

## Course Specification

<b>A. Course Information</b>			
<b>Final award title(s)</b>	Integrated Masters in Sport Rehabilitation (MRehab)	<b>Course Code(s)</b>	5007
<b>Intermediate award title(s)</b>	BSc Rehabilitation Studies Diploma in Higher Education Rehabilitation Studies Certificate in Higher Education Rehabilitation Studies		
<b>Awarding Institution</b>	London South Bank University		
<b>School</b>	<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		
<b>Division</b>	Allied Health Sciences  Dr Amy Sibley		
<b>Delivery site(s) for course(s)</b>	<input checked="" type="checkbox"/> Southwark <input type="checkbox"/> Havering <input type="checkbox"/> Other: please specify		
<b>Mode(s) of delivery</b>	<input checked="" type="checkbox"/> Full time <input type="checkbox"/> Part time <input type="checkbox"/> Both		
<b>Length of course</b>	4 years		
<b>Approval dates:</b>	Course(s) validated	May 2017	
	Course specification last updated and signed off	September 2022	
	Version number	V2.0	
<b>Professional, Statutory &amp; Regulatory Body accreditation</b>	British Association of Sport Rehabilitators and Trainers (BASRaT)		
	Internal	LSBU Corporate Strategy 2020 - 2025 <a href="#">LSBU Academic Regulations</a> School of Health and Social Care Local Delivery Plan Academic Quality and Enhancement Website	
	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 <b>QAA</b> QAA Benchmark Statement Hospitality, Leisure, Sport & Tourism (2008) QAA The Frameworks for Higher Education (2018) Qualifications of UK Degree Awarding Bodies (2014)	

		<p><b>Other</b> SEEC Credit Level Descriptors for Higher Education (2021) OfS Guidance</p>
<b>B. Course Aims, Features and Outcomes</b>		
<p><b>Distinctive features of course</b></p>	<p>The distinctive features of the Integrated Masters in Sport Rehabilitation (MRehab) course include:</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• 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</li> <li>• 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</li> <li>• To provide opportunities for sport rehabilitation placements across a range of traditional and emerging GSR practice settings</li> </ul>	
<p><b>Course Aims</b></p>	<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"> <li>• confident, proficient and autonomous practitioners across the core domains of Sport Rehabilitation</li> <li>• able to demonstrate knowledge and understanding of the disciplines underpinning sport rehabilitation and its practice</li> <li>• able to identify, plan, deliver and evaluate evidence-informed interventions in response to the needs of an individual or group</li> <li>• engaged in research and evidence-based healthcare</li> <li>• reflective and independent practitioners, commitment to continuing professional development and lifelong learning</li> <li>• able to demonstrate strong professional role identity, accountability and resilience and act as ambassadors for the Sport Rehabilitation profession</li> <li>• able to demonstrate graduate qualities and transferable skills necessary for success in the world of work</li> <li>• fit for award, practice, purpose and the profession</li> </ul>	

<p><b>Course Outcomes</b></p>	<p>1) Students will have <b>knowledge and understanding</b> 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> <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"> <li>• <b>Teaching and learning strategy:</b></li> </ul> <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"> <li>• <b>Assessment:</b></li> </ul> <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"> <li>• Multiple choice examinations</li> </ul>
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- Written Examinations
- 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

	<ul style="list-style-type: none"> <li>• <b>Teaching and learning strategy:</b></li> </ul> <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"> <li>• <b>Assessment:</b></li> </ul> <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"> <li>• Written Examination</li> <li>• Written Assignment</li> <li>• Practical Examination</li> <li>• Placement Portfolio</li> <li>• Poster presentation</li> <li>• Group presentation</li> <li>• Activity class delivery</li> </ul>
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### **C. Entry Requirements**

<p><b>Pre-requisites for this course</b></p>	<p>Applicants to this course will need to meet the following entry criteria (or recognised equivalents).</p> <ol style="list-style-type: none"> <li>1. BBC or above at A level, including at least one of; maths, physics, chemistry, human biology, sports science/studies, PE, Dance, Psychology <b>or</b></li> <li>2. BTEC Level 3 Extended Diploma (18 unit award, formerly ND): DMM, Science or Sport Science, <b>or</b></li> <li>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 <b>or</b></li> <li>4. An Honours degree (minimum 2:2 Classification) in a subject related to science <b>or</b></li> <li>5. A foundation degree/higher apprenticeship in a professionally relevant subject</li> </ol> <p><b>With</b></p> <ol style="list-style-type: none"> <li>6. GCSE - 5 passes - English Language, Mathematics and 2 Sciences - Grades A-C</li> </ol> <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"> <li>• Fitness for practise</li> <li>• An imperative to ensure flexibility of entry</li> <li>• The course team's commitment to facilitate equal opportunities at the point of entry and throughout the course.</li> </ul> <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"> <li>1. Satisfactory outcome of an interview;</li> <li>2. Occupational Health clearance;</li> <li>3. Satisfactory outcome of an Enhanced Disclosure and Barring Service (DBS) check</li> <li>4. Evidence in their personal statement of contact with or experience of sport rehabilitation</li> </ol> <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>
<b>Co-requisites for this course</b>	None
<p><b>Academic Regulations</b></p> <p>The University's Academic Regulations apply for this course apart from:</p> <p><b>PROTOCOL FOR THIRD ATTEMPTS</b></p>	

This to apply on for exceptional third attempt at a single assessment in the final year and may only be considered by the examination board in accordance with both of the following eligibility criteria for a single module.

**Eligibility criteria**

1. Increase in mark between first attempt and second.
2. Second attempt mark to be within 5% of the pass mark.

**Non-eligibility criteria**

1. Post-registration courses
2. CPPD stand alone modules

**PROTOCOL FAILS OR COMPENSATED PASSES**

Protocol fails or compensated passes are **NOT** permitted for any course in the Institute of Health and Social Care.

**D. Additional Information**

**Course Modules and Structure**

Module Code	Module title		Credits
	Semester 1	Semester 2	
<b>Level 4 (Year 1)</b>			
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
<b>Level 5 (Year 2)</b>			
	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
<b>Level 6 (Year 3)</b>			
	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
<b>Level 7 (Year 4)</b>			
	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	EX1: MCQ online exam assessing physiology knowledge. 50 questions, 1 hour.  <b>Weighting 40%. Pass Mark 40%.</b>  EX2: Case-based viva assessing pathophysiology knowledge and communication skills to both patients and clinicians. 15 minutes.  <b>Weighting 60%. Pass Mark 40%.</b>	
Therapy and Clinical Skills (40)	Formative	Peer feedback sessions and skills workshops. Mock practical exams and in-class practical preparation.	
	Summative	EX1. Two-part case-based viva (25 minutes – 5 minutes preparation, plus 10 minutes for each part), assessing:  Part A. Assessment approaches and skills.  Part B. Theory underlying core therapeutic interventions.  Pass mark 40%. Both parts must be passed in order to pass the assessment. 50% weighting.	EX2. Electrotherapy Safety Exam (in-class test). 20 mins. Pass/Fail  CW1. Completed Sports Massage practice logbook. Pass/Fail  EX3. Practical Examination (OSCE style). 30 mins. Stations to include NMSK assessment and treatment skills. Pass mark 40%. 50% weighting.
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	<p><b>EX1.</b> Practical Examination – Pitch-side Extraction 20 mins <b>(30% weighting)</b></p> <p><b>EX2.</b> Practical Examination and Viva. From a range of scenarios to explore the use of assessment skills and recording, SOAP notes and clinical decision making 30 mins. <b>(70% weighting)</b></p>	
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	<p>CW1. Case study. Students will write a 2000-word case analysis based on the SOAP notes provided. (100% weighting)</p> <p>CW2: Competency sign-off. (P/F)</p>	
Applied Biomechanics	Formative		Feedback from skills and Human Performance lab workshops.
	Summative		Data Analysis and Presentation take-home exam (100%)
Upper Limb and Spinal Rehabilitation	Formative		Feedback from skills labs, workshops and practical sessions and mocks.
	Summative		<p>CW1. Case study. Students will write a 2000-word case analysis based on the SOAP notes provided. (100% weighting)</p> <p>CW2: Competency sign-off. (P/F)</p>
Practice Placement 1	Formative	Feedback from skills labs, workshops and practical sessions and mocks.	
	Summative	<p>EX1: Take-home exam <b>(weighting 70%)</b></p> <p>EX2: Electrotherapy (<b>Pass/Fail</b>)</p>	<p>CW1: Placement Portfolio submission, to include:</p> <ul style="list-style-type: none"> <li>- Reflective task 750 words <b>(weighting 30%)</b></li> <li>- Professional Suitability sign off for each placement <b>(Pass/Fail)</b></li> <li>- Logged placement hours – at least 150 hours <b>(Pass/Fail)</b></li> </ul>

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		<b>EX1: Practical assessment (50% weighting)</b> <b>CW1: Logbook Submission (50% weighting), to include:</b> <ol style="list-style-type: none"> <li>1. Reflective essay (Indicative 2000 words) (50% weighting)</li> <li>2. Professional Suitability sign-off for each placement (<b>Pass/Fail</b>)</li> <li>3. Logged placement hours - 400 hours (<b>Pass/Fail</b>)</li> </ol> <b>In addition:</b> <b>Sports Massage Log Book (SMA) completion – 100 Hours</b> <b>Pass/Fail</b> Only for those students wishing to have supporting evidence for SMA registration at either Level 4

LEVEL 7		SEMESTER 1	SEMESTER 2
Strength & Conditioning (20)	Formative		Feedback on clinical and practical sessions.
	Summative		Powerpoint presentation – design, deliver and implement a 12 week training programme (100%)
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.	
Specialist Placement 1 (20)	Formative	Mid-point evaluation. Draft reflective diary	
	Summative	<b>Semester 1</b> <b>CW1: Logged placement hours: 50 hours (Pass/Fail)</b>  <b>Semester 2</b>	

		<p><b>CW2:</b> Logbook submission (<b>Weighting 25%</b>), to include:</p> <ul style="list-style-type: none"> <li>- Logged placement hours: 50 hours (<b>Pass / Fail</b>)</li> <li>- Reflective essay (Indicative 1500 words) (<b>Weighting 25%</b>)</li> </ul> <p><b>EX1:</b> Clinical viva (30 mins) (<b>Weighting 75%</b>)</p>	
Advanced Practice and Clinical Decision Making (20)	Formative	Tutorials, discussion and feedback from skills sessions. Mock practical	
	Summative	4,000-word critical appraisal of diagnostic test – written submission (100%)	
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)
<b>1. Supporting the development and recognition of skills through the personal tutor system.</b>	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.		
<b>2. Supporting the development and recognition of skills in academic modules.</b>	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.	
<b>3. Supporting the development and recognition of skills through purpose designed modules.</b>	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.		