



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 College's 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

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

Date Course initially approved	July 2021 communicated at ASQC 20 th October 2021
Version number	1.0
Date this version approved	May 2022
Academic year from which this applies	September 2022 (Academic Year 22/23)
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Course Overview

1. Admissions regulations and entry requirements

The regulations for this Course are the University College'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 College 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 RSP (BSc Clinical Exercise Science)

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)

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

1. Admissions regulations and entry requirements

BASRaT does not allow RPL for entry to programmes that it validates unless from other BASRaT accredited course. Internally students may transfer from the BSc Clinical Exercise Science at the end of level 4 (Subject to having met BASRaT assessment requirements).

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. Formal teaching methods may vary depending on the relevant learning outcomes, but may include • Seminars (Scheduled) • Tutorials (Scheduled) • Project

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>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 exist, 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>Assessment Methods 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 * Examination * Essay * Lab Reports * Research Proposal * Literature Review</p> <p>A glossary of the assessments used on the course can be found in the Assessment Glossary.</p>

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:
Cognitive Skills Having successfully completed this course students will be able to: B1 - Reflect critically on the central themes within the course units B2 - Critically relate theory to practice in the context of Sport Rehabilitation B3 - Apply knowledge to 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.	Teaching and Learning Methods See summary of teaching and learning methods above Assessment Methods * Case Study * Lab Report * Data Analysis Task * Essay * Journal Article (see Assessment glossary)
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 critically evaluate human behaviour (individual and group) in laboratory and field settings C3 - Plan, prepare and deploy accurate skills and techniques of Sport Rehabilitation in practice.	Teaching and Learning Methods See summary of teaching and learning methods above Assessment Methods * Observed Structured Clinical Examination (OSCE) * Journal Article * Practical skills assessments * Lab Report * Case Study * Portfolio * Skills workbook (See assessment glossary)
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-making in complex and unpredictable contexts 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.	Teaching and Learning Methods See summary of teaching and learning methods above Assessment Methods * Personal CV * Lab Report * Case Studies * Group Presentation * Individual / Poster Presentation * Portfolio (See Assessment glossary)
Intermediate exit award outcomes <u>Cert HE Rehabilitation Studies</u> 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 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

This course is part of the 'Sport, Exercise and Rehabilitation' cluster of courses that share a number of key units across each level of the course. The BSc (Hons) Sport Rehabilitation shares 120 credits of units at level four (Anatomy; Exercise Physiology; Exercise, Health and Sport Psychology; Motor Learning and Biomechanics; and Introduction to Research Methods; Prescribing Exercise)

At level five there is 80 credits shared with the other courses in the cluster (Research Methods; Clinical Exercise Physiology; Advanced Anatomy; Injury and Rehabilitation) There are also 40 credits (Clinical Assessment Skills; Treatment Approaches in Sport Rehabilitation) that are exclusive to the BSc (Hons) Sport Rehabilitation as new units

At level six the BSc (Hons) Sport Rehabilitation shares a 40-credit dissertation unit with the other two courses in the cluster. There are also a further 40 credits (Musculoskeletal Rehabilitation; Exercise Management and Long-term conditions)) that are also shared across the courses. Level 6 has an additional 20 credit unit (Late Stage Rehabilitation and Return to Play) that is unique to the BSc Sport Rehabilitation (new unit).

Finally, the course has a number of option units (Advanced Exercise Prescription; Consulting and Private Practice) to allow students so pursue units that reflect their clinical interests and possible future employment direction.

Specifics of the BSc (Hons) Sport Rehabilitation

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

5. Outline of course content

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 encouraged 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 SEH302; SEH303; SEH307) 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 400hr 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.

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 AECC University College 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 SEH650 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 which are due for further expansion in the summer of 2022 with the launch of the institutions Integrated Rehabilitation Centre (IRC).

Outside of the AECC University College 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

AECC University College 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.

Student contact time is a broad term, referring to the amount of time students can expect to engage with University College 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 time-frame.

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, video's 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 AECC University College 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 College's Assessment Regulations which may be found from the [Latest Policies 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 AECC University College 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.

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 RSP 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 AECC University College-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 the 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
- 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 College's courses are monitored and assured checked, 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

AECC University College is committed to being an institution where students and staff from all backgrounds can flourish. AECC University College 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.

AECC University College 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 (11th 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

AECC University College Strategic Plan 2021-2026
AECC University College Course Design Framework
AECC University College Feedback on Assessments policy
AECC University College Placement Policy

16. Internal reference points and policy frameworks

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

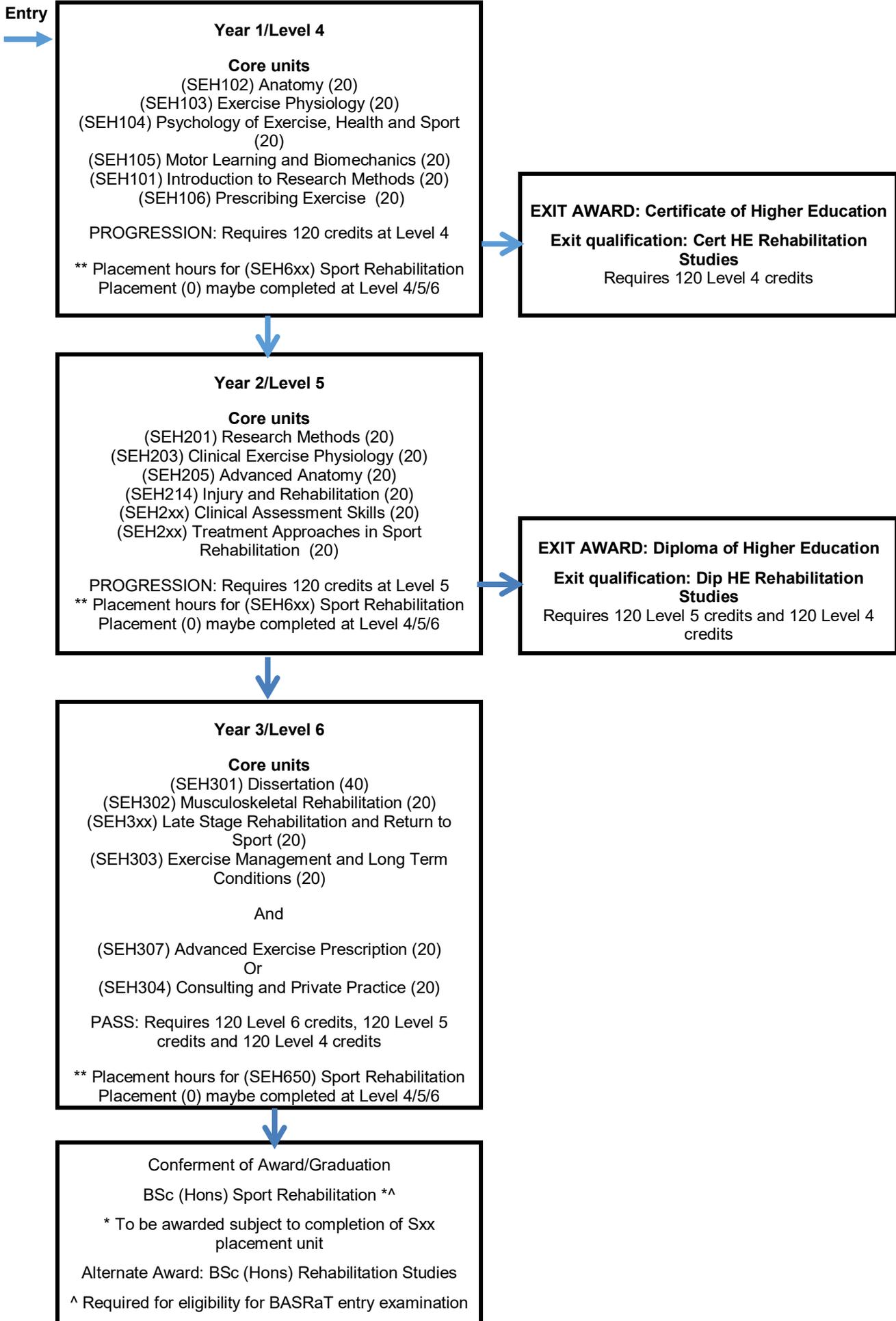
Record of Modifications**Course level**

Description of Modification	Date approved	Intake to which modification applies

Unit level

Unit code and title	Nature of modification	Date of approval/ approving body	Intake to which modification applies

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
SEH101	Introduction to Research Methods	1	20	C				80%	20%			Y	48	36	116
SEH102	Anatomy	1	20	C		100%						Y	48	36	116
SEH103	Exercise Physiology	1	20	C				100%	P/F			Y	48	36	116
SEH104	Psychology of Exercise, Health and Sport	1	20	C				40%		60%		Y	48	36	116
SEH105	Motor Learning and Biomechanics	1	20	C				100%				Y	48	36	116
SEH106	Prescribing Exercise	1	20	C						100%		Y	48	36	116
Progression requirements: Requires 120 credits at Level 4															
Exit qualification: 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
SEH201	Research Methods	1	20	C				40%	60%			Y	48	36	116
SEH203	Clinical Exercise Physiology	1	20	C				100%				Y	48	36	116
SEH205	Advanced Anatomy	1	20	C						100%		Y	48	36	116
SEH214	Injury and Rehabilitation	1	20	C						100%		Y	48	36	116
SEH2xx	Clinical Assessment Skills	1	20	C				50%		50%		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
SEH2xx	Treatment Approaches in Sport Rehabilitation	1	20	C				25%		75%		Y	48	36	116
Progression requirements: Requires 120 credits at Level 5															
Exit qualification: 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
SEH301	Dissertation	1	40	C				80%	20%			Y	10	0	390
SEH302	Musculoskeletal Rehabilitation	1	20	C						100%		Y	48	36	116
SEH304	Consulting and Private Practise	1	20	O				80%	20%			Y	48	36	116
SEH3xx	Late-Stage Rehabilitation and Return to Sport	1	20	C				50%		50%		Y	48	36	116
SEH307	Advanced Exercise Prescription	1	20	O				50%		50%		Y	48	36	116
SEH303	Exercise Management of Long-Term Conditions	1	20	C						100%		Y	48	36	116
SEH6**	Sport Rehabilitation Placement	1	0	C				100%				Y	0	0	400
Progression requirements: Requires 120 credits at Level 6															
Exit qualification: 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.

BASRaT Educational framework mapping

Area	Content areas	Evidence
Anatomy	<ul style="list-style-type: none"> • An introduction to the study of human anatomy, including the use of palpation skills and the use of appropriate anatomical terminology. • An introduction to basic kinematics, including the major movements, joint types, muscle types and muscle actions. • The bones, major bony landmarks and joints of the head, neck and trunk, including a detailed knowledge of the different divisions of the vertebral column, individual vertebrae and the end feels of their movement. • The bones, major bony landmarks and joints of the pelvis and the end feels of their movement. • The bones, major bony landmarks and joints of the lower limbs incorporating the innominate bone, the femur, the patella, the tibia, the fibula and all of the bones found within the foot and the end feels of their movement. • The bones, major bony landmarks and joints of the upper limbs incorporating the clavicle, the scapula, the humerus, the radius, the ulna and all of the bones found within the hand and the end feels of their movement. • The connective tissue associated with the head, neck, trunk, pelvis, lower limbs and upper limbs including details of their attachments, actions, nerve supplies and major blood supplies. This should also include the stability and postural functions of these structures in combination with the bony structures. • An appreciation of the major nerves, vessels and plexuses applied in clinical practice associated with the head, neck, trunk, pelvis, lower limbs and upper limbs. 	<p>SEH102 Anatomy SEH205 Advanced Anatomy</p> <p>SEH102 Anatomy SEH105 Motor Learning and Biomechanics</p> <p>SEH102 Anatomy SEH205 Advanced Anatomy</p>
Exercise Physiology	<ul style="list-style-type: none"> • An introduction to the study of human physiology and its impact upon the functioning of the body, particularly within sporting contexts. 	SEH103 Exercise Physiology

	<ul style="list-style-type: none"> ● A description of the structure of the different tissues of the body, include bones, joints, muscles, tendons, ligaments, nerves and blood vessels. ● A description of motor control and its associated theories. ● A description of the development of motor patterns and motor performance in children, as well as reflex reactions. ● An introduction to structure and function for individual cells and major types of tissues. ● A description of the major systems and function of the kidney. ● An introduction to the regulation of body fluid levels, including the function and sources of electrolytes ● A description of hydrogen ion regulation, including buffering agents. ● An introduction to the endocrine system including its structure and the function of hormones. ● An introduction to the lymphatic system, including its structure, function and role during the immune response. ● A description of the nervous systems, including the structure and function of the central nervous system (CNS) and the autonomic nervous system (ANS). ● A description of a nerve impulse, its transmission, regulation and its role within the functioning of the human body. ● An introduction to the cardiovascular system, including its structure, control functions and role in maintaining homeostasis. ● An introduction to the respiratory system, including its structure, control functions and role in maintaining homeostasis. 	<p>SEH102 Anatomy SEH205 Advanced Anatomy</p> <p>SEH105 Motor Learning and Biomechanics</p> <p>SEH105 Motor Learning and Biomechanics</p> <p>SEH103 Exercise Physiology SEH205 Advanced Anatomy SEH214 Injury and Rehabilitation</p> <p>SEH103 Exercise Physiology</p> <p>SEH103 Exercise Physiology SH203 Clinical Exercise Physiology</p> <p>SEH103 Exercise Physiology SEH203 Clinical Exercise Physiology</p> <p>SEH103 Exercise Physiology SEH203 Clinical Exercise Physiology</p> <p>SEH105 Motor Learning and Biomechanics</p> <p>SEH105 Motor Learning and Biomechanics SEH214 Injury and Rehabilitation SEH2xx Clinical Assessment Skills</p> <p>SEH105 Motor Learning and Biomechanics</p> <p>SEH103 Exercise Physiology SEH201 Physiology of Sports Performance</p> <p>SEH103 Exercise Physiology</p>
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	<ul style="list-style-type: none"> ● A description of the body's responses to changes in temperature and its regulation. ● An understanding of the normal healing processes in response to injury specifically including the normal inflammatory process and their impact upon normal bodily function. ● A description of the physiology of pain and its impact on the physiological function of the body. ● A description of the changes that occur to fluid flows within the body including oedema, effusion, thrombosis, embolism, and ischemia. ● A description of a range of health conditions encountered within sport rehabilitation practice (such as diabetes, anaemia, leukaemia, sickle cell anaemia, HIV/AIDS and hepatitis). 	<p>SEH201 Physiology of Sports Performance</p> <p>SEH103 Exercise Physiology SEH201 Physiology of Sports Performance</p> <p>SEH204 Injury and Rehabilitation</p> <p>SEH204 Injury and Rehabilitation</p> <p>SEH303 Exercise Management in L-T conditions</p> <p>SEH303 Exercise Management in L-T conditions</p>
<p>Sports injuries / musculoskeletal assessment</p>	<ul style="list-style-type: none"> ● An introduction to the study of human injury and assessment and its impact upon the normal functioning and healing of the body, particularly within sporting contexts. ● A description of common injuries to bone, joints, connective tissue and nerves with an understanding of their common mechanism of injury with particular focus on those that occur in sport. ● An introduction to common circulatory conditions and pathologies, with particular focus on those that occur in sport. ● A description of common injuries specific to different areas of the body, including the head, neck, trunk, upper limb, lower limb and vertebral column. ● An introduction to clinical patient assessment, including both subjective and objective testing, the completion of SOAP notes and use of diagnostic imagery, such as ultrasound, x-ray or MRI. ● An introduction to the analysis of simple functional movements and postures including joints kinematics and the role played by musculotendinous structures, particularly focused on sport related examples. ● An application of the knowledge of stages of healing for different tissues and the impact of them upon treatment protocols. 	<p>SEH214 Injury and Rehabilitation SEH2xx Treatment Approaches in Sport Rehabilitation</p> <p>SEH214 Injury and Rehabilitation</p> <p>SEH 303 Exercise Management of L-T conditions</p> <p>SEH2xx Treatment Approaches in Sport Rehabilitation SEH3xx Late Stage Rehabilitation and Return to Sport SEH302 – Musculoskeletal Rehabilitation</p> <p>SEH2xx Clinical Assessment Skills</p> <p>SEH105 – Motor Learning and Biomechanics SEH106 – Prescribing Exercise</p> <p>SEH214 – Injury and Rehabilitation SEH2xx –Treatment Approaches in Sport Rehabilitation SEH3xx – Sport Rehabilitation Late Stage</p> <p>SEH2 Clinical Assessment Skills SEH6XX– Clinical Placement</p>

	<ul style="list-style-type: none"> • An understanding of record keeping, with reference to professional practice and links to the BASRaT professional documentation. • An understanding of limitations of practice in line with the BASRaT Role Delineation and suitable referral to other healthcare professionals. 	SEH305 – Consulting and Private Practise SEH6XX – Clinical Placement SEH305 – Consulting and Private Practise SEH104 - Psychology of Exercise, Health and Sport
Sports Massage	<ul style="list-style-type: none"> • An introduction to the selection and application of appropriate sports massage techniques and its impact upon the normal functioning and healing of the body, particularly within sporting contexts. • An introduction into the mechanics, common uses, effects and contraindications of effleurage, petrissage and tapotement strokes, particularly focused on their use in sporting contexts. • A description of the selection and uses of different common massage mediums, including oils, creams, talc and wax. • A description of the time frames for massage, focusing upon pre-event, inter-event, post-event and treatment/therapeutic based massage routines. • A description of the role of massage-based treatments as part of a patient’s individual treatment plan, with particular consideration of the links and limitations to the BASRaT professional documentation of a Graduate Sport Rehabilitator. • A description of the impact of current health and safety, confidentiality and data protection legislations upon professional practice inline with the BASRaT professional documentation. 	SEH2xx –Treatment Approaches in Sport Rehabilitation SEH2xx –Treatment Approaches in Sport Rehabilitation SEH6XX Sport Rehabilitation Placement SEH304 Consulting and Private Practise
Academic skills / methods of enquiry	<ul style="list-style-type: none"> • An introduction to the level of study and studentship expected of a higher education student, with particular focus upon the difference between their current and previous levels of study. • The reading, writing and listening skills expected of a higher education student. 	SEH101 Introduction to Research Methods SEH103 Exercise Physiology SEH104 Psychology of Exercise, Health and Sport SEH105 Motor Learning and Biomechanics SEH106 Prescribing Exercise SEH101 – Introduction to Research Methods SEH201 Research Methods SEH101 -Introduction to Research Methods

	<ul style="list-style-type: none"> • An introduction to the importance and use of ICT within higher education studies. • A description of the process of finding, appraising and referencing academic articles based upon each institution's own guidelines. • A description of affective methods of communication in a range of situations. • An introduction to self-reflection and its importance within healthcare professions with the suggested use of a reflective clinical skills log book to develop the use of self-reflection in practice. • An introduction to a higher level of academic writing, including the promotion of a suitable level of critical self-reflection and critical analysis to reflect the level of study. • An introduction to communicating academic ideas to peers and other professionals. • An introduction to the different methods of research design, with particular emphasis upon those commonly used in sporting contexts. • An introduction into the use of statistics as part of a research project, including the use of industry standard statistical analysis software, such as SPSS. • A description of the ethical and moral requirements of research, including reference to the BASRaT professional documentation. • An introduction to the process of forming a research project proposal that complies with the institutional requirements of scholarly activity. 	<p>SEH201 Research Methods SEH301 Dissertation</p> <p>SEH104 Psychology of Exercise, Health and Sport SEH106 Prescribing Exercise SEH304 Consulting and Private Practise SEH6XX Sport Rehabilitation Placement</p> <p>SEH101 Introduction to Research Methods SEH102 Anatomy SEH103 Exercise Physiology SEH105 Motor Learning and Biomechanics</p> <p>SEH104 Psychology of Exercise, Health and Sport SEH106 Prescribing Exercise</p> <p>SEH101 Introduction to Research Methods SEH201 Research Methods</p> <p>SEH101 Introduction to Research Methods SEH201 Research Methods</p> <p>SEH6XX – Sport Rehabilitation Placement SEH304 -Consulting and Private Practise</p> <p>SEH201 Research Methods</p>
Evidence-based practice	<ul style="list-style-type: none"> • A description of the requirements expected to produce a piece of academic evidence. • The identification of a problem that is related to the student's field of study. • A description of the process of critiquing existing published academic sources of evidence. • A description of the ethical and moral considerations required of a piece of academic evidence. • A demonstration of a student's ability to present a piece of academic evidence to peers and others. 	<p>SEH101 Introduction to Research Methods</p> <p>SEH101 Introduction to Research Methods SEH201 Research Methods</p> <p>SEH203 Clinical Exercise Physiology SEH214 Injury Rehabilitation SEH2xx Treatment Approaches in Sport Rehabilitation SEH201 Research Methods SEH104 Psychology of Exercise, Health and Sport</p>

<p>Injury treatment modalities</p>	<ul style="list-style-type: none"> ● A knowledge of the suitable clinical selection and differentiation between a wide variety of treatment modalities. ● A knowledge of the safe application of clinically relevant treatment modalities available to a Graduate Sport Rehabilitator including; <ul style="list-style-type: none"> ○ the use of different basic forms of stretching, such as static and dynamic stretching and advanced forms of stretching, such as Neuromuscular Techniques, Muscle Energy Techniques and Proprioceptive Neuromuscular Facilitation. ○ the use of different forms of basic and advanced manual therapy techniques, including the application of joint manipulation. ○ the use of advanced forms of massage, including Deep Transverse Frictions and Trigger Point. ○ the use of different forms of electrophysical modalities. ○ the use of different forms of cryotherapy ○ the use of different forms of thermotherapy. ○ the use of different forms of hydrotherapy ○ the use of common taping and bracing modalities. ● A review of the use of first aid treatments and advanced trauma care and management within pitchside scenarios (This element of the course should be delivered by a suitably qualified individual, such as a Trauma Doctor, Graduate Sport Rehabilitator or Physiotherapist). 	<p>SEH2xx – Treatment Approaches in Sport Rehabilitation</p> <p>SEH3xx Late Stage Rehabilitation and Return to Sport Note: This component is also delivered in the external RCS Sports Trauma award</p>
<p>Principles of exercise and rehabilitation</p>	<ul style="list-style-type: none"> ● An introduction to the Components of Fitness and Principles of Fitness, including the use of the acronyms FITT (Frequency, Intensity, Type and Time) and SAID (Specific Adaptation to Imposed Demand). ● An introduction to the concept of Physical Literacy. 	<p>SEH106 Prescribing Exercise</p> <p>SEH106 Prescribing Exercise</p> <p>SEH106 Prescribing Exercise</p>

	<ul style="list-style-type: none"> • A description of the merits and limitations of a variety of warm-up and cool-down activities, including their role and importance within an exercise programme. • A description of the idea of adaptability and reversibility, including their impact upon injury rehabilitation. • A description of the use of the energy systems as part of exercise and how their use changes with different activities. • A description of the anatomical and physiological adaptations and limitations associated with different forms of physical activity and exercise. • An introduction to basic Olympic lifting and their role in the preparation of athletes for sport performance and injury rehabilitation. • An introduction to the idea and use of prehabilitation in reducing the occurrence of injury in athletes. • An introduction to designing and reviewing exercise-based injury rehabilitation programmes. • A description of the idea of periodisation and loading, and its impact upon programme design, including methods of load monitoring. • An introduction to a variety of different training techniques, including core stability, flexibility, strength, power, muscular endurance, plyometrics, SAQ (Speed, Agility and Quickness), proprioception, interval training and continuous training. • A description of return to play criteria and the decision-making process associated with integrating an injured athlete back into performance and training if possible and suitable. • An introduction to rehabilitation principles, strategies, techniques and applications, including a particular focus upon sport related contexts. • An introduction to the use of fitness testing in both clinical and field-based setting during the design stages of developing an exercise rehabilitation programme. 	<p>SEH106 Prescribing Exercise</p> <p>SEH103 Exercise Physiology SEH203 Clinical Exercise Physiology</p> <p>SEH106 Prescribed Exercise</p> <p>SEH3xx Late Stage Rehabilitation and Return to Sport SEH302 Musculoskeletal Rehabilitation</p> <p>SEH3xx Late Stage Rehabilitation and Return to Sport SEH302 Musculoskeletal Rehabilitation</p> <p>SEH214 Injury Rehabilitation SEH3xx Late Stage Rehabilitation and Return to Sport</p> <p>SEH106 Prescribing Exercise SEH214 Injury Rehabilitation SEH3xx Late Stage Rehabilitation and Return to Sport</p> <p>SEH106 Prescribing Exercise SEH214 Injury Rehabilitation SEH3xx Late Stage Rehabilitation and Return to Sport</p> <p>SEH3xx Late Stage Rehabilitation and Return to Sport</p> <p>SEH214 Injury and Rehabilitation</p> <p>SEH203 Clinical Exercise Physiology SEH3xx Sport Rehabilitation Late Stage</p> <p>SEH214 Injury and Rehabilitation SEH302 Musculoskeletal Rehabilitation</p>
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	<ul style="list-style-type: none"> ● An introduction to the impact of healing upon the use and selection of exercise modalities as part of an injury rehabilitation programme. ● A description of the application of exercise rehabilitation in relation to; <ul style="list-style-type: none"> ○ the head, neck, trunk and pelvis. ○ the lower limb. ○ the upper limb. ● A description of the '3 C's' (Carriage, Control and Confidence) and their impact upon the progression and regression of exercises. ● An introduction to a variety of recovery techniques available to aid an athlete's recovery including an introduction to providing basic nutritional and hydration advice to athletes. ● A description of the use of exercise as a treatment modality to improve the health of members of the public inline with local government provisions and initiatives. ● A description of the use of exercise as a treatment modality when working with patients with a variety of different health complaints or those from a special population, such as vulnerable adults, pre-natal, post-natal, elderly, over-weight or paediatric. ● An introduction to group-based exercise and its use within exercise and injury rehabilitation. ● An awareness of basic pharmacology and performance enhancing substances, including their impact upon the human body and exercise performance. ● An awareness of WADA requirements and their impact upon advice given to athletes. ● A knowledge of working with athletes in a variety of different environments, such as hot, cold, dry, humid and altitude. 	SEH214 Injury Rehabilitation SEH3xx – Late Stage Rehabilitation and Return to Sport SEH302 Musculoskeletal Rehabilitation SEH106 Exercise Prescription SEH214 Injury and Rehabilitation SEH203 Clinical Exercise Physiology SEH303 Exercise Management in L-T Conditions SEH303 Exercise Management in L-T Conditions SEH302 Musculoskeletal Rehabilitation SEH3xx Late Stage Rehabilitation and Return to Sport SEH3xx Late Stage Rehabilitation and Return to Sport SEH203 Clinical Exercise Physiology
Sport Psychology	<ul style="list-style-type: none"> ● An introduction to the science of Sports Psychology and its role within sport injury treatment and rehabilitation. ● An understanding of positive and negative psychosocial responses to sports injury and how these 	SEH104 Psychology of Exercise health and sport SEH104 Psychology of Exercise health and sport

	<p>influence rehabilitation, return to sport, retirement and athlete well-being or ill-being.</p> <ul style="list-style-type: none"> • An understanding of the factors influencing rehabilitation adherence, the impact of non-adherence (including over and under adherence) and ways of measuring rehabilitation adherence in injured athletes, such as sports injury rehabilitation adherence surveys, sports injury rehabilitation beliefs surveys, rehabilitation over adherence questionnaires. • An understanding of the theory and application of psychosocial interventions within injury rehabilitation and return to sport, such as motivational interviewing, decision balance sheets, goal setting, self-talk, social support, mindfulness, rehabilitation profiling and imagery. • An understanding of when, why and how to refer to different types of practitioner psychologists, such as sports psychologists or clinical psychologists, including different organisations that can be approached for advice, such as the British Psychological Society or the British Association of Sport and Exercise Sciences. 	<p>SEH104 Psychology of Exercise health and sport</p> <p>SEH104 Psychology of Exercise health and sport</p> <p>SEH104 Psychology of Exercise health and Sport</p>
<p>Sports Biomechanics</p>	<ul style="list-style-type: none"> • The application of the theories of forces and levers upon the body, with particular focus upon those present during both sport and exercise activities. • An introduction to a variety of performance analysis tools and industry standard protocols or software that can be used to assess kinematics and gait. • An introduction to biomechanical analysis tools commonly used to assess a patient, particularly within sports performance. • An introduction to the impact of biomechanical data upon the prescription of a patient's injury rehabilitation programme. • An introduction to kinesiology and movement patterns specifically linked to injury occurrence. • A description of loading and its impact upon different tissues of the body, with particular focus upon sporting examples. • • A description of centre of mass and its impact upon sport or rehabilitation performance. 	<p>SEH105 Motor Learning and Biomechanics SEH106 Prescribing Exercise SEH205 Advanced Anatomy</p> <p>SEH105 Motor Learning and Biomechanics SEH214 Injury Rehabilitation</p> <p>SEH214 Injury Rehabilitation SEH3xx Late Stage Rehabilitation and Return to Sport</p> <p>SEH214 Injury Rehabilitation SEH3xx Late Stage Rehabilitation and Return to Sport</p> <p>SEH214 Injury Rehabilitation SEH3xx Late Stage Rehabilitation and Return to Sport</p> <p>SEH106 Prescribing Exercise SEH214 Injury Rehabilitation SEH3xx Late Stage Rehabilitation and Return to Sport</p> <p>SEH302 Musculoskeletal Rehabilitation SEH214 Injury and Rehabilitation</p>

	<ul style="list-style-type: none"> ● A description of muscle imbalances and their impact upon the tissues of the body. ● A description of common biomechanical faults found in sports performance and their impact on injury occurrence. 	<p>SEH214 Injury Rehabilitation SEH302 Musculoskeletal Rehabilitation SEH3xx Late Stage Rehabilitation and Return to Sport</p> <p>SEH214 Injury Rehabilitation</p>
Public health and wellbeing	<p>A description of both “Health” and “Wellbeing” in both physical and psychological contexts.</p> <ul style="list-style-type: none"> ● A description of the determinants of health, including; <ul style="list-style-type: none"> ○ Models of health. ○ The medical model. ○ The social model. ○ Biopsychosocial model. ● An introduction to barriers and challenges to healthy behaviors, such as; <ul style="list-style-type: none"> ○ Poor self-efficacy ○ Lack of time ○ Lack of facilities locally ○ Unable to afford memberships / access to facilities ○ Low confidence and knowledge of activity ○ Perceived negative effects of participation ○ No feeling of safety exercising outside ○ No social support ● An introduction to mechanisms used to overcome barriers and challenges to healthy behaviors. ● An introduction to epidemiology and health research to highlight the following; <ul style="list-style-type: none"> ○ Prevalence rate. ○ Incidence rate. ○ Mortality rate. ○ Sensitivity. ○ Specificity. ○ Positive Predictive Value. ○ Negative Predictive Value. ● An introduction to contemporary public health issues relevant to a Graduate Sport Rehabilitator, such as; <ul style="list-style-type: none"> ○ Sedentary Behavior. ○ Physical Activity. ○ Obesity. ○ Diabetes. ○ Cardiovascular Health. 	<p>SEH103 Exercise Physiology SEH104 Psychology of Exercise, Health and Sport SEH303 – Exercise Management in L-T Conditions SEH104 Psychology of Exercise, Health and Sport</p> <p>SEH104 Psychology of Exercise, Health and Sport SEH303 Exercise Management in LT Conditions</p> <p>SEH303 Exercise Management in LT Conditions SEH201 Research Methods</p> <p>SEH303 Exercise Management in LT Conditions</p>

Assessment Glossary

Assessment	Definition
Essay	A short piece of writing on a particular subject.
CV	A short-written description of students education, qualifications, previous jobs etc that is send to an employer when seeking employment or experience
Examination (Unseen)	Usually involves a set of questions under silent conditions with a fixed time period to test knowledge and understanding of certain topics. Questions vary in length and style, for example, shorter mathematical problems to longer essay-style questions.
Laboratory Report	Following a timetabled laboratory session, students analyse their products and write about their findings in a laboratory report. These reports are written in an impersonal scientific style, standard of practice in an academic or industrial setting, and typically feature a date and title, introduction and balanced equations, experimental, results and discussion, and references.
Skills Workbook	A workbook that includes of skills that students need to be signed off for , to demonstrate their competence
Group Presentation	A speech or talk in which information is conveyed to (an)other individual(s) by a group of people.
Observed Structured Clinical Examination (OSCE)	An assessor will observes a student at a skills station, which requires the student to perform a task or carry out an examination with a clearly defined set of components that benchmark their competence.
Data Analysis Task	Data analysis involves processing large amounts of raw data so it can be understood and used efficiently. This involves a variety of statistical techniques, such as data aggregation, pattern matching, and tabulation. This can be achieved using computer programmes such as Excel and Python.
Research Proposal	This is assignment where the student will complete the first steps of research project – creating a question and an abstract, completing a literature review and outlining methods.
Practical Skills Assessment	These assessments take the form of a exercise or treatment approach devised by a student applied to a clinical case (s) simulating practice
Viva Voce	A student provides a spoken response to questions posed by one or more examiners in an isolated setting. The examination varies in structure between closed, in which all questions are prepared beforehand, and open, in which the examiner builds upon points raised by the student during the examination
Presentation	A speech or talk in which information is conveyed to (an)other individual(s), often using visual aids, such as a PowerPoint presentation.
Literature Review	Evaluative report of information found in the literature related to your selected area of study. The review should describe, summarise, evaluate and clarify this literature.
Journal Article	A written piece of work submitted in the form of a peer reviewed journal format
Case Study	This is where a student will research their own applied example of a subject or topic and use it to answer wider questions
Portfolio	
Poster	Students create either an individual or group poster demonstrating their work in a visually appealing style, often in colour, for display. Students may also perform a presentation of their poster to an audience