

Course Specification

| A. Course Information | | | |
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| Final award title(s) | Integrated Masters in Sport Rehabilitation (MRehab) | Course Code(s) | 5007 |
| 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 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 | 4 years | | |
| Approval dates: | Course(s) validated | May 2017 | |
| | Course specification last updated and signed off | September 2021 | |
| | Version number | V2.0 | |
| Professional, Statutory & Regulatory Body accreditation | British Association of Sport Rehabilitators and Trainers (BASRaT) | | |
| | Internal | LSBU Corporate Strategy 2020 - 2025 LSBU Academic Regulations School of Health and Social Care Local Delivery Plan | |
| | 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 Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Accreditation Criteria for Courses – Level 2 and Level 3 QAA QAA Benchmark Statement Hospitality, Leisure, Sport & Tourism (2008) QAA The Frameworks for Higher Education (2018) Qualifications of UK Degree Awarding Bodies (2014) Other | |

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| | SEEC Credit Level Descriptors for Higher Education (2021) |
| B. Course Aims, Features and Outcomes | |
| Distinctive features of course | <p>The distinctive features of the Integrated Masters in Sport Rehabilitation (MRehab) 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 a four year course similar to Integrated Masters clinical education courses in other fields (e.g. Osteopathy, Chiropractic) for students to develop their knowledge and skills beyond that associated with a traditional three-year pre-qualifying undergraduate sport rehabilitation degree • To provide opportunities for sport rehabilitation placements across a range of traditional and emerging GSR practice settings |
| Course Aims | <p>The aim of the Integrated Masters in Sport Rehabilitation (MRehab) 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 | 1) Students will have knowledge and understanding of: |

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| | <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> <p>A3 Therapeutic interventions and rehabilitation approaches within sport rehabilitation practice</p> <p>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</p> <p>A5 Research methodologies, forms of inquiry, clinical audit, and models of evidence-based practice applied to sports rehabilitation</p> <p>A6 Legislative, policy, ethical, moral and research frameworks that underpin, inform and influence sport rehabilitation practice</p> <ul style="list-style-type: none"> • Teaching and learning strategy: <p>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.</p> <p>Students will be encouraged to develop as autonomous and resourceful learners.</p> <ul style="list-style-type: none"> • Assessment: <p>Content, knowledge and understanding is assessed formatively and summatively through a variety of means aligned to the practical or theoretical content of the modules.</p> <p>Summative assessment tasks are drawn from the following:</p> <ul style="list-style-type: none"> • Multiple choice examinations • Written Examinations |
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- Written Assignments
- Viva-voce examinations
- 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.

B7 Critically review research designs and methods which are used to generate evidence

B8 The capacity to undertake a major piece of independent, self-directed work

- **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
- Viva-voce 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 caseload 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:**

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| | <p>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.</p> <ul style="list-style-type: none"> • Assessment: <p>A variety of assessment methods are used to assess transferable skills.</p> <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

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| <p>Pre-requisites for this course</p> | <p>Applicants to this course will need to meet the following entry criteria (or recognised equivalents).</p> <ol style="list-style-type: none"> 1. BBC 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): DMM, 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> |
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| | <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 practise • 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> <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 |

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 and Clinical Skills | | 40 |
| SRE_4_002 | Human Physiology & Pathophysiology | | 20 |
| SRE_4_004 | Physical Activity & 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 | Practice Placement 1 | | 20 |
| Level 6 (Year 3) | | | |
| | Semester 1 | Semester 2 | |
| AHP_7_057 | Research in Health and Social Care | | 20 |
| SRE_6_001 | Psychological Principles of Rehabilitation & Human Performance | | 20 |
| SRE_6_002 | Screening and Conditioning for Performance | | 40 |
| SRE_6_003 | | Clinical Rehabilitation and Health Promotion | 20 |
| SRE_6_004 | Practice Placement 2 | | 20 |
| Level 7 (Year 4) | | | |
| | Semester 1 | Semester 2 | |
| SRE_7_001 | | Optional Module - Strength & Conditioning | 20 |
| SRE_7_004 | Optional Module – Advanced Practice and Decision Making | | 20 |
| SRE_7_003 | Optional Module - Specialist Placement 1 | | 20 |
| SRE_7_002 | Optional Module - Independent Professional Study | | 20 |
| SRE_7_005 | Optional Module – Specialist Placement 2 | | 20 |
| AHP_7_051 | Core Module - Dissertation | | 60 |

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 | SEMESTER 2 |
|--|-----------|--|--|
| Concepts of interprofessional and collaborative practice (IPL1) (20) | Formative | | Group presentation of information resource |
| | Summative | | 3000-word reflective account (100%) |
| Functional Anatomy and Kinesiology (20) | Formative | In class quizzes. Mock practical exams in groups. | |
| | Summative | Lower Limb Practical Exam – 15 mins (40%) | Upper Limb/Spinal Practical Exam – 15 mins (40%) Movement Analysis Practical Exam – 10 mins (20%) |
| Human Physiology and Pathophysiology (20) | Formative | In class quizzes. Mock papers. | |
| | Summative | Physiology 50 question MCQ exam – 1 hr (40%) Physiology/ pathophysiology viva – 15 mins (60%) | |
| Therapy and Clinical Skills (40) | Formative | Peer feedback sessions and skills workshops. Mock practical exams and in-class practical preparation. | |
| | Summative | Clinical assessment practical exam – 30 mins (50%) | Completed Sports Massage Practice Log Book (20 hours minimum) Pass/Fail Clinical assessment and treatment practical exam – 30 mins (50%) |
| Physical activity and Exercise Prescription (20) | Formative | | Peer feedback of fitness programme design, preparation and delivery. |
| | Summative | | Exercise physiology MCQ 50 questions – 1 hr (%) Conduct gym induction – 30 mins (%) Coaching Practical Exam - 30 mins (%) |

| LEVEL 5 | | SEMESTER 1 | SEMESTER 2 |
|--|-----------|--|---|
| Pitch Side Assessment, Trauma Management and Advanced Clinical Skills (20) | Formative | Feedback from skills sessions, practical exams and mocks. Mock pitchside exams in class | |
| | Summative | Group pitchside extrication (P/F) Clinical skills practical exam (100%) | |
| Appraising Evidence for informed practice (20) | Formative | Critique a chosen research article and present to group | |
| | Summative | | 3000-word critical appraisal (100%) |
| Lower Limb Rehabilitation (20) | Formative | Feedback from skills labs/workshops and practical mocks. | |
| | Summative | 2,000 word case study (100%) Competency sign-off (P/F) | |
| Applied Biomechanics | Formative | | Feedback from skills and Human Performance lab workshops. |
| | Summative | | Data Analysis and Presentation take-home exam (100%) |

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| Upper Limb and Spinal Rehabilitation | Formative | | Feedback from skills labs, workshops and practical sessions and mocks. |
| | Summative | | 2,000-word case study (100%) Competency sign-off (P/F) |
| Practice Placement 1 | Formative | Feedback from skills labs, workshops and practical sessions and mocks. | |
| | Summative | Electrotherapy Exam – 20 mins (P/F) Clinical scenario take-home exam (70%) | Placement portfolio submission – 150 hours (30%) |

| Module | | SEMESTER 1 | SEMESTER 2 |
|--|-----------|---|--|
| Research in Health & Social Care (20) | Formative | Small group discussion | |
| | Summative | | 3000 word written assignment (100%) |
| Psychological principles for Rehabilitation and Human Performance (20) | Formative | Feedback on assignment plans and drafts. | |
| | Summative | 3,000 word written case study (100%) | |
| Screening and conditioning for Performance (40) | Formative | Peer group feedback and discussion. Assignment plan reviews and discussion in small groups. | |
| | Summative | Periodised Programme Presentation - 30 mins (50% weighting) | Practical Coaching Session - 40 mins (50% weighting) |
| Clinical Rehabilitation & Health Promotion (20) | Formative | | Peer group feedback on assignment plans and drafts |
| | Summative | | Rehabilitation programme preparation – written submission (50%) Practical demonstration of rehabilitation programme – 25 mins (50%) |
| Practice Placement 2 | Formative | Feedback from skills labs, workshops and practical sessions and mocks. | |
| | Summative | | Clinical skills Practical Exam – 30 mins (50%) Placement portfolio submission – 200 hours (50%) |

| LEVEL 7 | | SEMESTER 1 | SEMESTER 2 |
|---|-----------|--|--|
| Optional Module - Strength & Conditioning (20) | Formative | | Feedback on clinical and practical sessions. |
| | Summative | | Powerpoint presentation – design, deliver and implement training programme (100%) |
| Optional Module – Independent professional Study (20) | Formative | Tutor feedback and moodle online collaboration | |
| | Summative | Reflective assignment – 4,000 word or equivalent. (Weighting 100%) from a choice of media. | |
| Optional Module – Specialist Placement 1 (20) | Formative | Mid-point evaluation. Draft reflective diary | |
| | Summative | Placement portfolio submission – 50 hours (P/F) | Placement portfolio submission – 50 hours + 1,500-word reflective essay (25%) Clinical viva – 30 mins (75%) |
| Optional Module- Advanced Practice and | Formative | Tutorials, discussion and feedback from skills sessions. Mock practical | |

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| Clinical Decision Making (20) | Summative | 4,000-word critical appraisal of diagnostic test – written submission (100%) | |
| Optional Module – Specialist Placement 2 (20) | Formative | | Mid-point evaluation. Draft reflective diary |
| | Summative | | Log-Book – 100 clinical hours (P/F) Reflective diary (Indicative 1500 words) (25%) Clinical viva (30 mins) (75%) |
| Dissertation Module (60) | Formative | Tutor feedback and guidance. | |
| | Summative | 12,000 word systematic review. | |

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 | B7 | B8 |
| 4 | Concepts of Interprofessional and Collaborative Practice | 20 | AHP_4_010 | | | | D A | D | T D A | 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 | | | | | | | | |
| 4 | Physical Activity & Exercise Prescription | 20 | SRE_4_004 | T D | T D | T D A | D A | | D | 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 | | | | | |
| 5 | Lower Limb Rehabilitation | 20 | SRE_5_002 | | T D A | T D A | D | | | D A | | | | | | | |
| 5 | Upper Limb and Spinal Rehabilitation | 20 | SRE_5_004 | | T D | T D A | D | | | D A | | | | | | | |
| 5 | Applied Biomechanics | 20 | SRE_5_003 | T D A | T D A | D | | | | | D | | | D A | | | |
| 5 | Practice Placements 1 (PP1) | 20 | SRE_5_005 | D | D A | D A | D | | | D | | D A | | | D A | | |
| 7 | Research in Health & Social Care | 20 | AHP_7_057 | D A | | | D | T D A | T D A | D | D A | 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 | | | | |
| 6 | Screening and Conditioning for Performance | 40 | SRE_6_002 | D | D | T D A | | | | | D A | D A | D A | | | | |
| 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 | | | | |
| 6 | Practice Placements 2 (PP2) | 20 | SRE_6_004 | D | D A | D A | | | | D | | D A | D | | D A | | |

Curriculum Map (contd)

| UNITS | | | | COURSE OUTCOMES | | | | | | | | | | | | | |
|-------|---|---------|-----------|-----------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------------|-------------|--------|
| Level | Title | Credits | Code | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 |
| 4 | Concepts of Interprofessional and Collaborative Practice | 20 | AHP_4_010 | D | | D | | | D | D | D | D | | D | D A | | D |
| 4 | Functional Anatomy and Kinesiology | 20 | SRE_4_001 | | | | | | | | | | | | | | |
| 4 | Human Physiology and Pathophysiology | 20 | SRE_4_002 | | | | | | | | | | | | | | |
| 4 | Therapy and Clinical Skills | 40 | SRE_4_003 | D | D | D A | D | | D A | | D | D | | D | | D | |
| 4 | Physical Activity & Exercise Prescription | 20 | SRE_4_004 | D A | D A | | D A | | D | D A | D | | | | T D A | T D A | |
| 5 | Appraising evidence for research informed practice | 20 | AHP_5_010 | | | | | | | | | D A | | D | D A | | |
| 5 | Pitch Side Assessment, Trauma Management and Advanced Clinical Skills | 20 | SRE_5_001 | D A | | | | | D | | | | D A | | | | |
| 5 | Lower Limb Rehabilitation | 20 | SRE_5_002 | | | | D A | | | | | | D A | | | | |
| 5 | Upper Limb and Spinal Rehabilitation | 20 | SRE_5_004 | | | | D A | | | | | | D A | | | | |
| 5 | Applied Biomechanics | 20 | SRE_5_003 | | | | | | | | | D A | | | | | |
| 5 | Practice Placements 1 (PP1) | 20 | SRE_5_005 | D | | D A | D | D | D A | D | D | D | D | D | | | D A |
| 7 | Research in Health & Social Care | 20 | AHP_7_057 | | | | | D | | D | | D A | D | D | D A | | |
| 6 | Psychological Principles for Rehabilitation & Human Performance | 20 | SRE_6_001 | D A | D A | D | D A | | D | | | | | D | D A | T D A | |
| 6 | Screening and Conditioning for Performance | 40 | SRE_6_002 | D | | | D | | D | | | D | D A | D A | D A | | |
| 6 | Clinical Rehabilitation & Health Promotion | 20 | SRE_6_003 | D A | D A | D | D | | D | D A | D A | D A | | | D A | T D A | |
| 6 | Practice Placements 2 (PP2) | 20 | SRE_6_004 | D A | | D A | D | D A | D A | D A | D A | D | D | D A | | | D A |

Curriculum Map (contd) - Year 4 Modules

| UNITS | | | | COURSE OUTCOMES | | | | | | | | | | | | | |
|-------|--|---------|-----------|-----------------|--------|--------|--------|-------------|-------------|--------|--------|--------|--------|--------|--------|--------|--------|
| Level | Title | Credits | Code | A1 | A2 | A3 | A4 | A5 | A6 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 |
| 7 | Optional Module - Strength & Conditioning | 20 | SRE_7_001 | D A | D | D A | | | | D A | | D | | | | | |
| 7 | Optional Module – Independent Professional Study | 20 | SRE_7_002 | D A | D | | D | | D | | D A | D A | D A | | | D A | D |
| 7 | Optional Module – Specialist Placement 1 | 20 | SRE_7_003 | D A | D A | D A | D A | | D A | D A | | D A | | | D A | | |
| 7 | Optional Module – Advanced Practice and Clinical Decision Making | 20 | SRE_7_004 | D A | D A | D | D | | D | D | D A | D A | | D A | | D | |
| 7 | Optional Module – Specialist Placement 2 | 20 | SRE_7_005 | D A | D A | D A | D A | | D A | D A | | D A | | | D A | | |
| 7 | Core Module – Dissertation | 60 | AHP_7_051 | | | | | T D A | T D A | | D A | | D A | D A | | D A | D A |

| UNITS | | | | COURSE OUTCOMES | | | | | | | | | | | | | |
|-------|--|---------|-----------|-----------------|--------|--------|--------|--------|--------|----|--------|--------|--------|----|--------|----|--------|
| Level | Title | Credits | Code | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 | D6 | D7 | D8 |
| 7 | Optional Module -Strength & Conditioning | 20 | SRE_7_001 | | | | D | | | | | | | | D A | | |
| 7 | Option Module – Independent Professional Study | 20 | SRE_7_002 | | | | | | | | | D | | D | D A | | D A |
| 7 | Optional Module - Specialist Placement 1 | 20 | SRE_7_003 | D A | D A | D A | D A | D A | D A | | D A | D | D A | D | | D | D A |
| 7 | Optional Module – Advanced Practice and Clinical Decision Making | 20 | SRE_7_004 | | D A | | D | | D | | | | D A | D | D | | |
| 7 | Optional Module - Specialist Placement 2 | 20 | SRE_7_005 | D A | D A | D A | D A | D A | D A | | D A | D | D A | D | | D | D A |
| 7 | Core Module - Dissertation | 60 | AHP_7_051 | | | | | | | D | | D A | | | 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 (& Level 7 IM students) |
|---|--|--|---|
| 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. | |
| 3. Supporting the development and recognition of skills through purpose designed modules. | Module Guides clearly identify transferable skills and competencies which are related to the module content and the assignment. | Each module has a specific profession focus to develop a body of skills in the profession which is | Skills development is assessed in the practice environment. |

| | | | |
|--|--|---|--|
| | | planned and sequential. | |
| | Provision of workbooks may be used to facilitate the learning and development of knowledge as applied to practice. | The practice-based modules focus on the development of knowledge and skills to achieve required competencies in practice. | Modules underpin the knowledge and skills required for a competent practitioner. |
| | E-learning and blended learning approaches support the underpinning skills acquisition. | | |