

## PROGRAMME SPECIFICATION

## 1. General information

<b>Awarding body / institution</b>	<b>Leeds Trinity University</b>
<b>Teaching institution</b>	<b>Leeds Trinity University</b>
	<b>School of Social and Health Sciences</b>
<b>Professional accreditation body</b> <i>(if applicable)</i>	<b>Accreditation will be sought from the British Association of Sport Rehabilitators and Trainers (BASRaT) post-validation</b>
<b>Final award</b> <i>(eg. BA Hons)</i>	<b>BSc (Hons)</b>
<b>Title of programme(s)</b>	<b>Sports Therapy and Rehabilitation</b>
<b>Subsidiary award(s)</b> <i>(if any)</i>	<b>Certificate of Higher Education (120 credits), Diploma of Higher Education (240 credits) Ordinary degree (300 credits)</b>
<b>Honours type</b> <i>(Single / Joint / Combined)</i>	<b>Single</b>
<b>Duration and mode(s) of study</b>	<b>3 years FT, 6 years PT</b>
<b>Start date</b> <i>(this version) (month and year)</i>	<b>September 2018</b>
<b>Periodic review next due</b> <i>(acad. year)</i>	<b>September 2021/22</b>
<b>JACS subject code(s)</b> <i>(Level 3)</i> <i>(Please refer to HESA listing on AQO website)</i>	<b>C630</b>
<b>UCAS course code &amp; code name</b>	
<b>SITS codes</b> <i>(Course / Pathway / Route)</i>	<b>SPTHARB</b>
<b>Delivery venue(s)</b>	<b>Leeds Trinity University</b>

## 2. Aims of the programme

**Rationale and general aims, including what is special about this programme**  
*(from the student's and a marketing perspective)*

Building upon the School of Social and Health Science's existing strengths in the provision of sport and exercise science teaching, the BSc (Hons) Sports Therapy and Rehabilitation degree at Leeds Trinity University aims to equip you as a learner with a solid knowledge foundation, key practitioner skills, and research skills that effectively prepare you for a career in sports therapy and rehabilitation. You will develop a critical understanding of theoretical and vocationally relevant issues for sports therapy and rehabilitation in contemporary society, which could provide a basis for entry for further professional or academic development in this area of industry. This programme

has an applied focus and is guided by the key professional competencies outlined by one of the main bodies representing the sports therapy and rehabilitation profession (i.e., British Association of Sport Rehabilitators and Trainers; BASRaT). As a successful applicant to the course, you will study modules such Sports Injury and Musculoskeletal Assessment, Soft Tissue Techniques, Principles of Exercise Rehabilitation 1 and 2, Injury Treatment Modalities 1 and 2 and will also engage with an independent piece of undergraduate research while engaging with relevant industry-specific work experience placements. With the opportunity to study by either full-time or part-time routes, you will engage with a flexible and industry-specific course of undergraduate study which is delivered by expert staff in a world class teaching and research environment.

### 3. Student learning outcomes of the programme

#### Learning outcomes in terms of:

- knowledge and understanding (K)
- intellectual / cognitive / 'thinking' skills (I)
- practical skills specific to the subject (P)
- employability skills (E)

The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

On successful completion of the programme you will have demonstrated:

#### Knowledge skills

**K1** Advanced knowledge and critical understanding of factors influencing performance and behaviour in the specialist area of sports therapy and rehabilitation;

**K2** Comprehensive knowledge of appropriate research techniques including methods of gathering, analysing, interpreting and reporting data;

**K3** A knowledge and critical understanding of the principles that underpin applied practices employed by a Sport Rehabilitator or Therapist working in a high performing setting;

**K4** A critical awareness of ethical issues influencing practice and research in the field of sports therapy and rehabilitation;

**K5** The ability to apply empirical scientific knowledge which aims to enhance performance via injury prevention and rehabilitation in sport and/or health-related tasks in an evidence-based manner.

On successful completion of the programme you will have demonstrated the ability to:

#### Intellectual skills

**I1** Critically apply the theoretical concepts of sports therapy and rehabilitation in practical contexts;

**I2** Apply self-reflection to become an effective practitioner;

**I3** Critically analyse problems which are relevant to sports therapy and rehabilitation, and identify logical solutions;

**I4** Adopt a methodologically rigorous and ethically sound approach to the collection, analysis and presentation of information;

**I5** Critically appraise and analyse key literature from a range of sources relevant to the field of sports therapy and rehabilitation;

On successful completion of the programme you will have demonstrated the ability to:

#### Practical skills

- P1** Carry out practical activities relevant to the discipline with precision and accuracy using appropriate laboratory, experimental and field-based skills;
- P2** Independently plan, prepare and demonstrate acute and chronic injury management, prevention and rehabilitation interventions;
- P3** Undertake practicals/assignments/investigations with due regard for safety, risk assessment and current best practice;
- P4** Recognise and respond to ethical/moral issues relating to sports therapy and rehabilitation;
- P5** Plan, design and communicate a piece of independent research work using appropriate media and techniques.

On successful completion of the programme you will have demonstrated skills relating to:

Employability skills

- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively.
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the learning outcomes for subsidiary awards set out in section 4 below.

### 3a External benchmarks

**Statement of congruence with the relevant published subject benchmark statements**

*(including appropriate references to the FHEQ and any PSRB, employer or legislative requirements)*

*All new programme submissions should be accompanied by copies of external advisory and regulatory documents relevant to the programme.*

The development of this programme of study has been facilitated by alignment to relevant professional and regulatory bodies both within the subject area (i.e., BASRaT) and beyond (ie., Quality Assurance Agency; QAA). *It is anticipated that BASRaT course accreditation will be sought following the successful validation of the programme and applicants are reminded that enrolment onto the BSc Sports Therapy and Rehabilitation at Leeds Trinity University is not a guarantee of acceptance to the BASRaT Graduate Sport Rehabilitator register.*

BASRaT is the UK regulator for sport rehabilitation graduates. The BASRaT register has been approved as an Accredited Register by the Professional Standards Authority for Health and Social Care (PSA) therefore closely follows their recommendations and guidelines in order to ensure the quality of its registrants and offer the highest level of protection for members of the public who are service users. Specifically, the BASRaT Educational Framework (7<sup>th</sup> edition; September 2016) was designed to provide educational institutions with a guide to the expectations in knowledge, skills and clinical competencies that must be acquired by students studying on BASRaT accredited courses to allow them to apply for graduate membership and entry on to the accredited register. Evidence of successful completion of these competencies ensures that students meet the requirements and regulations needed to achieve and maintain their status as a graduate member of BASRaT and associated benefits. The successful completion of a BASRaT accredited course also ensures that students have displayed their ability to safely and competently apply clinical reasoning across a variety of situations and assign each patient with an affective individualised treatment plan in a wide variety of contexts (including clinical, sporting and health scenarios). BASRaT follows the established process of quality assurance and regulation of educational programmes by accrediting courses that meet strict criteria. The principles and content of the educational framework have provided key reference points throughout the development process.

Additionally, the 2008 QAA Sport, Leisure and Tourism subject benchmark statements (section 6.17-6.19), 2014 QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies, and the University Learning, Teaching and Assessment Strategy documents have been consulted for development of module and programme level characteristics. Consideration was also given to the proposed updated QAA subject benchmarks for Events, Hospitality, Leisure, Sport and Tourism (2016).

#### 4. Learning outcomes for subsidiary awards

<p><b>Guidance</b></p>	<p><b>Generic Learning outcomes for the award of <u>Certificate of Higher Education</u>:</b></p> <p>On successful completion of 120 credits at Level 4, you will have demonstrated an ability to:</p> <ul style="list-style-type: none"> <li>i. interpret and evaluate data appropriate to the discipline;</li> <li>ii. make sound judgements in accordance with basic theories and concepts of sports therapy and rehabilitation;</li> <li>iii. evaluate the appropriateness of different approaches to solving problems within the discipline of sports therapy and rehabilitation;</li> <li>iv. coherently communicate the results of their work;</li> </ul> <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p>	

<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 &amp; 5.</p> <p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 &amp; 6.</p>	<p><b>Generic Learning outcomes for the award of <u>Diploma of Higher Education</u>:</b></p> <p>On successful completion of 240 credits, including 120 at Level 5, you will have demonstrated, <b>in addition to the outcomes for a Certificate</b>:</p> <ol style="list-style-type: none"> <li>i. a critical understanding of principles pertinent to the field of sports therapy and rehabilitation;</li> <li>ii. contextual variability in the application of concepts;</li> <li>iii. the use of a range of techniques allied to the work of a sports therapist and rehabilitator;</li> <li>iv. proficient communication of the results of their work;</li> </ol> <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of at least one professional placement or school based training component.</p> <p><b>Generic Learning outcomes for the award of an <u>Ordinary Degree</u>:</b></p> <p>On successful completion of 300 credits, including 60 at Level 6, you will have demonstrated, <b>in addition to the outcomes for a Diploma</b>:</p> <ol style="list-style-type: none"> <li>i. an ability to make flexible use of concepts and techniques inherent to the field of sports therapy and rehabilitation;</li> <li>ii. critical evaluation of problem solving approaches in a subject-specific context;</li> <li>iii. an ability to work autonomously within a structured learning experience;</li> <li>iv. effective communication of the results of their work in a variety of forms;</li> </ol> <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline including successful completion of two professional placements or school-based training placements.</p>
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## 5. Content

<p><b>Summary of content by theme</b> (providing a 'vertical' view through the programme)</p> <p>In order to appreciate the requirements of athletes and to enable professional communication within a multidisciplinary team, Sports Therapists and Rehabilitators need an in-depth understanding of many sports science disciplines. Accordingly, you will learn the therapeutic skills of detailed anatomy, examination and assessment, joint mobilisations, massage, sports rehabilitation and other therapeutic modalities. The course will also concurrently develop your academic skills such as scientific writing, researching, critical thinking and clinical reasoning utilising the current evidence base. Looking across the course, you will develop knowledge and skills in subject areas such as principles of exercise science, practitioner skills and treatment modalities, academic skills and methods of enquiry and professionalism and graduate employability; each of which are outlined below.</p> <p><u>Principles of exercise science:</u> Knowledge of the impact that exercise has upon the human body within the context of sports therapy and rehabilitation practice is an underpinning principle of the Graduate Sport Rehabilitator. Consequently, you will be introduced to such topics in level 4 (via Anatomy and Physiology, Sport Injury and Musculoskeletal Assessment and Performance</p>
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Analysis) before progression to a deeper understanding in level 5 (via Strength and Conditioning in Practice and Sports Psychology: Theory to Practice). At level 6, such underpinning principles become more context-specific and thus are embedded into all modules as opposed to being targeted in specific named modules.

Practitioner skills and treatment modalities: The importance of developing and refining the subject-specific practitioner skills and the knowledge required of a Graduate Sport Rehabilitator is embedded throughout the programme. For example, Soft Tissue Techniques (level 4) will re-affirm the knowledge acquired as part of the Anatomy and Physiology and Sports Injuries and Musculoskeletal Assessment modules before progression to the Injury Treatment Modalities modules at levels 5 and 6.

Academic skills and methods of enquiry: Throughout the full programme of study, Research Methods (levels 4 and 5) and the Dissertation (level 6) modules are key areas where advanced academic skills are developed. Likewise, the assessment strategies involved in named modules throughout the programme seek to reinforce such learning in the form of distinct tasks such as the critical appraisal of literature, synthesis of a coherent argument, academic writing etc.

Professionalism and graduate employability: With employability as a strategic objective of the programme, professional practice receives considerable attention throughout all three levels of the course. This is reflected in the compulsory work placements in levels 4 and 5 and the modules of Professional Learning Through Work (optional) or Entrepreneurship and Creativity at level 6; each requiring the completion of a project to aid graduate employability or develop entrepreneurial skills. Level 4 and level 5 placements are supported via specific modules and the development tutor system throughout the year and in the placement preparation period.

While topics at the forefront of the academic discipline underpin session delivery, the curriculum itself is designed to ensure that core areas of knowledge and practical skills are covered before progression on to more complex research projects. The programme is modular based and includes core themes derived from appropriate industry reference points (i.e., BASRaT Educational Framework) and Leeds Trinity University's ethos.

In order to facilitate progression through the course, level 4 gives you a solid grounding in the disciplines relating to sports therapy and rehabilitation. Module content specifically introduces key theories and principles relevant to the structure and function of the human body, sports performance and therapeutic assessment and treatment. Level 4 modules establish both educational and professional requirements and expectations; importantly they provide academic support and guidance as you make the transition into Higher Education. Each module equates to 200 notional learning hours and teaching delivery combines theoretical and practical components. Module delivery is via lectures, tutorials and practical sessions. An interdisciplinary approach is fostered from the beginning with you sharing key lectures with related degree programmes. Tutorials and practical sessions are then contextualised in terms of sports therapy and rehabilitation practice.

In level 5, as well as building on your specific practitioner skills, you will look further at the underpinning scientific principles in sports therapy and rehabilitation. During semester 1, you will consolidate your level 4 skills and knowledge; then develop and apply newly acquired theoretical principles and specific skills to subject-specific situations. You will be encouraged to reflect on your experiences, and identify on-going learning needs in consideration of the holistic management of sports participants. Interdisciplinary learning will continue at level 5 for shared modules. You will also develop your clinical reasoning, problem solving and therapeutic skills. At the end of level 5 you will make the optional choices for level 6.

Level 6 will require you to amalgamate knowledge of sports science and sports therapy to develop sophisticated sports therapy treatment plans and rehabilitation programmes. You will also build on your understanding of treatment methods and apply your knowledge in practical sports therapy environments. In addition you will complete a dissertation on an area of sports therapy of your

choice. At level 6 you are expected to work with increased independence and are encouraged to further identify your own learning needs and adopt strategies to successfully meet these. Option choices allow you to shape your learning during the final academic year. You will be encouraged to think creatively in order to demonstrate an appropriate level of learning and formulate extended pieces of academic writing, and demonstrate both practically and verbally, evidence-based interventions. The identification of future continuing professional development opportunities will be explored.

Particular attention has been given to ensure teaching and assessment embraces measures that encourage a critical approach, focusing upon problem solving and critical analysis in programme objectives and incorporating teaching activities that demand a systematic and creative problem solving approach to contextually variable situations. You will be encouraged to be reflective and self-critical and to adopt an active and collaborative approach to your studies. In the latter stages of the course and under the supervision of an academic member of staff, you will carry out an empirical piece of research (the dissertation) that requires a synthesis of knowledge and critical understanding of topics covered on the programme. The experience of confronting and dealing with conceptual, methodological and logistical problems of applied research helps to give a deeper understanding of issues faced by practitioners in the field of sports therapy and rehabilitation. The dissertation provides you with an opportunity to conduct applied research in the field of sports therapy and rehabilitation under the guidance of a specified project tutor.

## 6. Structure

### BSc (Hons) Sports Therapy and Rehabilitation

**Duration:** 3 years full-time / 6 years part-time

**Total credit rating:** 360 (180 ECTS)

#### Level 4 – with effect from September 2018

**Core:** You are required to take:

SHN 4992	Ethics Society and Employability*	Sem 1 & 2	(20 credits)
SHN 4282	Anatomy and Physiology	Sem 1	(20 credits)
SHN 4112	Sport Injury and Musculoskeletal Assessment*	Sem 1	(20 credits)
SHN 4312	Performance Analysis	Sem 2	(20 credits)
SHN 4142	Research Methods*	Sem 2	(20 credits)
SHN 4212	Soft Tissue Techniques	Sem 2	(20 credits)

**Programme-level assessment:** This takes place at the end of the academic year.

\*represents modules taken in year 2 of part-time route

#### Level 5 – with effect from September 2019

**Core:** You are required to take:

SHN 5152	Professional Development and Placement*	Sem 1 & 2	(20 credits)
SHN 5262	Sport Psychology: Theory to Practice	Sem 1	(20 credits)
SHN 5272	Strength and Conditioning in Practice	Sem 1	(20 credits)
SHN 5142	Research Methods 2*	Sem 2	(20 credits)
SHN 5282	Principles of Exercise Rehabilitation 1*	Sem 2	(20 credits)
SHN 5292	Injury Treatment Modalities 1	Sem 2	(20 credits)

\*represents modules taken in year 4 of part-time route

**Level 6** – with effect from September 2020

**Core:** You are required to take:

SHN 6164	Dissertation*	Sem 1 & 2	(40 credits)
BMM 6302	Entrepreneurship and Creativity*	Sem 1 & 2	(20 credits)
SHN 6392	Principles of Exercise Rehabilitation 2	Sem 1	(20 credits)
SHN 6372	Injury Treatment Modalities 2	Sem 2	(20 credits)

**Option:** You are required to choose 20 credits from:

SHN 6192	Professional Learning Through Work	Sem 1 & 2	(20 credits)
SHN 6402	Exercise Referral for Special Populations	Sem 2	(20 credits)
SHN 6352	Skill Acquisition and Motor Control	Sem 1	(20 credits)
SHN 6382	Clinical Movement Screening and Correction	Sem 2	(20 credits)

\*represents modules taken in year 6 of part-time route

## 7. Learning, teaching and assessment

### 7a) Statement of the strategy for learning, teaching and assessment for the programme

Leeds Trinity University's Learning, Teaching and Assessment Strategy states that learning will be applied, collaborative and engaged (ACE) (2015). The content of the programme and modules are industry driven and will equip you with the attributes required to work as a sports therapist and rehabilitator or within a variety of related domains (Goal D, LTA strategy, 2015). Modules are primarily single semester in duration; thus facilitating compatibility with overseas universities to allow the option for study abroad.

The programme is designed to ensure alignment of learning outcomes, delivery methods and assessment practice. Each module descriptor explicitly states the link between stated learning outcomes and the assessment of these outcomes together with the modules contribution to the programme learning outcomes. Assessments are designed to reflect the nature of the learning outcomes and consist of laboratory reports, oral presentations, case studies, assignments, practical skills, small-scale projects and a dissertation. In the case of practical assessments, the minimum threshold for achieving pass criteria equate to demonstration of safe practice; as per programme learning outcome P3 and indicated by the exemplar marking criteria in Table 1.

Table 1: Indicative marking criteria for a specific therapeutic technique

Excellent (70%-100%)	Above Average (60-69%)	Average (50-59%)	Below Average (40-49%)	Marginal Fail (35-39%)	Fail (1%-34%)	No Significant Submission (0%)
The student has demonstrated an excellent application of the selected technique with a clear level of justification and analysis.	The student has demonstrated an above average application of the selected technique with a commendable level of understanding and explanation.	The student has demonstrated a good application and firm understanding with some explanation of the selected technique.	The student has demonstrated a satisfactory grasp of the selected technique and achieves the standard required for its safe application.	The student has demonstrated only a basic appreciation of the selected technique and has fallen just short of the standard required for its safe application.	The student was only able to demonstrate a very basic appreciation of the selected technique and fell short of the standard required for its safe application.	The student was unable to identify, discuss or safely apply the selected technique.

Transferable and practical/professional skills are developed throughout the modules whereby a wide variety of assessment modes are employed: specifically, case studies, preparing articles suitable for journals, and oral presentations. Oral presentations enable you to research a topic and present it in a clear oral/visual format. The aim is to enhance skills of information presentation to a level suitable for scientific communication to peers. The programme team will provide relevant



and effective feedback on your summative assessments and this will be given within 20 working days.

A number of modules foster an environment which encourages peer feedback as part of the learning process. Peer learning and feedback are promoted through a number of modules, where in class presentations and debates receive both peer and lecturer feedback. Likewise, the use of reflective practice, which is an assessed component of a number of modules, will develop criticality and help you to make informed decisions based on the analysis of previous experiences to inform future practice (Goal E, LTA strategy, 2015). At Level 4, you will complete a Programme Level Assessment which is a multi-disciplinary project to link together the programme objectives. Programme Level Assessment consists of a collaborative project (Goal A, LTA strategy, 2015) and will consolidate knowledge and analytical skills from a number of modules.

You will be provided with the opportunity to learn from practical as well as theoretical perspectives. Such an approach allows various skills such as informed debate with peers and self-directed study to be achieved. Lectures will be delivered to small groups and you are expected to regard the information gained as a guideline/basis for further research and study, to be further developed during non-contact time. All teaching will be underpinned by the practical, professional and research expertise of the staff involved in the programme. Prior to seminars you are encouraged to read specific literature so that comprehension of the chosen topic is clarified during the session while also encouraging effective and constructive academic debate. The practical sessions mainly involve laboratory work and practical competencies and will be reliant upon effective working and co-operation between learners. The use of group based collaborative learning and problem based learning facilitates active enquiry and encourages learners to be responsible for their learning (Goal A, LTA strategy, 2015). With guidance, you are then expected to develop analytical, data handling, and scientific report skills. In each of the sessions you will be made aware of ethical issues and are expected to follow health and safety regulations.

Content will be delivered by a wide variety of methods including lectures, seminars, tutorials, laboratory classes, workshops, problem-based learning, case studies and directed and self-directed activities. Using this diverse approach to learning encourages you to develop problem solving, communication and personal skills. There is an emphasis on work based learning. This is evident in core modules within Levels 4 and 5 and also the optional Professional Learning Through Work module in Level 6. You will engage with a period of work within industry and are supported by taught content and placement preparation. Practical work, in the form of laboratory classes, workshop activities, or practical hands-on sessions form an essential part of the programme and reflect the practical nature of the discipline.

Timetabled meetings with your Development Tutor will be scheduled to support the transition from Level 3 to Level 4 (Goal E, LTA strategy, 2015). You will undertake a substantial independent dissertation in the final year of study, which will enable you to enhance graduate and professional skills (Goal D, LTA strategy, 2015), promote active enquiry (Goal A, LTA strategy, 2015) and develop analytical and critical thinking skills (Goal E, LTA strategy, 2015), whilst staff provide individualised supervisory support.

Moodle provides online access to a range of teaching, learning and assessment materials. The Panopto video casting platform is used to provide 'mini lectures' and subject summaries in support of the contact sessions, again providing a flexible learning environment. Additionally, Panopto enables the capture of lectures and also student presentations, which serve as a valuable resource (Goal B, LTA strategy, 2015).

## 7b) Programme learning outcomes covered

	Assessed learning outcomes of the programme															Skills development								
	K1	K2	K3	K4	K5	I1	I2	I3	I4	I5	P1	P2	P3	P4	P5	E1	E2	E3	E4	E5	E6	E7	E8	E9
	Factors influencing performance	Research techniques	Principles underpinning applied practices	Ethical issues	Apply empirical scientific knowledge	Theoretical concepts	Self reflection	Critical analysis	Collection, analysis and presentation of information	Appraisal and analysis of key literature	Use precision and accuracy	Injury management, prevention and rehabilitation interventions	Appreciation of safety, risk assessment and current best practice	Respond to ethical/moral issues	Independent research	Self-management	Teamworking	Business & sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness
SHN4992 Ethics Society and Employability																								
SHN4282 Anatomy and Physiology																								
SHN4112 Sport Injury and Musculoskeletal Assessment																								
SHN4312 Performance Analysis																								
SHN4142 Research Methods																								
SHN4212 Soft Tissue Techniques																								

Level 5																			
SHN5152 Professional Development and Placement																			
SHN5262 Sport Psychology: Theory to Practice																			
SHN5272 Strength and Conditioning in Practice																			
SHN5142 Research Methods 2																			
SHN5282 Principles of Exercise Rehabilitation 1																			
SHN5292 Injury Treatment Modalities 1																			
Level 6																			
SHN6164 Dissertation																			
BMM6302 Entrepreneurship and Creativity																			
SHN6392 Principles of Exercise Rehabilitation 2																			
SHN6372 Injury Treatment Modalities 2																			
Optional modules																			
SHN6192 Professional Learning Through Work																			

PART 2 B - Approval of New Academic Provision 2016/17

SHN6352 Skill Acquisition and Motor Control	█		█		█	█		█	█	█	█						█		█				
SHN6402 Exercise Referral for Special Populations	█			█		█					█	█	█		█	█		█	█				█
SHN6382 Clinical Movement Screening and Correction	█	█	█	█	█	█		█	█	█	█	█	█	█	█	█	█	█	█		█		█

**8. Entry requirements**

Honours degree programmes
<p>You should normally have achieved the following prior to registration for the programme:</p> <p>5 academic or vocational qualifications, of which at least 2 should be GCE 'A' levels (or equivalent at level 3) and three should be GCSE English Language, Mathematics and Science at grade C (or equivalent).</p> <p>Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English, a pass in an approved test in English is needed, eg. the International English Language Testing Service (IELTS), with no component below 5.5, or equivalent test.</p> <p>Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see Leeds Trinity's Principles and Guidelines for the Recognition of Prior Learning.</p>

**9. Progression, classification and award requirements**

Details of requirements for student progression between levels and receipt of the award(s) (A certain level of attainment which <b>must</b> be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. exclusion of Level 4 module marks from Foundation Degree classification)
Taught Course Academic Regulations apply.

**10. Prerequisites**

Details of modules which <b>must</b> be passed before enrolment on a module at a higher level <i>Include the rationale which justifies imposition of the prerequisite(s) and the mark/grade required.</i>
n/a

**11. External examining arrangements**

External examining arrangements (eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each; any PSRB requirements)
TBC

**12. Additional information**

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees, constraints on out-of-programme optional module choices)
It is anticipated that BASRaT accreditation will be sought following the successful validation of the programme and applicants are reminded that enrolment onto the BSc Sports Therapy and Rehabilitation is not a guarantee of acceptance to the BASRaT Graduate Sport Rehabilitator register.

Eligibility for acceptance to the BASRaT Graduate Sport Rehabilitator register relies upon adhering to the requirements outlined by BASRaT. For example, and while not an exhaustive list, in order to be deemed as a competent practitioner you must achieve a pass grade in all practical assessments in order for an institution to deem you to be practically competent and therefore be eligible for graduate membership to BASRaT. You cannot use credit gained from other forms of assessment to make up any shortfall and thereby allowing you to pass that module. Likewise, BASRaT does not allow for the condonement of any of module as part of an accredited programme. In order to maintain the standardised experience and knowledge of a potential Graduate Sport Rehabilitator, Accreditation of Prior Experiential Learning (APEL) is not permitted against BASRaT course modules, unless they are from an alternative accredited BASRaT course programme. You must also maintain an attendance level above 80% through the completion of their course to be eligible for graduate membership with BASRaT.

### **13. Additional support needs**

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs are welcome and you are expected to be able to participate fully in this programme. Arrangements will be made, via the normal University support systems, to accommodate your additional support needs wherever possible, with reasonable adjustments made to accommodate individual needs.