

Course Specification

A. Course Information			
Final award title(s)	BSc (Hons) Sport Rehabilitation	Course Code(s)	5006
Intermediate award title(s)	BSc Rehabilitation Studies Diploma in Higher Education Rehabilitation Studies Certificate in Higher Education Rehabilitation Studies		
Awarding Institution	London South Bank University		
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input checked="" type="checkbox"/> HSC <input type="checkbox"/> LSS		
Division	Allied Health Sciences		
Course Director	Dr Amy Sibley		
Delivery site(s) for course(s)	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify		
Mode(s) of delivery	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Both		
Length of course	3 years		
Approval dates:	Course(s) validated	July 2017	
	Course specification last updated and signed off	October 2020	
	Version number	V2.0	
Professional, Statutory & Regulatory Body accreditation	British Association of Sport Rehabilitators and Trainers (BASRaT)		
	Internal	<u>LSBU Corporate Strategy 2015-2020.</u> <u>LSBU Academic Regulations</u> School of Health and Social Care Local Delivery Plan (2016-17)	
	External	BASRaT (2016) Role Delineation of the Sport Rehabilitator BASRaT (2016) Educational Framework 7th Edition BASRaT (2015) Fitness to Practice. Guide for Institutions The Sports Massage Association (SMA) Qualification Assessment Criteria for Course Accreditation (Nov-2015). The Register of Exercise Professionals (REP) Accreditation Criteria for Courses – Level 2 and Level 3 QAA QAA Benchmark Statement Hospitality, Leisure, Sport & Tourism (2008) QAA The Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies (2014) Other	

		SEEC Credit Level Descriptors for Higher Education (2010)
B. Course Aims, Features and Outcomes		
Distinctive features of course	<p>The distinctive features of the BSc (Hons) Sport Rehabilitation course include:</p> <ul style="list-style-type: none"> • Meeting the requirements of the BASRaT Role Delineation of the Sport Rehabilitator, which will enable successful students to be eligible to apply for registration with BASRaT as a Graduate Sport Rehabilitator (GSR) • To provide a strong inter-professional learning environment within which GSRs are able to develop and practice as competent and capable practitioners within the wider health and social care community • To provide opportunities for sport rehabilitation placements across a range of traditional and emerging GSR practice settings 	
Course Aims	<p>The aim of the BSc (Hons) Sport Rehabilitation course is for the graduating students to be competent Graduate Sport Rehabilitators who are:</p> <ul style="list-style-type: none"> • confident, proficient and autonomous practitioners across the core domains of Sport Rehabilitation • able to demonstrate knowledge and understanding of the disciplines underpinning sport rehabilitation and its practice • able to identify, plan, deliver and evaluate evidence-informed interventions in response to the needs of an individual or group • engaged in research and evidence-based healthcare • reflective and independent practitioners, commitment to continuing professional development and lifelong learning • able to demonstrate strong professional role identity, accountability and resilience and act as ambassadors for the Sport Rehabilitation profession • able to demonstrate graduate qualities and transferable skills necessary for success in the world of work • fit for award, practice, purpose and the profession 	
Course Outcomes	<p>1) Students will have knowledge and understanding of:</p> <p>A1 The sciences and disciplines which underpin sport rehabilitation practice</p> <p>A2 A range of assessment approaches and techniques used in person-centred sport rehabilitation practice</p>	

A3 Therapeutic interventions and rehabilitation approaches within sport rehabilitation practice

A4 The role and professional scope of the Graduate Sport Rehabilitator in the prevention and management of illness and injury and as part of wider teams across a range of settings and environments

A5 Research methodologies, forms of inquiry, clinical audit, and models of evidence-based practice applied to sports rehabilitation

A6 Legislative, policy, ethical, moral and research frameworks that underpin, inform and influence sport rehabilitation practice

- **Teaching and learning strategy:**

The course will use a blended approach to teaching and supporting learning. A range of technology enhanced learning applications will be used via the University's virtual learning environment to provide guidance of and opportunities for learning, and to support face-to-face delivery. In the early part of the course, interactive lead lectures will introduce and provide new knowledge or update existing knowledge. Small group teaching including seminars and tutorials will provide opportunities to develop understanding through the sharing of ideas, critical analysis and discussion. Inter-professional and shared learning opportunities are explicit to allow students to develop understanding of their role and that of others within a wide context of health and social care delivery.

Students will be encouraged to develop as autonomous and resourceful learners.

- **Assessment:**

Content, knowledge and understanding is assessed formatively and summatively through a variety of means aligned to the practical or theoretical content of the modules.

Summative assessment tasks are drawn from the following:

- Multiple choice examinations
- Written Examinations
- Written Assignments
- Practical examinations
- E-activities
- Presentations
- Placement portfolios

2) Students will develop their **intellectual skills** such that they are able to:

B1 Apply critically knowledge in relation to the theory and practice of sport rehabilitation

B2 Synthesise, evaluate and appraise critically a broad range of information and evidence in relation to sport rehabilitation practice

B3 Use professional and ethical reasoning to make decisions and judgements required for evidence-informed and person-centred practice

B4 Engage in rational and reasoned debate in relation to sports rehabilitation knowledge and practice

B5 Analyse and interpret a range of data in sport rehabilitation and related fields

B6 Reflect critically on their experience and performance to identify goals and formulate a plan for their personal and professional continuing development.

- **Teaching and learning strategy**

A blended approach is used throughout the course, with face-to-face teaching supported and enhanced with a range of activities including technology-enhanced learning opportunities, group work, discussion and debate. Students can expect to be pro-active participants in the development of intellectual skills. Critical appraisal skills will be developed within an inter-professional, shared learning environment. This will widen discussion to enable greater appreciation of the nature of the evidence and academic argument taking place across other allied health professions.

- **Assessment**

Intellectual skills are assessed formatively and summatively through a variety of means aligned to the practical or theoretical content of the modules.

Summative assessment tasks are drawn from the following:

- Written Examinations
- Written Assignments
- Practical Examinations
- Presentations
- Placement portfolios

3) Students will acquire and develop **practical skills** such that they are able to:

C1 Practice as autonomous professionals, exercising their own professional judgement within their scope of practice and limits of competence, and making on going referral to other professionals as appropriate

C2 Apply appropriate assessment as a GSR taking into account the physical, psychological, cultural and social needs of the clients and the clinical context or environment that they are working in, to formulate a holistic management plan

C3 Demonstrate effective skills in communication, and the development of therapeutic relationships to support person-centred care

C4 Implement, evaluate and monitor therapeutic interventions or exercise programmes safely, effectively and efficiently, working in partnership with clients, their families and colleagues

C5 Demonstrate the ability to organise and manage their own case load and work plan, ensuring effective use of resources

C6 Record assessments, clinical decisions, interventions or programmes appropriately and accurately, in accordance with local systems, professional expectations, ethical and medico-legal requirements as appropriate

The course will use a blended approach to teaching and supporting learning. A range of technology enhanced learning applications will be used via the University's virtual learning environment to provide guidance of and opportunities for learning, and to support face-to-face delivery. In the early part of the course, interactive lead lectures will introduce and provide new knowledge or update existing knowledge. Small group teaching including seminars and tutorials will provide opportunities to develop understanding through the sharing of ideas, critical analysis and discussion. Interprofessional and shared learning opportunities are explicit to allow students to develop understanding of their role and that of others within a wide context of health and social care delivery.

- **Teaching and learning strategy:**

Practical skills are normally developed through small group practical sessions using demonstration, role play, problem based approaches, simulation, and clinical placements. Technology-enhanced learning will support the practical learning with a range of online resources.

- **Assessment:**

Practical skills are assessed formatively and summatively through a variety of means.

Summative assessment tasks are drawn from the following:

- Practical examinations
- Video-analysis
- Placement-based practice assessment
- Placement portfolios

4) Students will acquire and develop **transferable skills** such that they are able to:

D1 Communicate effectively and appropriately with a range of audiences

D2 Work effectively and respectfully with others and perform as an effective member across a range of diverse teams and environments

D3 Use information, communication and digital technologies effectively and appropriately

D4 Problem solve independently in familiar and unfamiliar situations

D5 Work flexibly with an open mind and adapt to unforeseen circumstances

D6 Prepare and present material and the evidence base to support a reasoned argument

D7 Educate and facilitate the transfer of knowledge and skills to others

D8 Identify their learning needs and set goals for their personal and professional development to facilitate lifelong learning

- **Teaching and learning strategy:**

Transferable skills are normally developed through engagement with, and completion of tasks in the academic and clinical curricula. Interprofessional learning, group activities, practical skills development using simulation, and problem based approaches in the academic environment will be supplemented and enhanced by clinical placement experience as part of a blended learning approach.

- **Assessment:**

A variety of assessment methods are used to assess transferable skills.

	<p>Assessment tasks are drawn from the following:</p> <ul style="list-style-type: none"> • Written Examination • Written Assignment • Practical Examination • Placement Portfolio • Poster presentation • Group presentation • Activity class delivery
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C. Entry Requirements

Pre-requisites for this course	<p>Applicants to this course will need to meet the following entry criteria (or recognised equivalents).</p> <ol style="list-style-type: none"> 1. BBB or above at A level, including at least one of; maths, physics, chemistry, human biology, sports science/studies, PE, Dance, Psychology or 2. BTEC Level 3 Extended Diploma (18 unit award, formerly ND): DDD, Science or Sport Science, or 3. Pass in a recognized Access to HE course in Science or similar (60 credits of which 45 credits will be at Level 3, 15 at Level 2) including 30 level 3 credits at Distinction grade and the remainder at Merit or 4. An Honours degree (minimum 2:2 Classification) in a subject related to science or 5. A foundation degree/higher apprenticeship in a professionally relevant subject <p>With</p> <ol style="list-style-type: none"> 6. GCSE - 5 passes - English Language, Mathematics and 2 Sciences - Grades A-C <p>Consideration will also be given to other relevant qualifications recognised as equivalent to the above.</p> <p>AP(E)L is not an option for this course - This is not permitted on BASRaT accredited programmes</p> <p>The admission and selection procedures outlined are based on the following principles:</p> <ul style="list-style-type: none"> • Fitness for practice • An imperative to ensure flexibility of entry • The course team's commitment to facilitate equal opportunities at the point of entry and throughout the course. <p>The university operates an equal opportunities policy where there is no discrimination in view of age, gender, race, marital status, sexual orientation, socio-economic background, disability or religious beliefs.</p>
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	<p>All offers of places on the course are conditionally based on:</p> <ol style="list-style-type: none"> 1. Satisfactory outcome of an interview; 2. Occupational Health clearance; 3. Satisfactory outcome of an Enhanced Disclosure and Barring Service (DBS) check 4. Evidence in their personal statement of contact with or experience of sport rehabilitation <p>Applications from candidates with disabilities are considered and assessment of abilities and needs undertaken sensitively. The safety of the potential students is an important consideration.</p> <p>All applicants must be 18 years or over at the commencement of the course.</p> <p>Students for whom English is not their first language must achieve a minimum score of 7.0 overall or equivalent (including 7.0 in written element and a minimum score of 6.5 in speaking, reading and listening element) for the International English Language Test Score (IELTS) [or TOEFL: 570 including 55 in the Test of Spoken English (TSE) and at least 5 in the Test of Written English (TWE)], at the time of application.</p> <p>Application is by UCAS.</p>
Co-requisites for this course	None
Qualifications required for this course	None
D. Additional Information	
Course Modules and Structure	

Module Code	Module title		Credits
	Semester 1	Semester 2	
Level 4 (Year 1)			
AHP_4_010	Concepts of Interprofessional and Collaborative Practice (IPL1)		20
SRE_4_001	Functional Anatomy and Kinesiology		20
SRE_4_003	Therapy & Clinical Skills		40
SRE_4_002	Human Physiology and Pathophysiology		20
SRE_4_004		Physical Activity and Exercise Prescription	20
Level 5 (Year 2)			
	Semester 1	Semester 2	
AHP_5_010	Appraising Evidence for Research-informed Practice (IPL2)		20
SRE_5_001	Pitch Side Assessment, Trauma Management and Advanced Clinical Skills		20
SRE_5_002	Lower Limb Rehabilitation		20
SRE_5_004		Upper Limb and Spinal Rehabilitation	20
SRE_5_003		Applied Biomechanics	20
SRE_5_005	Placement 1		20
Level 6 (Year 3)			
	Semester 1	Semester 2	
SRE_6_005	Application of Evidence-Based Practice (Research)		20
SRE_6_002	Screening and Conditioning for Performance		40
SRE_6_001	Psychological Principles of Rehabilitation & Human Performance		20
SRE_6_003		Clinical Rehabilitation and Health Promotion	20
SRE_6_004	Placement 2		20

Sport Rehabilitation students will not be eligible for compensation in the modules as required by BASRaT. This includes the interprofessional modules.

In line with BASRaT requirements Sport Rehabilitation students will be required to have a minimum attendance level of 80% in each module

LEVEL 4		SEMESTER 1	Week	SEMESTER 2	Week
Concepts of interprofessional and collaborative practice (IPL1) (20)	Formative	Group presentation of information resource	24	3000-word reflective account (100%)	33
	Summative				
Functional Anatomy and Kinesiology (20)	Formative	In class quizzes. Mock practical exams in groups.			
	Summative	Lower Limb Viva – 25 Mins (50%)	17	Upper Limb/Spinal Viva – 25 Mins (50%)	35

Human Physiology and Pathophysiology (20)	Formative	In class quizzes. Mock papers.			
	Summative	<u>MCQ & Short Answer Question Paper (2 Hours)</u> MCQ 40 questions (1 hour) Short Answer: 4 from a choice of 8 (15 mins per question)		17	
Therapy and Clinical Skills (40)	Formative	Peer feedback sessions and skills workshops. Mock practical exams and in-class practical preparation.			
	Summative	Electrotherapy safety exam (Pass/Fail)	15	Completed Sports Massage Practice Log Book (50 hours minimum) Pass/Fail Practical exam – (30 mins) (100%)	33
Physical activity and Exercise Prescription (20)	Formative			Peer feedback of fitness programme design, preparation and delivery.	
	Summative			MCQ 30 mins 20 questions Practical Exam: 30 mins	35

LEVEL 5		SEMESTER 1		SEMESTER 2	Week
Pitch Side Assessment, Trauma Management and Advanced Clinical Skills.(20)	Formative	Feedback from skills sessions, practical exams and mocks. Mock ICIS exams in class			
	Summative	ICIS Exam (30%) – RFU. Practical Exam – 30 Minutes. (70%)			14
Appraising Evidence for informed practice (20)	Formative	Critique a chosen research article and present to group			
	Summative	3000 critical appraisal (100%)			31
Lower Limb Rehabilitation (20)	Formative	Feedback from skills labs/workshops and practical mocks.			
	Summative	Viva – 35 Minutes (100%)			17
Applied Biomechanics	Formative			Feedback from skills and Human Performance lab workshops.	
	Summative			Scientific Laboratory Report – 3,000 words.	33
Upper Limb and Spinal Rehabilitation	Formative			Feedback from skills labs, workshops and practical sessions and mocks.	
	Summative			Viva – 35 Minutes (100%)	33

LEVEL 6		SEMESTER 1		SEMESTER 2	Week
Application of Evidence Based Practice – Research Module (20)	Formative	Action learning sets.			
	Summative	3,000 word written assignment. (100%)			35
Psychological Principles for Rehabilitation and Human Performance (20)	Formative	Feedback on assignment plans and drafts.			
	Summative	3,000 word written case study (100%)			14

Screening and conditioning for Performance (40)	Formative	Peer group feedback and discussion. Assignment plan reviews and discussion in small groups.		
	Summative	3,000 word written assignment		33
Clinical Rehabilitation & Health Promotion (20)	Formative		Peer group feedback on assignment plans and drafts	
	Summative		3,000 word case study.	31

List of Appendices

Appendix A: Curriculum Map

Appendix B: Personal Development Planning

Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed (TDA) within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

UNITS				COURSE OUTCOMES																
Level	Title	Credits	Code	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5
4	Concepts of Interprofessional and Collaborative Practice	20	AHP_4_010				D A	D	T D A	D		D			D	D		D		
4	Functional Anatomy and Kinesiology	20	SRE_4_001	T D A						D										
4	Human Physiology and Pathophysiology	20	SRE_4_002	T D A						D A										
4	Therapy and Clinical Skills	40	SRE_4_003		T D A	T D A		D	T D A							D	D	D A	D	
4	Physical Activity & Exercise Prescription	20	SRE_4_004	T D	T D	T D A	D A		D	D A			D A			D A	D A		D A	
5	Appraising evidence for research informed practice	20	AHP_5_010	T D A			D	T D A	D	D	D A	D	D A	T D A						
5	Pitch Side Assessment, Trauma Management and Advanced Clinical Skills	20	SRE_5_001	D	T D A	T D A	T D A			D A		D A				D A				
5	Lower Limb Rehabilitation	20	SRE_5_002		T D A	T D A	D			D A									D A	
5	Upper Limb and Spinal Rehabilitation	20	SRE_5_004		T D	T D A	D			D A									D A	
5	Applied Biomechanics	20	SRE_5_003	T D A	T D A	D					D			D A						
5	Practice Placement 1 (PP1)	20	SRE_5_005	D	D A	D A	D			D		D A			D A	D		D A	D	D
6	Application of Evidence Based Practice (Research)	20	SRE_6_005	D A			D	T D A	T D A		D A	D A	D A						D A	
6	Psychological Principles for Rehabilitation & Human Performance	20	SRE_6_001	D A	T D A	T D A	D A		D		D A		D A			D A	D A	D	D A	
6	Screening and Conditioning for Performance	40	SRE_6_002	D	D	T D A					D A	D A	D A			D			D	
6	Clinical Rehabilitation & Health Promotion	20	SRE_6_003	D A	T D A	T D A	T D A				D A	D A	D A			D A	D A	D	D	
6	Practice Placement 2 (PP2)	20	SRE_6_004	D	D A	D A				D		D A	D		D A	D A		D A	D	D A

Appendix B: Personal Development Planning

A variety of terms are used in higher education to describe a process undertaken by individuals to gather evidence on, record and review their own learning and achievement, and identify ways in which they might improve themselves academically and more broadly. The term Personal Development Planning (PDP) is proposed to describe a structured process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal educational and career development. The purpose of this tool is to help HE teaching staff to explain where PDP is being used within a course or portfolio of modules.

Approach to PDP	Level 4	Level 5	Level 6
1. Supporting the development and recognition of skills through the personal tutor system.	Allocation of new students at induction to Personal Tutor.	Students are seen by their Personal Tutor once per semester.	Students are seen by their Personal Tutor once per semester.
	The level and type of support offered through the personal tutor system is outlined in the Scheme Guide given to new students.	The personal tutor documents academic and practice achievements plus personal and pastoral support on an individual basis.	The personal tutor writes a reference on completion of the course.
	The personal tutor documents academic and practice achievements plus personal and pastoral support on an individual basis.		
2. Supporting the development and recognition of skills in academic modules.	Essay writing, learning technology and study skills at level four.	Critical reading, critical appraisal, learning technology and IT skills at level five.	Literature evaluation and critical writing skills at level six. Consolidating learning technology skills.
	Library sessions to support the development of basic literature searching skills.	Library sessions to support the development of intermediate literature searching skills.	Library sessions to support the development of advanced literature searching skills. Assignment preparation is undertaken during the module delivery.
	Support provided for students in relation to their assessed needs. Support and referral to the Centre for Learning and Development when appropriate.	Support and referral to the Centre for Learning and Development when appropriate.	

<p>3. Supporting the development and recognition of skills through purpose designed modules.</p>	<p>Module Guides clearly identify transferable skills and competencies which are related to the module content and the assignment.</p>	<p>Each module has a specific profession focus to develop a body of skills in the profession which is planned and sequential.</p>	<p>Skills development is assessed in the practice environment.</p>
	<p>Provision of workbooks may be used to facilitate the learning and development of knowledge as applied to practice.</p>	<p>The practice-based modules focus on the development of knowledge and skills to achieve required competencies in practice.</p>	<p>Modules underpin the knowledge and skills required for a competent practitioner.</p>
	<p>E-learning and blended learning approaches support the underpinning skills acquisition.</p>		