciplinary healthcare to meet client needs

v. competent in methods of scientific enquiry, critical interpretation, analysis and evaluation of data and able to use appropriate technologies and techniques specific to Sport Rehabilitation to provide evidence-based healthcare

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 3: (Usually Year 0 undergraduate), you will be able to:

- Recognise the breadth of the field of study and apply the skills of manipulation of knowledge to make informed judgements within routine contexts and with guidance.
- Begin to work beyond defined contexts
- Apply established approaches to solving well defined problems, showing emerging recognition of the complexity of associated issues and communicate outcomes effectively in an appropriate format
- Within a defined context and under guidance, evaluate personal and workplace experience and manage information and data from a range of sources appropriate to the field of study.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you 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 Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you 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 Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you 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.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

It is a QAA requirement that for all Higher Education programmes, the Programme Outcomes are split by exit point so it is clear to students what outcomes they will have achieved at what stage of the programme.

After 120 credits of study (FdCert) you will be able to demonstrate:

Ki A knowledge and understanding of a range of data collection and handling techniques applied within the context of Sport Rehabilitation

Kii The ability to apply and explain theories, models, concepts and principles that underpin the study of Sport Rehabilitation

After 240 credits of study (CertHE) you will be able to demonstrate:

K1. Knowledge and understanding of the foundations of human anatomy and sports massage and musculoskeletal injuries, including injury aetiology, diagnosis and healing outcomes.

K2. Theoretical underpinning of human movement and function, relevant to sport and physical activity, as well as foundations of exercise prescription.

K3. Understanding of methodologies to locate, review and evaluate research findings relevant to sport rehabilitation practice, and self-awareness for future development.

After 360 credits of study (DipHE) you will be able to demonstrate:

K4. Underpinning knowledge and evidence of practical and clinical activities related to manual therapeutic techniques, functional rehabilitation and strength & conditioning.

K5. Critical understanding of human responses to sport and exercise, focusing on pathophysiology and potential for injury and rehabilitation.

K6. Critically synthesise, interpret, analyse and evaluate evidence in the context of research methodologies and data sources, applying skills in solving problems

After 480 credits of study (BSc Hons) you will be able to demonstrate:

K7. Capacity for independent, self-managed learning to design, execute and communicate a sustained piece of independent study, which provides evidence of critical engagement with, and interpretation of, appropriate data.

K8. Capacity to identify relevant legislative, professional and statutory codes of conduct that impact on the practice of Sport Rehabilitation.

K9. Complex evaluation of a range of safe and effective injury assessment, treatment, rehabilitation and pre-habilitation techniques to facilitate and restore function for individuals and groups.

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

Programme Outcomes need to be identified for any exit awards associated with the programme. Also ensure these outcomes are numbered so they can be mapped to the Curriculum Map. For example:

After 120 credits of study (FdCert) you will be able to demonstrate:

Si Academic, personal and professional skills needed to succeed in higher education

Sii Effective problem-based learning (PBL) skills for working with people in a range of sport and exercise contexts.

Siii Demonstrate specific skills, techniques and competencies needed to study and work in Sport Rehabilitation

After 240 credits of study (CertHE) you will be able to demonstrate:

S1 Practical skill competency in identifying and assessing commonly injured musculoskeletal structures.

S2 Ability to take subjective and objective assessment, conduct reasoned therapeutic massage application, and provide appropriate aftercare advice to deliver safe and effective sports massage treatment working within the role and scope of a Sport Rehabilitation.

S3 Basic exercise prescription to individuals and groups to improve function, linked with the role of a Personal Trainer.

After 360 credits of study (DipHE) you will be able to demonstrate:

S4 Plan, design and execute practical and clinical activities related to manual therapeutic techniques, functional rehabilitation and strength & conditioning, using appropriate techniques and procedures whilst demonstrating clinical reasoning and practical skill competency.

S5. Application of a range of therapeutic treatment modalities in relation to injured musculoskeletal structures considering their pathophysiology of healing.

S6. Implement, evaluate and monitor therapeutic interventions and exercise programmes safely, effectively and efficiently, working in vocational practice.

After 480 credits of study (BSc Hons) you will be able to demonstrate:

S7. Practice as an autonomous professional, exercising their own professional judgement within their scope of practice and limits of competence, and communicate referral to other professionals as appropriate.

S8. Reflect critically on their clinical and academic experience and performance to identify goals and formulate a plan for their personal and professional continuing development.

S9. Apply a range of safe and effective injury assessment, treatment, rehabilitation and pre-rehabilitation techniques to facilitate and restore function for individuals and groups involving advanced problem scenarios.

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

Staff engaged in the development and delivery of this programme are active in continuing professional development. A significant amount of practical experience is aligned to a professional requirement to maintain a current level of knowledge. All staff hold or are active in subject-specific qualifications and conduct research pertinent to professional practice.

This programme has been designed in line with relevant aspects of the following QAA benchmarks:

BASRaT (2018) Role Delineation of the Sport Rehabilitator

BASRaT (2018) Educational Framework 9th Edition

BASRaT (2015) Fitness to Practice: Guide for Institutions

CIMSPA Professional Standard Evidence Mapping Template Strength & Conditioning Trainer 2018

QAA Benchmark Statement Hospitality, Leisure, Sport & Tourism (2008)

Quality Management & Enhancement

The following will be considered when undertaking review and oversight:

- **The UK Quality Code for Higher Education**, specifically programme monitoring and review
- The **Equality Impact Assessment** (EIA) for the programme owned by the University of Cumbria.

With regard to the core processes for maintaining, managing and governing the programme, the University of Cumbria employs a range of strategies to ensure that oversight is comprehensive. Annual university wide monitoring of the programme, governed by the UK Quality Code for Higher Education ensures that teaching and programme content is fit for purpose and maintained accordingly. Student and staff forums are held each semester and provide an accessible forum for the debate and discussion of issues relating to the student academic experience and any other aspects of University life which students feel relevant across a set of programmes. The Personal Academic Tutor assigned to each student offers a tailored support approach that can also tie student's in to a broader package of pro-active support for those with additional needs. The Student Success and Academic Support Committee, which has broad representation from both students and staff also provides a transparent vehicle by which student success and support can be guided by best practice and identified need.

All of these systems and processes are in place to maintain the quality of the programme and to provide governance and oversight in a transparent manner so as to ensure quality is translated into practice.

All academic programmes are owned by the University of Cumbria and, as such, they will remain accountable for academic quality assurance as determined by internal policy and processes, which are compliant with **QAA** processes and the **Teaching Excellence Framework** (TEF). The following links below provide access to key documents that relate to policy and strategy and you are invited to take the opportunity to familiarise yourself with the content:

- [UoC Vision, Mission and Values](#)
- [UoC Corporate Strategy](#)
- UoC Strategic Plan
- [UoC Learning, Teaching and Assessment Strategy](#)
- UoC Departmental Business Plans
- [UoC Academic Regulations and Academic Procedures and Processes](#)
- UoC Collaborative Provision Strategy

Graduate Prospects

By studying the BSc (Hons) Sport Rehabilitation programme you will not only be gaining extensive theoretical knowledge and practical skill competence of your chosen topic of study, but also developing a range of relevant transferrable skills which you can use to gain work during and after your study. Successful completion of your programme, whilst meeting all educational and QPU requirements, will enable eligibility for Graduate membership of BASRaT. Furthermore, successful completion of "Exercise Techniques & Training" (Level 4) and "Strength & Conditioning for Performance" (Level 5) will enable you to graduate with the CIMSPA Strength & Conditioning Trainer qualification, to increase your employability in the field of strength and conditioning. However, all CIMSPA qualificatory relevant module assessment items must be passed in order for you to successfully pass and obtain the qualification. Further detail is available in a separate CIMSPA mapping document.

Successful graduates have found employment working in: professional sports clubs, sports injury/multidisciplinary clinics, the NHS, charitable organisations (eg. Firefighters Recovery and Help for Heroes), Health Centres and self-employment. Also, through becoming a Graduate Sport Rehabilitator with BASRaT, there is future employment potential internationally working in the field of athletic training, such as in America.

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

University of Cumbria learning Teaching and Assessment strategy

<https://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/aqs/documents/LearningTeachingAssessmentStrategy.pdf>

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

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, thus giving students 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 more complex problems and situations at level 5 and 6. Technology-enhanced learning will further support the practical learning with a range of online resources.

Foundation Year

The Department of Medical and Sport Sciences want to motivate you in your foundation year studies through a variety of teaching and learning approaches that support different learners' needs and help to integrate you into university life. Transferable skills are central to learning opportunities and assessment. Students are encouraged to reflect on their skills development in learning and personal contexts so they develop their ability to make appropriate choices and decisions. Challenging and authentic tasks will be used to stretch your capabilities in real world learning and assessment resulting in a deeper approach to learning. The mode of assessment introduces you to the type of assessments you will encounter as you progress through your degree. You will undertake a range of assessments including written assignments, reports and essays, oral presentations and poster presentations, portfolios and set exercises such as producing a dvd news report. There is a strong emphasis on formative assessment in all modules to assist with the learning process.

The foundation year modules utilise a full range of UoC digital resources and learning technology where suitable; for example, through the University's virtual learning environment (Blackboard). Vocational practice opportunities form an essential part of the programme and encourages you to make meaningful links between the underpinning theoretical concepts within the subject area.

During the integrated foundation year you will be taught with students on a range of Sport programmes and students from other departments, you will be working in groups and teams to achieve solutions to set problems, researching case studies and delivering events. Each module is led by a module leader which is the lead tutor with over-arching responsibility for that module. However, one of the strengths of this programme is our team-taught approach to delivery, you will be taught on a module by more than one tutor. This ensures you are taught topics by subject specialists, experience the different delivery styles you will encounter as you progress through your programme and on modules that you share with other programmes ensures you will meet staff from your degree programme.

Teaching and Learning

University of Cumbria learning Teaching and Assessment strategy

<https://www.cumbria.ac.uk/media/university-of-cumbria-website/content-assets/public/ags/documents/LearningTeachingAssessmentStrategy.pdf>

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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.

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Summative and Formative Assessment

Assessments within this programme have been designed to reflect the authentic professional requirements of working practice in Sport Rehabilitation. Therefore, a unique emphasis of this course is the focus of vocational led methods of assessment. Therefore, practical skills and problem-based scenario assessments will be frequently used throughout the programme. Furthermore, in-class competency log books of practical skills demonstrations will also frequently be used. This helps enable a wider range of assessing practical skill competency, yet in a less formal environment and which also allows for ongoing learning from immediate feedback.

A wider range of assessment methods will also be integrated into the programme, including professional discussions, group/individual presentations, online resources, case studies, reflective reports, academic essays, assessment reports, written exams. This will help develop a wider range of graduate skills (such as communication, presentation, reflection and academic writing) whilst also being relevant to the specific module of study.

Learning and Teaching Assessment (LTA) approaches will be continually evaluated and improved by using module evaluations, student feedback, peer review of teaching, and module development sessions. These will ensure an enhanced student learning experience and continuing professional development of the academic team to maintain best practice in Learning, Teaching and Assessment.

Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Induction

Induction takes place during Welcome Week prior to the start of the programme. All level 3 students will share a common induction programme to provide the opportunity for you to meet with other students in your subject area and those from other level 3 foundation programs who share common university-wide modules. You will undertake a series of activities designed to form cohesion amongst the student group, to familiarise you with the University and introduce you to a range of support services and staff who are there to help you settle into university life and help you progress through your studies. You will be shown how to use our Virtual Learning Environment (VLE) which is called 'Blackboard' and how to submit assessments using 'Turn it In'. All students will attend centrally organised sessions, Student Life and Help is at Hand

During the induction week you are allocated a Personal Tutor (PT), as are all students at the university, but in addition integrated foundation year students will also be supported by the level 3 subject area lead. You will also meet your dedicated Student Transition Advisor who is part of our awarding winning Learning Information and Student Support service (LiSS). They will run sessions on expectations for studying in higher education and show you around the library and learning resources. You will receive a programme handbook which will clearly explain your award, how it will run, and the people involved. In addition, it will provide hyperlinks where you will find help on module enrolment, assessment submission and if you need to apply for 'extenuating circumstances'. Your programme handbook will also include further information on the options available to you at levels 5 and 6 and the Programme Leader and Module Leaders will support you through this decision making process, to help you to achieve your personal goals and ambitions.

Progressing students will not be required to attend all induction activities at level 4, however will be invited to be involved in activities that will enable them to meet and feel fully integrated with their new cohort such as introduction to programme structure, modules and assessments and team building activities. In addition the students will be invited by the programme leader to mentor and support new students in other activities such as campus tours and general tips and guidance on being a UOC student.

Health and Wellbeing

Your wellbeing is very important to us at the university. That's why we offer a wide variety of confidential support and advice to help you out when you need it. Personal, emotional and psychological problems can impact on your ability to study. Counselling and therapy can give you time to explore what is going on in your life in a safe setting. You will be listened to, respected and not judged. You can explore ways to help yourself, do things differently, be clearer about things and move on. Our Mental Health and Wellbeing Team incorporates Counselling, Therapy and Mental Health Case Worker support, Mental Health Mentoring, and students at the University of Cumbria have access to this specialist level of support. Our Mental Health Case Workers, and qualified and trainee Psychological Therapists offer confidential support and advice in a number of ways:

- Information on how to access services provided by the NHS and Social Services
- Support for disabled students including some aspects of mental health
- Counselling and therapy service
- Information for staff and students

Appointments are available during the week, with additional workshops and group sessions throughout the year. More information can be access online: <https://my.cumbria.ac.uk/Student-Life/Support/Health--Wellbeing/>

Personal Tutoring

A Personal Tutor will be allocated to you by the Programme Leader at the start of the programme and it will be their role to support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy. Your Personal Tutor will discuss with you about matters relating to you academic development and also about any issues which may be hampering your study. This can include any matters of concern regarding your health and wellbeing. Through this, your Personal Tutor can direct you to appropriate support through the University's student support services.

You should make contact with your Personal Tutor within a month of starting your studies. You will meet with your Personal Tutor on a minimum of four occasions per academic year in year 4 (and twice yearly in years 5 and 6). These sessions could take the form of face to face meetings or some group tutorials. You may also choose to meet your Personal Tutor by email, telephone or Skype, FaceTime or other online methods. These meetings are in addition to any discussions you may initiate which are without limit. The scheduled meetings will include the opportunity to examine your marks and feedback across modules to identify practice which can be encouraged across modules and recognising where further support may be beneficial. You should keep the records of your Personal Tutor meetings as part of your academic development. Your Tutor will also keep records of the meeting, in line with Data Protection requirements.

Library and Academic Support (based in Information Services)

Module leaders will collaborate with Library and Academic Advisors to ensure that your reading and resource lists are current and items are available via the library discovery tool OneSearch. 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 electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's

[subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically using the University's [online reading and resource list system](#).

The [Skills@Cumbria](#) service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Library and Academic Advisors. 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. Visit [skills@cumbria](#) for more details.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all university systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Student Support Services

Student Support Services offer a wide range of support, including: careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We also offer mentoring by trained students which you can request at any point during your studies. 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 the [website](#) and/or via the Student Services guidance tile on the [Student Hub](#).

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 professional services advisers:

Student Transition Advisor Support (Level 3)

During the first year of your programme (year 0) you will have access to support from dedicated Student Transition Advisors. These advisors will provide you with individual academic and pastoral support alongside the academic team to ensure you reach your full potential whilst you are on this programme. In particular, they will help you to adjust adjustment to university study, assist you in the navigation of the academic environment, policies, expectations and signposting to a wide range of services. They also work with you and your personal tutor to help you to develop your own strategies for effective study and provide additional one-to-one and group support in academic writing and numeracy skills.

A key feature of the foundation year programme is the additional student support that has been built into the modules in particular the Essential University Skills 1 and Essential University Skills 2 modules that have an additional 12 contact hours included to enable staff to provide additional individual and group tutorials facilitated by the Student Transition Advisors.

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 tile. 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.

Peer Mentoring @ Cumbria

You will be allocated a student Mentor who will be in touch to offer a non-judgemental and friendly hand and to help with various aspects of your student experience, from making friends to settling in, to helping you understand the expectations of academic study and dealing with assessment worries.

Mature Students' Events

Whether it is a coffee morning, lunchtime gathering or a social event, there are events happening throughout the year to link you up with other mature students who will also be juggling a number of commitments alongside their studies.

Help is at Hand Events

Keep a look out for these interactive events on campus around October and January. You are encouraged to attend these as they showcase the range of support available here and give you the opportunity to talk to people from Finance, Accommodation, the Students' Union, the Wellbeing and Disability Team etc.

Career Ahead+

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all important job interview. Contact careerahead@cumbria.ac.uk or visit www.cumbria.ac.uk/careerahead for more information.

Programme Curriculum Map					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
3	UNIF3003	Essential University Skills 1	20	Compulsory	Kii, Si
3	UNIF3010	Contemporary Issues and the Media	20	Compulsory	Kii, Si
3	UNIF3006	Sport in Action	20	Compulsory	Ki, Kii, Siii
3	UNIF3004	Essential University Skills 2	20	Compulsory	Kii, Si
3	UNIF3008	Leading and Managing Individuals and Organisations	20	Compulsory	Kii, Si
3	UNIF3009	Individual Case Study	20	Compulsory	Ki, Kii, Si, Sii
4	SPAG4000	Personal and Professional development	20	Core	K3
4	SPAG4009	Sports Massage	20	Core	K1, K2, S2
4	SPAG4010	Functional Anatomy & Sports Injuries: Lower Limb	20	Core	K1, K2, S1
4	SPAG4011	Functional Anatomy & Sports Injuries: Upper Limb & Spinal	20	Core	K1, K2, S1
4	SPAG4005	Exercise Techniques & Training	20	Core	K2, S3
4	SPAG4004	Principles of Human Movement & Function	20	Core	K2, K3, S3
4	SPSR9001	Qualificatory Practice Unit 1	0	Qualificatory	S1, S2
5	SPAG5009	Pathophysiology & Therapeutic techniques	20	Core	K5, S5, S6
5	SPAG5004	Functional Sports Rehabilitation	20	Core	K4, K5, S4, S6

5	SPAG5010	Applied Manual Therapy: Peripheral	20	Core	K4, K6, S4, S6
5	SPAG5011	Applied Manual Therapy: Spinal	20	Core	K4, K6, S4, S6
5	SPAG5002	Strength & Conditioning for Performance	20	Core	K4, K5, S4, S6
5	SPAG5000	Investigative Techniques	20	Core	K6, S6
5	SPSR9002	Qualificatory Practice Unit 2	0	Qualificatory	S4, S5, S6
6	SPAG6009	Neurodynamics in Sport	20	Core	K9, S7, S9
6	SPAG6011	Professional Development & Employment	20	Core	K8, K9, S8
6	SPAG6010	Advanced Athlete Care	20	Core	K9, S7, S8, S9
6	SPAG6004	Screening & Pre-habilitation	20	Core	K9, S9
6	SPAG6000	Independent Investigative Project	40	Core	K7, S7, S8
6	SPSR9003	Qualificatory Practice Unit 3	0	Qualificatory	K8, K9, S7, S8, S9

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes with the following permitted exception due to the requirements of the British Association of Sport Rehabilitators and Trainers (BASRaT)

- Modules are not eligible for compensation (condonation) as a marginal fail within the limits set out in the Academic Regulations. This is due to professional body regulations by BASRaT to enable future graduate membership eligibility. However, where necessary and applicable, students may be eligible for condonation, although which will result in them being transferred onto the none-accredited pathway.

A failed student will be permitted to re-register on the same programme

* Key to Module Statuses	
Core Modules	Must be taken and must be successfully passed
Compulsory Modules	Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed)
Qualificatory Units	These are non- credit-bearing pass/fail components that are used to satisfy relevant professional, statutory or regulatory body professional requirements that are associated with the programme

Programme Delivery Structure:				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended Spring Semester / Year-Long		
UNIF3003	Essential University Skills 1	Autumn	Written assignment (50%) Presentation (50%)	Mid Semester 1 End Semester 1
UNIF3004	Essential University Skills 2	Spring	Written assignment (50%) Presentation (50%)	Mid Semester 2 End Semester 2
UNIF3010	Contemporary Issues and the Media	Autumn	Written Assignment (50%) Set Exercise (DVD News Report) (50%)	Mid Semester 1 End Semester 1
UNIF3008	Leading and Managing Individuals and Organisations	Spring	Presentation (40%) Written Assignment (60%)	Mid Semester 2 End Semester 2
UNIF3009	Individual Case Study	Spring	Portfolio (40%) Presentation (60%)	Mid Semester 2 End Semester 2
UNIF3006	Sport in Action	Autumn	Portfolio (100%)	End Semester 1
Students exiting at this point with 120 credits would receive a FdCert Sport				
SPAG4000	Personal and Professional development	Autumn Semester	Report (50%) Oral Presentation (50%)	Mid Semester 2 End Semester 2

SPAG4009	Sports Massage	Autumn Semester	Practical Skills Assessment (15%) Set Exercise (85%)	During Semester 1 End Semester 1
SPAG4010	Functional Anatomy & Sports Injuries: Lower Limb	Autumn Semester	Practical Skills Assessment (15%) Set Exercise (85%)	During Semester 1 End Semester 1
SPAG4011	Functional Anatomy & Sports Injuries: Upper Limb & Spinal	Spring Semester	Practical Skills Assessment (15%) Set Exercise (85%)	During Semester 2 End Semester 2
SPAG4005	Exercise Techniques & Training	Spring Semester	Oral assessment/presentation (50%) Practical Assessment (50%)	Mid Semester 2 End Semester 2
SPAG4004	Principles of Human Movement & Function	Spring Semester	Oral assessment/presentation (60%) Set Exercise (40%)	End Semester 2 Mid Semester 2
SPSR9001	Qualificatory Practice Unit 1	Year-Long	Competency Log Book (100%)	End Semester 2
Students exiting at this point with 240 credits would receive a CertHE Sports Massage Therapy				
SPAG5009	Pathophysiology & Therapeutic Techniques	Autumn Semester	Practical Skills Assessment (15%) Set Exercise (85%)	During Semester 1 End Semester 1
SPAG5004	Functional Sports Rehabilitation	Autumn Semester	Written Assignment (50%) Practical Assessment (50%)	End Semester 1

SPAG5010	Applied Manual Therapy: Peripheral	Autumn Semester	Practical Skills Assessment (15%) Set Exercise (85%)	During Semester 1 End Semester 1
SPAG5011	Applied Manual Therapy: Spinal	Spring Semester	Practical Skills Assessment (15%) Set Exercise (85%)	During Semester 2 End Semester 2
SPAG5002	Strength & Conditioning for Performance	Spring Semester	Oral assessment/presentation (50%) Practical Assessment (50%)	Mid Semester 2 End Semester 2
SPAG5000	Investigative Techniques	Spring Semester	Written Assignment (50%) Oral Presentation (50%)	Mid Semester 2 End Semester 2
SPSR9002	Qualificatory Practice Unit 2	Year-Long	Competency Log Book (100%)	End Semester 2
Students exiting at this point with 360 credits would receive a DipHE Sport & Exercise Therapy				
SPAG6009	Neurodynamics in Sport	Autumn Semester	Practical Skills Assessment (15%) Set Exercise (85%)	During Semester 1 End Semester 1
SPAG6011	Professional Development & Employment	Autumn Semester	Job Interview (100%)	End Semester 1
SPAG6010	Advanced Athlete Care	Spring Semester	Portfolio (100%)	End Semester 2
Students exiting at this point with 420 credits would receive an Ordinary BSc Sport & Exercise Therapy				
SPAG6004	Screening & Pre-habilitation	Spring Semester	Oral Assessment/Presentation (100%)	End Semester 2
SPAG6000	Independent Investigative Project	Year-Long	Written Assignment (80%)	End Semester 2

			Oral Assessment/Presentation (20%)	End Semester 2
SPSR9003	Qualificatory Practice Unit 3	Year-Long	Competency Log Book (100%)	End Semester 2
Students exiting at this point with 480 credits but on the none-accredited pathway would receive a BSc (Hons) Sport & Exercise Therapy				

Methods for Evaluating and Improving the Quality and Standards of Learning

Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods	<ul style="list-style-type: none"> • Module Evaluation • Programme Validation and Periodic Review • Annual Monitoring • Peer Review of Teaching • External Examiner Reports • Student Success and Quality Assurance Committee
Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.	<ul style="list-style-type: none"> • Staff Student Forum • Module Evaluation Forms • Programme Evaluation: National Student Survey, UK Engagement Survey • Module/Programme/Personal tutorials • Meetings with External Examiners

Date of Programme Specification Production:	August 2019
Date Programme Specification was last updated:	March 2024
For further information about this programme, refer to the programme page on the University website	

The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK	
Is the placement requirement more than 50% of the programme?	No
If yes, what % of the programme is the placement requirement?	NA
If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?	NA