

## Course Specification Template

This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

We undertake continuous review of our courses to ensure quality enhancement and professional relevance, in response to student and other stakeholder feedback and to manage our resources. As a result, this course may be revised during a student's period of registration. Major changes to courses and modifications to courses are approved following consideration through the University Course Approval and Review processes or Course and Unit Modification policy, as appropriate; Any changes will be balanced against our obligations to students as set out in our Student Agreement and will be discussed with and communicated to students in an appropriate and timely manner.

### Basic Course Information

<b>Final award and title</b>	Bachelor of Science (Hons) /  BSc (Hons) Sport Rehabilitation (Subject to completion of placement)  BSc (Hons) Rehabilitation Studies (Award when placement is not completed)	<b>Course Code</b>	BSSRF BSSRFLF
<b>FHEQ level and credit of final award</b>	Level 6 - 360 CATS		
<b>Intermediate awards titles</b>	Cert HE Rehabilitation Studies Dip HE Rehabilitation Studies		
<b>FHEQ level and credit of intermediate award</b>	Level 4 – 120 CATS Level 5 – 240 CATS		
<b>Awarding Institution</b>	Health Sciences University		
<b>Teaching Institution</b>	n/a		
<b>Professional, Statutory &amp; Regulatory Body (PSRB) accreditation/recognition</b>	British Association of Sport Rehabilitators and Trainers (BASRaT) – see BASRaT education framework mapping		
<b>Duration of PSRB accreditation/recognition where applicable</b>	Initial interim period of accreditation 2 years (subject to review)		
<b>Mode of study</b>	Full-time (Blended)		
<b>Distance Learning course</b>	No		
<b>Standard length of course</b>	3 years (Full-time) 4 years full-time (with Foundation Year)		
<b>Language of delivery</b>	English		
<b>Place of delivery</b>	Health Sciences University		
<b>UCAS code (where applicable)</b>	C610 (L4 Entry) C631 (L3- Foundation Year Entry)		
<b>HECOS Code(s)</b>	101289 Rehabilitation Studies 100433 Sport and Exercise Sciences		

<b>Date Course initially approved</b>	July 2021 communicated at ASQC 20 <sup>th</sup> October 2021
<b>Version number</b>	1.1
<b>Date this version approved</b>	May 2025
<b>Academic year from which this applies</b>	2024/25
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## Course Overview

### 1. Admissions regulations and entry requirements

The regulations for this Course are the University's Standard Admission Regulations which may be found from the [Latest Policies webpage](#). These regulations include the general entry requirements and specific requirements regarding English language.

The detailed entry requirements for the course may be found from the relevant course page on the University website.

This course is aimed at students currently studying at Level 3 on the RQF (A-Level) and relevant BTEC (Extended Diploma) such as the Sport Science; Sport Coaching and Fitness or other relevant/equivalent subject. A-levels that provide the sufficient foundational knowledge underpinning sciences such as Biology/Human Biology/ Physical Education will form the basis of entry requirements. General Studies will not be considered.

Other entry routes include Access to HE Diploma and International Baccalaureate

The entry requirements are listed below and reflect the typical entry criteria in the sector for a course of this nature. The entry criteria are also in keeping with other courses of this nature within the School of Health and Rehabilitation Sciences.

#### *A-levels*

BBB-BBC or above to include one of; Biology/Human Biology/Physical Education. General Studies will not be considered.

#### *BTEC Extended Diploma*

Distinction Merit Merit or above in a relevant Extended Diploma for example; Sports Science, Sports Coaching and Fitness, Applied Science.

#### *Access to HE Diploma*

A total of 120-108 UCAS points in a relevant Access to HE Diploma for example; Access to Science

#### *International Baccalaureate*

Overall grade of 32 points or higher to include either Biology or Physical Education at Higher Level.

Overseas applicants will require IELTS with an overall score of 6.0 with no less than 5.5 in each component or equivalent.

Applicants with prior experience will be able to make use of the Recognition of Prior Learning (RPL) process to gain recognition of their prior experience or qualifications. Units being considered for RPL will be reviewed to ensure they meet the learning needs of the course and specific unit.

The learning would generally be expected to be completed within 3 years from entry.

#### **Recognition of Prior Learning (RPL)**

Health Sciences University has a Recognition of Prior Learning Policy which can be found from the [Latest Policies webpage](#)

BASRaT does not allow RPL for entry to programmes that it validates unless from another BASRaT accredited course.

### 1. Admissions regulations and entry requirements

Entry to this course is also available via the completion of the Integrated **Foundation Year**. The details of the Foundation Year are available in the standalone Course Specification. Entry Requirements are available on the Course Search area of the University Website.

### 2. Additional entry requirements

The course guidelines require DBS clearance prior to the start of any placement and placements may be sourced prior to DBS award.

Students will **ONLY** require placements when they are seeking placements with access to children or venerable adults.

DBS is not a requirement for BASRaT registration.

### 3. Aims of the course

The aims of the course are to:

- Develop Graduate sport rehabilitators who meet the professional requirements of the British Association of Sport Rehabilitators and Trainers (BASRaT)
- Develop a knowledge and understanding of the concepts, theories, principles and practices of rehabilitation and training in the sport and exercise environment.
- Encourage independent learning through evidence-based practice to underpin practical application and to deal with complex issues.
- Equip students with the knowledge, skills and expertise to become autonomous sport and exercise rehabilitation practitioners and to work in a multi-disciplinary team.
- Provide students with authentic practical experience through clinical placements, enabling them to consider issues relating to professionalism, ethics and scope of practice.
- Develop students' research and analysis skills within sport and exercise rehabilitation.

### 4. Course Learning Outcomes – what students will be expected to achieve

**This course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:**

#### **Subject Knowledge and Understanding**

Having successfully completed this course students will be able to demonstrate knowledge and understanding of:

- A1** - The field of Sport Rehabilitation. Offering an informed, critical, reflexive and multidisciplinary understanding.
- A2** - Identify and critically, ethically, and accurately reflect on issues and problems related to Sport Rehabilitation
- A3** - Critically evaluating major theoretical perspectives, debates, empirical research, methods, fundamental assumptions and conceptual issues within a number of advanced topics in Sport Rehabilitation
- A4** - Sport Rehabilitation employment options, focusing not just on those which traditionally require higher vocational training at Masters or Doctoral level.

**The methods used to enable outcomes to be achieved and demonstrated are as follows:**

#### **Teaching and Learning Methods**

Staff delivering the BSc Sport Rehabilitation will aim to deliver an excellent student experience based on an Active Blended Learning approach to teaching.

This high-quality teaching experience will combine face-to-face and online activities in a seamless and complementary flow of learning for our students. Blended asynchronous learning introduces more flexibility than students have traditionally been accustomed to. In doing so it empowers self-direction where students have more control over the pace and the spaces in which they learn.

Teaching on the course will integrate the best research evidence with clinical expertise and a patient-centered approach to inspire the next generation of Sport Rehabilitators

Peer-assisted learning will be employed to create an active community of learners to encourage students to share and contribute to not only their learning but to the learning of others within their cohorts.

4. Course Learning Outcomes – what students will be expected to achieve	
This course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:	The methods used to enable outcomes to be achieved and demonstrated are as follows:
	<p>Formal teaching methods may vary depending on the relevant learning outcomes, but may include • Seminars (Scheduled) • Tutorials (Scheduled) • Project Supervision (Scheduled) • Practical Classes and Workshops (Scheduled) • Guided Independent Study (Independent) and tutor-guided learning (non-scheduled)</p> <p>In addition, a variety of other teaching and learning methods may also be employed. These may include: • Guest Speakers • Small Group Learning Activities and Projects • Individual and Group Presentations • Role-Play Activities • Case-Study Analyses • Placement/Work-Based Learning / Volunteering Opportunities</p> <p>In units where, practical skills as taught and assessed a blend of Case-based learning (CBL) and Problem-Based Learning (PBL) will be used.</p> <p>In CBL, students will apply their knowledge to real-world scenarios, promoting higher levels of cognition. Student work in groups on case studies, the case presents an MSK problem or problems for which students will devise solutions (supported by the tutor). In PBL multiple possible outcomes for a case study may exit, but the problem is initially not well-defined with students having to find or source additional information. PBL also has a stronger emphasis on developing self-directed learning</p> <p>Overall, students' employability skills are developed throughout the course with individual and group-based exercises that require design, planning, analysis and evaluation within a theoretical and practical context.</p> <p><b>Assessment Methods</b> A variety of formative and summative assessment methods will be employed across units in the BSc Sport Rehabilitation and Therapy course.</p> <p>The aim here will be to balance the formative (developmental) and summative (judgmental) aspects of assessment to promote deeper learning among sport rehabilitation students to give students a greater opportunity to maximize their potential.</p> <p>Feedback provided on the course will combine both explanatory and diagnostic feedback, as well as grades.</p> <p>All assessments will also be anchored in clearly articulated learning outcomes and assessment criteria; with specific assessment criteria for each summative mode of assessment published on the Virtual Learning Environment (VLE) at the start of each unit.</p> <p>Teaching and Learning Methods</p> <ul style="list-style-type: none"> <li>* Examination</li> <li>* Essay</li> <li>* Lab Reports</li> <li>* Research Proposal</li> <li>* Literature Review</li> </ul>

4. Course Learning Outcomes – what students will be expected to achieve	
<b>This course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:</b>	<b>The methods used to enable outcomes to be achieved and demonstrated are as follows:</b>
	A glossary of the assessments used on the course can be found in the Assessment Glossary.
<b>Cognitive Skills</b> Having successfully completed this course students will be able to:  <b>B1</b> - Reflect critically on the central themes within the course units  <b>B2</b> - Critically relate theory to practice in the context of Sport Rehabilitation  <b>B3</b> - Apply knowledge to solve problems in both laboratory and clinical settings.  <b>B4</b> - Identify, understand and synthesize ethical issues as they may arise and be applied in Sport Rehabilitation research and practice.	<b>Teaching and Learning Methods</b>  See summary of teaching and learning methods above
	<b>Assessment Methods</b> * Case Study * Lab Report * Data Analysis Task * Essay * Journal Article (see Assessment glossary)
<b>Practical Skills</b> Having successfully completed this course students will be able to:  <b>C1</b> - Gather, process and interpret information resulting in a piece of independent research  <b>C2</b> - Monitor and critically evaluate human behaviour (individual and group) in laboratory and field settings  <b>C3</b> - Plan, prepare and deploy accurate skills and techniques of Sport Rehabilitation in practice.	<b>Teaching and Learning Methods</b>  See summary of teaching and learning methods above
	<b>Assessment Methods</b> * Observed Structured Clinical Examination (OSCE) * Journal Article * Practical skills assessments * Lab Report * Case Study * Portfolio * Skills workbook (See assessment glossary)
<b>Transferable skills</b> Having successfully completed this course students will be able to:  <b>D1</b> - Communicate information, ideas to a range of audiences (professional/non-professional)  <b>D2</b> - Problem Solving/Decision-making in complex and unpredictable contexts  <b>D3</b> - Work effectively as part of a team demonstrating professional skills appropriate for a Sport Rehabilitator  <b>D4</b> - Take initiative and responsibility in managing their learning and reflecting on their work  <b>D5</b> - Utilize technology in discipline-specific contexts.	<b>Teaching and Learning Methods</b> See summary of teaching and learning methods above
	<b>Assessment Methods</b> * Personal CV * Lab Report * Case Studies * Group Presentation * Individual / Poster Presentation * Portfolio (See Assessment glossary)
<b>Intermediate exit award outcomes</b> <u>Cert HE Rehabilitation Studies</u>  <b>Subject Knowledge and Understanding</b> Having successfully completed this course students will be able to demonstrate knowledge and understanding of:  A1- The field of Sport Rehabilitation. Offering a broad knowledge base and multidisciplinary understanding.	

A2 - Identifying and have awareness of ethical issues and problems related to Sport Rehabilitation

A3- Evaluating major theoretical perspectives, debates, empirical research, methods, fundamental assumptions and conceptual issues within a number of topics in Sport Rehabilitation

A4 - Sport Rehabilitation employment options, focusing not just on those which traditionally require higher vocational training at Masters or Doctoral level

### **Cognitive Skills**

Having successfully completed this course students will be able to:

B1 - Evaluate the central themes within the course units

B2 - Analyze theory into practice in the context of Sport Rehabilitation

B3 - Apply knowledge to solve problems in both laboratory and clinical settings.

### **Practical Skills**

Having successfully completed this course students will be able to:

C1 - Gather, process and apply information resulting in a piece of independent research

C2 - Monitor and evaluate human behavior (individual and group) in laboratory and field settings

### **Transferable skills**

Having successfully completed this course students will be able to:

D1 - Communicate effectively information, ideas to a range of audiences (professional/non-professional)

D2 - Problem Solving/Decision- Can solve well defined problems and begin to appreciate the complexity of the issues in the Sport Rehabilitation

D3 - Work effectively as part of a team demonstrating professional skills appropriate for a Sport Rehabilitator

D4 -Take initiative and responsibility in managing their learning with appropriate support

D5 - Develop use of technology in discipline-specific contexts.

### Dip HE Rehabilitation Studies

This course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

### **Subject Knowledge and Understanding**

Having successfully completed this course students will be able to demonstrate knowledge and understanding of:

A1 - The field of Sport Rehabilitation - Offering an awareness and understanding.

A2 - Identifying issues and problems related to Sport Rehabilitation and debate them in relation to general ethical terms

A3 - Evaluating relevance and significance of major theoretical perspectives, debates, empirical research, methods, fundamental assumptions and conceptual issues within a number of major topics in Sport Rehabilitation

### **Cognitive Skills**

Having successfully completed this course students will be able to:

B1 - Reflect on the central themes within the course units

B2 - Select a range of techniques and evaluate the role of theory in practice in the context of Sport Rehabilitation

B3 - Apply knowledge and choose appropriate methods solve problems in both laboratory and clinical settings.

B4 - Identify, understand and synthesize ethical issues as they may arise and be applied in Sport Rehabilitation research and practice

### **Practical Skills**

Having successfully completed this course students will be able to:

**C1** - Gather, process and interpret information resulting in a piece of independent research

**C2** - Monitor and evaluate human behavior (individual and group) in laboratory and clinical settings

**C3** - Plan, prepare and apply a wide range of skills and techniques of Sport Rehabilitation in practice

### **Transferable skills**

Having successfully completed this course students will be able to:

**D1** - Communicate information, ideas to a range of audiences (professional/non-professional)

**D2** - Problem Solving/Decision- identify key areas of problems and choose appropriate tools / methods for their resolution in a considered manner

**D3** - Work effectively as part of a team demonstrating professional skills appropriate for a Sport Rehabilitator

**D4** - Take initiative and responsibility in managing their learning and reflecting on their work

**D5** - Utilize technology in discipline-specific contexts.

## **Course Structure**

### **5. Outline of course content**

Units on the course at Level 4 are designed to primarily assess knowledge of the underlying concepts and principles associated with Sport Rehabilitation such as physiology, anatomy, biomechanics, psychology and exercise prescription and an ability to evaluate and interpret these within the context of that area of study. The ability of students to present, evaluate and interpret data, to make sound judgements related to basic theories and concepts is essential to establish at Level 4, to provide a scaffold to support students in establishing these practices in associated disciplines students are enrolled on an introduction to research methods unit. Assessment of units at Level 4 are weighted towards best assessing knowledge and understanding and emerging intellectual skills such as examination; essays and reports/analysis task(s).

Level 5 of the course has been designed to support students starting to develop a critical understanding of underlying principles of Sport Rehabilitation and how practice in these areas continues to evolve, students are encouraged to relate new knowledge obtained at Levels 4 to the role of a sport rehabilitator in practice (employment) and to critically evaluate the appropriateness/efficacy of different treatment approaches / interventions to solve clinical problems, units at this level feature predominantly clinical skills building on the knowledge established in Level 4 (see appendix 6 thematic alignment) applied to practice. Evidence of learning for level 5 takes place in the form of practical assessments and written assignments based upon clinical scenarios such as case studies, lab reports.

At Level 6 the ability of students to manage their own learning, and to make use of primary sources of information such as journal articles is explored via independent study in the form of a dissertation unit student are encourages to explore a particular aspect of current research. Students are given increasing freedom to explore topics that they are interested through module choice in the areas of advanced exercise prescription or in the management of long-term conditions. Units focusing on advanced practice (such as SEH6302; SEH6319; SEH6307) start to explore the cutting edge of Sport Rehabilitation practice and understand the current limits of knowledge. Assessments at Level 6 will look to measure student's decision-making in complex and sometimes unpredictable clinical contexts and apply skills established at Level 5 in challenging case-based scenarios.

Students on the course undertake a compulsory 400-hour placement unit this provides students with the opportunity to consolidate skills learnt on the course and apply them in real-life clinical settings. This unit is facilitated by the unit lead who works in tandem with the student and the clinical supervisor(s). Working alongside existing clinicians allows students the opportunity to reflect on their current skills and identify areas for development (CPD) supporting students on a path to lifelong learning beyond their studies.

## 5. Outline of course content

The proposed structure of this course is designed to meet the requirements for the British Association of Sport Rehabilitators and Trainers (BASRaT). As such there are core knowledge, skills and expertise requirements in terms of the overall content and delivery of the course while at the same time being underpinned by an efficient model that can maximize the cost effectiveness of the courses in a way that can also seek to maximize the quality of the student experience.

The course structure has 5 pillars developed over the three years adopting a spiral curriculum with increasing complexity and depth see Appendix 6 for overview of thematic structure.

## 6. Placements, work-based learning or other special features of the course

Students are required to complete a compulsory minimum of 400 hours of placement experience to meet the requirements of the British Association of Sport Rehabilitators and Trainers (BASRaT). Placement identification and management will be in line with the University Placement policy. The focus of this unit is on applying sport and exercise rehabilitation knowledge, skills and expertise in an applied setting.

Placements for this course will be managed alongside the MSc Sport Rehabilitation and Therapy pre-registration course (under the unit SEH6001 Sport Rehabilitation Placement). Placement hours may be split across different levels and placements, it is expected that some of the placement hours will be undertaken as part of an on-site clinical services, including the Integrated Rehabilitation Centre (IRC).

Outside of the University clinical services examples of other placements may include: professional sports clubs, sports injury clinics, military and commercial rehabilitation settings, professional and mass participation events.

Applied practical placements will be sourced in a number of ways. First, some students will seek to individually source opportunities through personal contact. The appropriateness of the experience will be explored by the unit tutor and contact made with the placement provider to ensure that there is an appropriate awareness of the nature of the placement, the demands on the placement provider, and the roles and responsibilities for the Institution, the student and the placement provider.

There will also be compulsory supervision / mentoring sessions with a designated member of the course team.

## 7. Course structure, levels, units credit and award

The level of study, units and credits required for the course and for final and exit awards are set out in the **course diagram** provided as [Appendix 1](#).

The **learning outcomes mapping document** at [Appendix 2](#) shows the relationship between ILOs for units and the overarching ILOs of the course.

The **Course summary document** at [Appendix 3](#) shows the structure of each unit in terms of summative assessment and gives an indication of learning hours/student workload for each unit.

## 8. Learning hours/student workload

Health Sciences University courses are made up of units of study, which are given a credit value indicating the notional amount of learning undertaken. One credit equates to ten student study hours, including student contact time, tutor guided learning time, and independent study (including assessment). 10 University credits are equivalent to five European Credit Transfer System (ECTS) credits.

## 8. Learning hours/student workload

**Student contact time** is a broad term, referring to the amount of time students can expect to engage with University staff in relation to teaching and learning. It includes scheduled teaching sessions (sessions on a student and/or staff timetable), specific academic guidance (i.e. not broader pastoral support/guidance) and feedback. Contact time can take a wide variety of forms depending on the subject and the mode of study. It can include engagement both face-to face (in person) through on-campus seminars, labs, studios and workshops - and online, for example through online discussion forums, webinars, email or live chat. Online contact time can be synchronous or asynchronous. Online contact time is always characterized by personalized tutor presence and input within a specified timeframe.

Opportunities for one-to-one interaction with members of staff, during which students can receive individual help or personalized feedback on their progress, may not always present themselves as formal scheduled sessions. 'Office hours' for example are a frequent feature where members of staff are available for one-to-one session at set times. Interactions via email for e.g. is another example of contact time.

**Independent study** incorporates student-led activities (without the guidance of a member of teaching staff), such as preparation for scheduled sessions, reflecting on feedback received and planning for future tasks, follow-up work, wider reading (including reading beyond set topics), or practice, revision, and completion of assessment tasks.

Independent study helps students learn to manage their own learning as preparation for the expectations of a professional life that emphasizes continuing professional development and life-long learning.

**Tutor-guided learning** covers specific learning activities that students are asked to undertake by a tutor, such as directed reading, review of learning materials on the Virtual Learning Environment (VLE), links to existing media such as podcasts, videos and conference presentations that are reinforced both in-class or via online quizzes, discussion forums.

In a typical week student on this course will normally have around 12 hours of contact time, that may include seminars, labs, practicals, workshops. Contact time may be face-to-face or on-line activities that are tutor-led or mediated. Students will have around 9 hours of tutor guided time, that may include directed reading, review of lecture presentation on the VLE in advance of scheduled 'flipped classroom' sessions.

In addition to contact time and guided non-contact hours, students are expected to undertake around 13 hours of independent study per week. This includes time for revisions/preparation for assessments., as well as activities such as private reading and researching

More detail about student workload is provided in unit specifications.

## 9. Staff delivering the course

Students will be taught by Health Sciences University academic staff and qualified professional practitioners with relevant expertise.

Examples of clinicians teaching on the course include graduate sport rehabilitators, physiotherapists and chiropractors.

## 10. Progression and assessment regulations

The regulations for this course are the University's Assessment Regulations which may be found from the [Policies and Procedures webpage](#)

Where specific requirements apply – for example, where Professional, Statutory and Regulatory bodies have additional or alternative requirements this is specified in the relevant course-specific section of the Assessment regulations.

In line with the University guidelines for similar courses of this nature i.e. PSRB requirements Where a unit is assessed by more than one component of assessment, the mark for each component of assessment must not be less than 40.

## 11. Employment progression routes

Upon completion of this course you will be eligible to become a registered member of BASRaT (British Association of Sport Rehabilitators and Trainers). Sports rehabilitators work in areas such as professional sport, primary musculoskeletal care, military and corporate environments.

## 11. Employment progression routes

Eligibility for joining BASRaT is contingent on: holding a BASRaT Accredited degree or equivalent entry via the International Arrangement; obtaining a pass in the BASRaT registration exam; successfully completing a Trauma Care qualification endorsed by the faculty of pre-hospital care; and completion and submission of all other documentation in relation to Fitness to Practise.

Outside of placement opportunities that expose students to potential employers and a network of future contacts, the School of Health and Rehabilitation Sciences runs annual induction weeks these weeks include skills aligned to future employment such as CV/cover letter writing, advice on networking and social media. Other events such as a day in the life of a professional talk(s), links to relevant CPD courses/ jobs advertised (as a means to signpost the types of roles available) and links to talks outside of course study, BASRaT student membership all provide additional opportunities for students to enhance their CVs and build their professional networks for beyond their studies.

Successful completion of the undergraduate course opens up the world of further postgraduate study such as Strength and Conditioning, Sport Sciences or further study allied to health for e.g. Physiotherapy and research in the form of MRes/PhD study.

## 12. Additional costs and special or unusual conditions which apply to this course,

Additional costs are mandatory or optional costs which students will need to meet in order to fully participate in and complete their course. Students will need to budget for these costs separately as they are not included in the overall Tuition Fee they are charged.

'Special or unusual conditions' are aspects of the course which students may not be expecting and which may therefore have an impact on whether or not they wish to undertake the course.

Information about additional costs and special or unusual conditions applying to students on this course can be found in the **Important information to take into account when choosing your course** available from the [Latest Policies webpage](#)

Students on the course must complete a pre-hospital trauma care course, such as the Rugby Football Union (RFU) Pre-Hospital Immediate Care in Sport (PHICIS) Level 2 or Football Association (FA) Intermediate Trauma Medical Management in Football (ITMIFF) which is an entry requirement for professional registration typical costs for this course is £350-£500.

Completion of this award (or equivalent) is a stipulation of BASRaT course accreditation and a pre-requisite for student eligibility for entry onto the BASRaT register. This award also allows students to undertake pitch-side work/experience whilst on clinical placement in some professional sports clubs. It is envisaged this course will be run at Level 5 to allow students to complete this prior to starting placement at Level 6.

There will be an expectation for students to invest in Health Sciences University-branded clothing for use in practical/laboratory sessions, and for representing the Institution off campus (E.g., on placement). This clothing will cost in the region of £50-£75.

There will be an expectation that students will purchase copies of core textbooks. The cost of books will be in region of £75-200 per year. Students will also be required to pay for printing or photocopying where required.

Some students may be required to be DBS checked if they opt for certain volunteer or placement opportunities.

## 13. Methods for evaluating the quality of learning and teaching

Students have the opportunity to engage in the quality assurance and enhancement of their courses in a number of ways, which may include:

- Completing student surveys annually to give feedback on individual units and on the course as a whole
- Completing the National Student Survey in the final year of the course
- Taking part in focus groups as arranged
- Seeking nomination as a Student Union representative OR engaging with these elected student representatives
- Serving as a student representative on Course Consideration panels for course approval/review

### 13. Methods for evaluating the quality of learning and teaching

- Taking part in Course Consideration or professional body meetings by joining a group of students to meet with the panel
- Taking part in meetings with the external examiner(s) for the course (such meetings may be taken place virtually)

The ways in which the quality of the University's courses is monitored and assured, both inside and outside the institution, are:

- Annual monitoring of units and courses
- Periodic Course review, at least every six years.
- External examiners, who produce an annual report
- Oversight by Academic Standards and Quality Committee (which includes student representation), reporting to Academic Board
- Professional body accreditation and periodic reports to these bodies

### 14. Inclusivity statement

Health Sciences University is committed to being an institution where students and staff from all backgrounds can flourish. Health Sciences University recognises the importance of equality of opportunity and promoting diversity, in accordance with our Dignity Diversity and Equality Policy. We are committed to a working and learning environment that is free from physical, verbal and non-verbal harassment and bullying of individuals on any grounds, and where everyone is treated with dignity and respect, within a positive and satisfying learning and working environment.

Health Sciences University seeks to ensure that all students admitted to our courses have the opportunity to fulfil their educational potential. The interests of students with protected characteristics will be taken into consideration and reasonable adjustments will be made provided that these do not compromise academic or professional standards as expressed through the learning outcomes.

### 15. External reference points

- BASRaT Educational Framework (11<sup>th</sup> Edition)
- UK Quality Code for Higher Education: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)
- The revised UK Quality Code for Higher Education (2018)

### 16. Internal reference points and policy frameworks

Health Sciences University Strategic Plan 2021-2026

Health Sciences University Course Design Framework

Health Sciences University Feedback on Assessments policy

Health Sciences University Placement Policy

The course conforms fully with the University's academic policies and procedures applicable to Taught Courses.

## Record of Modifications

### Course level

Description of Modification	Date approved	Intake to which modification applies
Editorial corrections applied October 2024 following Periodic Review of BSc (Hons) Sport and Exercise Science and addition of Foundation Year	June 2024	September 2024 and all future

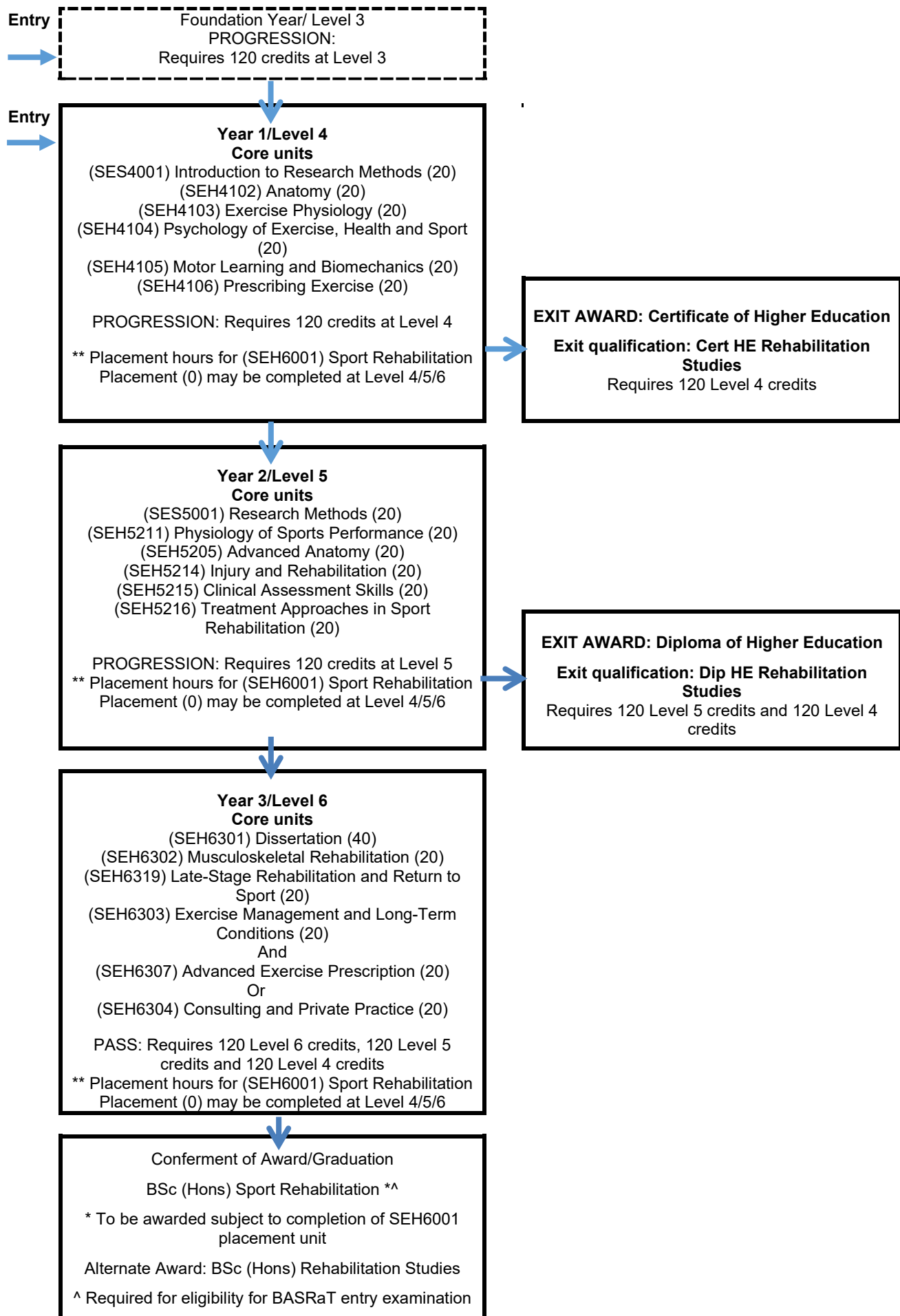
Description of Modification	Date approved	Intake to which modification applies
Editorial corrections applied May 2025 to roll back updates made to a number of SES-coded units and version numbers (SES4001 and SES5001 retain new codes and assessment patterns)	N/A- Correction- May 2025	Current and all future

NB Unit codes amended to new University College coding system October 2022

#### Unit level

Unit code and title	Nature of modification	Date of approval/ approving body	Intake to which modification applies
SEH5211 Physiology of Sports Performance	Addition of fifth ILO	13.11.2024- ASQC	September 2024 and all future

## Appendix 1: Course Diagram BSc (Hons) Sport Rehabilitation



## Appendix 2: Learning outcomes mapping

This table shows where a learning outcome referenced in the course specification may be demonstrated by successful completion of a unit. The numbers A1 A2 B1 B2 etc refer back to the learning outcomes listed under Subject Knowledge and Understanding, Intellectual Skills, Practical Skills and Transferable skills in this course specification (Intended Learning Outcomes).

### BSc (Hons) Sport Rehabilitation

Unit	Subject Knowledge and Understanding				Intellectual Skills				Practical Skills			Transferable Skills				
	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4	D5
Introduction to Research Methods			x		x				x			x	x	x	x	x
Anatomy			x		x										x	x
Exercise Physiology			x		x		x			x		x		x	x	
Psychology of Exercise, Health and Sport			x		x		x					x			x	
Motor Learning and Biomechanics			x		x		x			x					x	x
Prescribing Exercise	x	x	x	x	x	x								x	x	
Research Methods			x		x				x			x	x		x	x
Clinical Exercise Physiology		x	x		x	x	x								x	x
Advanced Anatomy		x	x		x	x	x								x	x
Injury and Rehabilitation	x	x	x		x	x	x				x		x	x	x	
Clinical Assessment Skills	x	x	x		x	x	x	x		x	x	x	x		x	x
Treatment Approaches in Sport Rehabilitation	x	x	x		x	x	x				x	x	x		x	x
Dissertation			x		x				x				x		x	x
Musculoskeletal Rehabilitation	x	x	x		x	x						x	x	x	x	x
Exercise Management and Long-Term Conditions*			x		x	x	x			x		x	x	x	x	x
Consulting and Private Practise*		x	x	x	x	x	x			x	x		x		x	x
Advanced Exercise Prescription*	x	x	x	x	x	x	x			x	x		x		x	x
Late Stage Rehabilitation and Return to Sport	x	x	x		x	x	x	x			x	x	x	x	x	
Sport Rehabilitation Placement			x	x	x	x	x	x			x	x		x	x	

### Appendix 3: Course summary

#### Course title: BSc (Hons) Sport Rehabilitation - Level 4

Unit details						Assessment Component Weightings (%)*						Prof. body requirement applies*	Estimated learning hours		
Code	Title	Version	Credits	Core/ Option	Pre/ co requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		scheduled contact	directed non-contact	self-directed
SES4001	Introduction to Research Methods	2.0	20	C				100%				Y	48	36	116
SEH4102	Anatomy	1.0	20	C		100%						Y	48	36	116
SEH4103	Exercise Physiology	1.0	20	C				100%	P/F			Y	48	36	116
SEH4104	Psychology of Exercise, Health and Sport	1.0	20	C				40%		60%		Y	48	36	116
SEH4105	Motor Learning and Biomechanics	1.0	20	C				100%				Y	48	36	116
SEH4106	Prescribing Exercise	1.0	20	C						100%		Y	48	36	116
<b>Progression requirements:</b> Requires 120 credits at Level 4															
<b>Exit qualification:</b> Cert HE in Rehabilitation Sciences															

\* If this box is marked 'yes,' then it is a requirement set by the relevant professional body that the pass mark must be achieved in all components of assessment to pass the unit, regardless of the overall aggregated mark.

#### Course title: BSc (Hons) Sport Rehabilitation - Level 5

Unit details						Assessment Component Weightings (%)*						Prof. body requirement applies*	Estimated learning hours		
Code	Title	Version	Credits	Core/ Option	Pre/ co requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		scheduled contact	directed non-contact	self-directed
SES5001	Research Methods	2.0	20	C				100%				Y	48	36	116
SEH5211	Physiology of Sports Performance	1.2	20	C				100%				Y	48	36	116
SEH5205	Advanced Anatomy	1.0	20	C						100%		Y	48	36	116
SEH4514	Injury and Rehabilitation	1.0	20	C						100%		Y	48	36	116
SEH5215	Clinical Assessment Skills	1.0	20	C				50%		50%		Y	48	36	116
SEH5216	Treatment Approaches in Sport Rehabilitation	1.0	20	C				25%		75%		Y	48	36	116

Unit details						Assessment Component Weightings (%)*						Prof. body requirement applies*	Estimated learning hours		
Code	Title	Version	Credits	Core/ Option	Pre/ co requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		scheduled contact	directed non-contact	self-directed
<b>Progression requirements:</b> Requires 120 credits at Level 5															
<b>Exit qualification:</b> Dip HE Rehabilitation Studies															

\* If this box is marked 'yes,' then it is a requirement set by the relevant professional body that the pass mark must be achieved in all components of assessment to pass the unit, regardless of the overall aggregated mark.

### Course title: BSc (Hons) Sport Rehabilitation – Level 6

Unit details						Assessment Component Weightings (%)*						Prof. body requirement applies*	Estimated learning hours		
Code	Title	Version	Credits	Core/ Option	Pre/ co requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		scheduled contact	directed non-contact	self-directed
SEH6301	Dissertation	1.0	40	C				80%	20%			Y	10	0	390
SEH6302	Musculoskeletal Rehabilitation	1.0	20	C						100%		Y	48	36	116
SEH6304	Consulting and Private Practise	1.0	20	O				80%	20%			Y	48	36	116
SEH6319	Late-Stage Rehabilitation and Return to Sport	1.0	20	C				50%		50%		Y	48	36	116
SEH6307	Advanced Exercise Prescription	1.0	20	O				50%		50%		Y	48	36	116
SEH6303	Exercise Management of Long-Term Conditions	1.0	20	C						100%		Y	48	36	116
SEH6001	Sport Rehabilitation Placement	1.0	0	C				100%				Y	0	0	400
<b>Progression requirements:</b> Requires 120 credits at Level 6															
<b>Exit qualification:</b> BSc (Hons) Sport Rehabilitation															

\* If this box is marked 'yes,' then it is a requirement set by the relevant professional body that the pass mark must be achieved in all components of assessment to pass the unit, regardless of the overall aggregated mark.