



Programme Specification

GENERAL INFORMATION	
Programme title	MSc (PG Dip / PG Cert) Sports Physiotherapy
Awarding Institution//Body	University of Bath
Teaching Institution	University of Bath
Programme accredited by (including date of accreditation)	Programme complies with the Competence and Capability guidelines of the International ...
Subject Benchmark Statement*Subject Benchmark Statement:	None available from QAA
Date of Specification preparation/revision	
Applicable to cohorts	
Programme Approved by	

Synopsis and academic coherence of programme

The MSc in Sports Physiotherapy is a modular, postgraduate (M) level programme, which has been designed to develop the academic and professional knowledge and skills needed by physiotherapy professionals practicing in the sports and exercise environment. It is a part-time distance learning programme undertaken in conjunction with independent physiotherapy practice, including physiotherapy practice in the sports environment. In developing sport-specialist physiotherapists, the programme aims to complement continuous professional development (CPD) pathways described by professional associations and it encompasses the International Federation of Sports Physiotherapy (IFSP) Competencies and Standards.

The programme is based upon three major underpinning principles, the first being a commitment to the promotion of research informed evidence-based practice. Theoretical models and current research are critically reviewed and implications for best practice highlighted. The second principle is the development of a problem-solving and clinically reasoned approach to sports physiotherapy issues in healthcare, service provision and performance enhancement. The third is the development of the reflective practitioner, which is facilitated through building upon the practitioner's own professional experiences, by participation within a practice network and which encourages a culture in which practice is reviewed and critically examined.

The programme also has a recurring emphasis on multi-disciplinary practice, excellence in physiotherapy management and performance enhancement, with learning activities specifically designed to facilitate this development.

The programme is consistent with the Department for Health's strategy of providing postgraduate programmes which address the continuing professional development (CPD) needs of health professionals and as such it has a close relationship, in terms of its design and delivery, with the other modular postgraduate programmes offered by the Department for Health. It has a particularly close relationship in philosophy, market focus and structure to the Postgraduate Diploma and MSc in Sport and Exercise Medicine offered by the Department and shares some units with this programme to encourage multi-disciplinarity across the two programmes.

This programme is taught by a Programme Team comprising academics within the Department, clinicians from relevant external organisations and practitioners from the Department of Sports Development and Recreation. During the development of the programme there was extensive consultation, including a consultative conference, with professional bodies, employers and practitioners. This included the International Federation of Sports Physiotherapy (IFSP), National Governing Bodies of Sport, the English Institute of Sport, the British Olympic Association and academic physiotherapists from both UK and international universities.

The programme therefore addresses both academic and clinical needs in the sports physiotherapy profession.

Structure and Content:

The programme provides a progressive modular learning experience in Sports Physiotherapy enabling practitioners to meet international expectations of practice competencies and standards, as defined by the IFSP (2005). The course is designed to develop an analytical approach to the practice of Sports Physiotherapy and provide physiotherapists with a set of core skills, competencies and knowledge in the developing specialty area. The units are designed to build upon each other and each has a particular focus. All units are compulsory.

The programme is designed as, normally, a three to three and a half year programme with exit points at the end of each year as follows:

STAGE 1 – Taught Units making up the Postgraduate Certificate

STAGE 2 – Taught Units which with those in STAGE 1 making up the Postgraduate Diploma

STAGE 3 – MSc Research stage

Students are able to extend their study over a longer period conditional upon the availability of Units and satisfying the regulation of maximum study period.

Details of unit contents can be found from the Unit Catalogue from

<http://www.bath.ac.uk/catalogues/other.html>.

Some units include students from other programmes, encouraging multidisciplinary and sharing of experiences between subjects.

Phase 1 students will be required to complete Units 1-4 as follows (30 credits):

Unit 1: HL50138 Sports Environment (6 credits)

Unit 2: HL50071 Exercise Physiology (6 credits)

Unit 3: HL50140 Functional Anatomy and Sporting Movement Analysis (12 credits)

Unit 4: HL50137 Sports Physiotherapy in Practice I (6 credits)

Phase 2 students will be required to complete Units 5-7 (total 30 credits):

Unit 5: HL50141 Sports Physiotherapy in Practice II (6 credits)

Unit 6a: HL50161 Performance Physiotherapy – Spine (6 credits)

Unit 6b: HL50162 Performance Physiotherapy – Lower Limb (6 credits)

Unit 6c: HL50163 Performance Physiotherapy – Upper Limb (6 credits)

Unit 7: HL50143 Athlete Management (6 credits)

Phase 3 students will be required to complete Units 8, 9 and 10 (total 30 credits):

Unit 8: HL50077 Research Project Design (6 credits)

Unit 9: HL50144 Evidence Based Clinical Sports Physiotherapy (6 credits)

Unit 10: HL50145 Sports Physiotherapy Research Project (18 credits)

In order to encourage multi-disciplinarity and the close relationship between the Sports Physiotherapy and Sport & Exercise Medicine programmes there are some shared units in Phase 1 of the programmes. On entry to the programme, following online and face to face induction, Sports Physiotherapy and Sport & Exercise Medicine students study different units to introduce them to their specific roles and responsibilities within the Sports Environment (Unit 1). They then go on to study shared units in Exercise Physiology (Unit 2) and Functional Anatomy and Sporting Movement Analysis (Unit 3) in which the education needs of the two professions are very similar. This integration helps to embed the principles of working in a multi-disciplinary team and encourages sharing of experiences between the two professions. The clinical teaching needs of the two professions are quite different so the clinical units within Phase 2 of the two programmes will remain separate. However, there are opportunities for sharing of best practice during joint residential teaching events.

The integration of sports physiotherapy clinical practice, research and communication with a broader audience in phase 3 is consistent with the programme philosophy, and aims to develop sports physiotherapists with involvement in research and the capacity to lead and initiate change within or on behalf of the profession. Research informed evidence based practice is an underpinning principle of the programme, and preparatory considerations for conducting the MSc research project will be specifically introduced during Phase 2.

Unit 8 is a generic research skills Unit offered across a number of MSc programmes within the Department, providing access to a research community and designed for students to acquire the skills of planning independent research. The unit ensures that the student has the necessary tools and knowledge to progress with their chosen research project, and includes development of a research project proposal.

Unit 9 links evidence based practice, sports physiotherapy clinical practice and reflective practice. It involves the critical appraisal of literature surrounding sports physiotherapy practice, 40 hours of accrued experience in a sports physiotherapy clinical environment and a critical reflection of practice grounded in the literature. There is opportunity to explore and apply the broad scope of available research to clinical practice, including the design, communication and delivery of practice interventions based on scientific rationales and clinical reasoning. The clinical experience may also provide an environment to support the conduct, development and dissemination of the research project.

Unit 10 provides the framework for students to carry out a substantial research project of their own design, broadly in Sports Physiotherapy, under the joint supervision normally of a relevant practitioner and an academic supervisor. It includes requirement to present the findings in a format suitable for academic submission and dissemination to a target audience. The development of a research proposal in Unit 8 and

format suitable for academic submission and dissemination to a target audience. The development of a research proposal in Unit 6 and engagement with the project and its writing up within Unit 10 combine to represent 24 credits of research activity.

Credit for awards

The Postgraduate Certificate requires completion of Units 1 - 4.

The Postgraduate Diploma requires completion of Units 1-7.

The MSc requires completion of all Units for the Postgraduate Diploma and in addition Units 8, 9 and 10.

Study schedule

Six and twelve credit Units are delivered over approximately three and six month periods respectively. Units 4, 5, 7 and 9 are longitudinal Units studied concurrently with other Units and normally over a 12 month period, as shown in the programme structure. Stages 1 and 2 each contain a residential week held at the University of Bath. This is incorporated within Units 4 (Stage 1) and Units 5 and 6 a, b & c (Stage 2).

Students study within cohorts with a start date of October. Students precede their study with a three week online induction programme orientating them to the programme and to the online environment and normally supported by a short face-to-face induction event.

Educational aims of the programme

The aim of the programme is to provide a specialist qualification in Sports Physiotherapy, providing academic and cognitive skill development which will enable physiotherapists to fulfil all the associated M-level professional expectations, as defined by the International Federation of Sports Physiotherapy (IFSP):

"A recognised professional who demonstrates advanced competencies in the promotion of safe physical activity participation, provision of advice, and adaptation of rehabilitation and training interventions, for the purposes of preventing injury, restoring optimal function, and contributing to the enhancement of sports performance, in athletes of all ages and abilities, while ensuring a high standard of professional and ethical practice." (IFSP, 2005)

The three recurring principles are addressed as follows:

1. Research informed **evidence based practice** as it applies to best practice in Sports Physiotherapy, including the critical review of literature and its application.
2. Implementing **problem solving and clinically reasoned** strategies to Sports Physiotherapy and athlete management in different sporting contexts.
3. Development of the **reflective practitioner**, engaging in independent learning, autonomous and reflective practice.

Teaching, Learning and Assessment

The programme provides an innovative and integrated blend of resource-based, activity-driven and experiential learning underpinned by self-reflection and peer review, encouraging participants to draw on their own practice and other experiences. The learning process is driven by cycles of reflection and a personal development plan (PDP) derived from a detailed learning needs analysis (LNA) conducted at the start of the programme. This process helps participants to identify the issues they want to address in their learning in order to meet the learning outcomes of the programme.

Participants are supported on the programme by a combination of Professional Development Advisors (PDAs), clinical and academic tutors, a research supervisor (MSc only) and the input and contributions of peers. The Department's well-established virtual learning environment (VLE)

- forms the focus for organising the learning,
- provides a platform for discussion and sharing of ideas (peer review);
- acts as a repository for learning resources (including textual, video, digital and audio sources),
- is a conduit for links to key external resources, for live links to current news items and direct links to relevant and appropriate evidence based sites,
- is a place for sharing participant-generated examples of good practice from their prevailing work-based environment.

It is recognised that students will have varied sports physiotherapy experience, and a significant component of the programme aims to expand the experience and exposure to athletes of all ages and abilities in different sporting contexts. Programme related sports field and clinical experience is validated through submission of a portfolio of evidence and completion of tasks based on the experience, including supporting certification of completion from the organisation in which the experience was gained. Assessment modes consistent with the IFSP competency audit tools include case studies, audio, video and 360 degree feedback (which involves peer, client and self-review). This model enables accommodation of the broad range of students' needs, including international students, and is consistent with the student-centred programme philosophy of learning needs analysis and provision of resources and guidance to facilitating the meeting of these.

Summative assessment is through coursework which will include written assignments, development of case studies, reflective practice accounts, presentations, evidence of application of good practice and analysis of significant incidents. Students also submit a portfolio to include evidence of application to practice and informed by the PDP process. The Performance Physiotherapy units (6a, 6b and 6c) include a clinical practical examination which will be held during the Phase 2 face to face residential week.

Delivery

Consistent with the learning needs of busy practitioners, the programme is designed to support individual learning in combination with collaborative discussion with peers and 'hands on' opportunity to apply theory in practice.

The programme provides an innovative and integrated blend of knowledge-based, activity-based and experiential learning, with face-to-face and distance learning. Reflective, practice-based elements are provided through professional experiential learning and on-line 'virtual workshops' which offer opportunities to demonstrate rare and more inaccessible cases, all supported through a process of personal development planning and tutor support. The online environment also provides for student-student and student-tutor interaction, discussion forums and peer mentoring.

The programme is delivered in a flexible way to reflect the learning needs of practitioners who will be studying on a part time basis and remotely from the University campus. Typically the units are delivered by web-based distance learning using a blend of problem-based learning with on-line support, with text and streamed media.

Regular involvement in a sports physiotherapy environment is required to fulfil experiential, reflective and applied components throughout the programme. Through the professional practice Units 4 and 5, students are supported by a Professional Development Advisor (PDA) in the identification of their learning needs, including the nature of practice-based and/or field experience needed to further develop their involvement in sports physiotherapy. The identification and organisation of experiential opportunities are part of the learning process in Phase 1, and this experience may be pre-established or normally started within the first 3 months of the programme. This is developed further with a requirement to be involved in at least two different sporting contexts in Phase 2. Experience in a sports physiotherapy clinical environment forms a component of phase 3. This approach is consistent with the aim of developing independent practitioners with autonomy in their approach to life-long learning. It enables students to negotiate their own experiences within stipulated programme and workplace learning guidelines to suit their individual needs, and offers a range of opportunities for specialist experiences at the University of Bath and appropriate Sports Bodies.

International students will normally need to fulfil sports physiotherapy practice and experiential requirements in their own country as this is consistent with suiting individual learning needs and physiotherapists are only licensed to practice within the jurisdiction of their registering body.

In the practice development Units 4 and 5, students are supported by an individual PDA to identify their learning and professional development needs. PDAs will be physiotherapists, and the PDA role encompasses that of the personal tutor in maintaining a relationship with the student throughout the programme. In the taught Units 1-3 and 6-9, students are supported by academic tutors. Each Unit tutor team includes physiotherapists and subject specific specialists, led by a Unit convenor. Unit 10 involves the support of a research supervisor.

Learning outcomes

Programme level outcomes can be developed and assessed in more than one Unit. See 'Learning Outcomes' section.

<ul style="list-style-type: none"> • Knowledge & Understanding: 	<p>Certificate, Diploma and MSc</p> <ul style="list-style-type: none"> • Engagement with professional physiotherapy bodies and professional bodies in sport in the delivery of sports physiotherapy services within a multidisciplinary team at practice, programme and strategic levels. <i>(Facilitated and assessed through the professional practice Units 4-5, and Units 7 and 9)</i> • Critically discuss and apply sports physiotherapy practice within a multi-disciplinary team <i>(Taught, facilitated and assessed through all programme Units)</i> • Advise safe participation in exercise and an active lifestyle <i>(Taught, facilitated and assessed through all programme Units, except Units 8 and 10)</i> • Critically analyse athlete biomechanics and sports and exercise movement patterns <i>(Taught, facilitated and assessed as part of Units 3, 6a, b & c, 7 and 9)</i> • Critically evaluate injury prevention, acute intervention, rehabilitation and performance enhancement programmes and strategies. <i>(Taught, facilitated and assessed as part of Units 2-7 and Unit 9)</i> • Engage with and apply Sports Science, Exercise and Sports Medicine research and theory as relevant to physiotherapy practice. <i>(Taught, facilitated and assessed through all programme Units)</i> <p>Diploma and MSc</p> <ul style="list-style-type: none"> • Critically appraise a variety of sport and exercise-related injuries or conditions and show ability to reach an appropriate differential diagnosis <i>(Taught, facilitated and assessed through Unit 6a, b & c, 7 and 9)</i> • Engage with, and integrate, multi-disciplinary theory with sports physiotherapy practice <i>(Taught, facilitated and assessed through Units 6 a, b & c, 7 and 9)</i> <p>MSc</p> <ul style="list-style-type: none"> • Identify an area of research relevant to the professional area. Formulate an original hypothesis and design and carry out a study to test this hypothesis. Critically analyse the results in relation to previously published work and professional practice. <i>(Taught, facilitated and assessed as part of Units 8 and 10)</i> • Critically analyse, evaluate and interpret the evidence underpinning practice in Sports Physiotherapy and to initiate change in practice <i>(Taught, facilitated and assessed as part of Units 9 and 10)</i>
<ul style="list-style-type: none"> • Intellectual Skills: 	

	<p>Certificate, Diploma and MSc</p> <ul style="list-style-type: none"> • Synthesise information from a variety of sources in the provision of physiotherapy services to athletes of all ages and abilities in different sporting contexts. <i>(Taught, facilitated and assessed through all programme Units)</i> • Critically appraise, analyse and interpret information. <i>(Taught, facilitated and assessed through all programme Units)</i> • Develop self direction and originality in problem solving and sound clinical reasoning <i>(Taught, facilitated and assessed through all programme Units)</i> • Critical self-reflection on learning and practice <i>(Taught, facilitated and assessed through all programme Units)</i> • Critically analyse, evaluate and interpret the evidence underpinning practice in sports physiotherapy and initiate change in own practice appropriately <i>(Taught, facilitated and assessed through professional practice Units 4-5 and Units 8-10)</i> <p>Diploma and MSc</p> <ul style="list-style-type: none"> • Engage with and integrate clinical and non-clinical components in athlete management <i>(Taught, facilitated and assessed within Units 5, 7 and 9)</i> • Critically analyse, evaluate and interpret the evidence underpinning practice in sports physiotherapy and initiate change in sports physiotherapy practice <i>(Taught, facilitated and assessed through professional practice Units 5 and Units 8-10)</i> <p>MSc</p> <ul style="list-style-type: none"> • Contribute to the research process and the promotion and development of Sports Physiotherapy. <i>(Taught, facilitated and assessed as part of Units 9-10)</i>
<ul style="list-style-type: none"> • Professional Practical Skills: 	<p>Certificate, Diploma and MSc</p> <ul style="list-style-type: none"> • Critically apply theoretical knowledge of Sports Physiotherapy to the management of athletes of all ages and abilities. <i>(Facilitated and assessed through the professional practice Units 4-5, and Units 6 a, b & c, 7 and 9)</i> • Support multi-disciplinary colleagues (with guidance and advice) in relation to Sports Physiotherapy issues at practice, programme and strategic levels. <i>(Facilitated and assessed through all programme Units)</i> • Provide evidence of current qualification in emergency care to those engaged in sport or exercise as elite or recreational athletes. <i>(Facilitated and assessed through Unit 4)</i> • Develop rehabilitation programmes for injured athletes or other patients in conjunction with other health professionals and coaches. <i>(Facilitated and assessed through Unit 2, 6 a, b & c, 7 and 9)</i> • Acquire excellence within professional practice through engagement in lifelong learning and reflective practice <i>(Facilitated and assessed through the professional practice Units 4-5, and Units 7 and 9)</i> <p>Diploma and MSc</p> <ul style="list-style-type: none"> • Work effectively as part of a multidisciplinary team to provide sport physiotherapy services to a clinic or team. <i>(Facilitated and assessed through the professional practice Unit 5, and Units 7 and 9)</i> • Work effectively at practice, programme and strategic levels in Sports Physiotherapy to provide expert advice and guidance to athletes in different sporting contexts <i>(Facilitated and assessed as part of Units 5, 6 a, b & c, 7 and 9)</i> • Acquire excellence in sports physiotherapy practice through autonomous and reflective practice, professionalism and management <i>(Facilitated and assessed through Units 5, 6 a, b & c, 7 and 9)</i> <p>MSc</p> <ul style="list-style-type: none"> • Involvement in the research process <i>(Facilitated and assessed through Sports Physiotherapy in Practice and Units 8 and 10)</i> • Critically appraise techniques applicable to their own research or practice-based enquiry in sports physiotherapy. <i>(Facilitated and assessed through Sports Physiotherapy in Practice and Units 8 and 10)</i> • Advise and influence strategies and policies relating to athlete management and sports physiotherapy practice <i>(Taught, facilitated and assessed through Units 5, 9, 10)</i>
<ul style="list-style-type: none"> • Transferable/Key Skills: 	

Certificate, Diploma and MSc

- Prepare and communicate information for the dissemination of best practice, conveyance of advice and professional influence.
(Taught, facilitated and assessed through all programme Units)
- Utilise analysis and problem-solving skills in a variety of professional and practice situations.
(Taught, facilitated and assessed across all programme Units)
- Plan and manage independent learning and develop sustainable strategies for lifelong learning and future professional development.
(Taught, facilitated and assessed through professional practice Units 4-5)
- Critically reflect on, and develop, their own professional practice
(Taught, facilitated and assessed through professional practice Units 4-5 and Unit 9)
- Demonstrate IT skills including the ability to search for, and critically evaluate, internet-based resources and to participate in on-line activities and discussions
(Facilitated and assessed across all programme Units)

MSc

- Engage with, plan and manage a research project
(Taught, facilitated and assessed Units 8,10)

Summary of assessment and progression regulations

NFA - fully compliant

Progression Regulations and Awards

The programme's assessment and progression regulations are covered by the university's "New Framework for Assessment: Assessment Regulations: Phases 2 & 3 for postgraduate taught programmes (NFAAR-PGT)" which can be found at <http://www.bath.ac.uk/registry/nfa/index.htm>. Specific regulations for the masters are summarised in Appendix 11 at <http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf>.

Assessment deadlines

Assessment deadlines will be specified in the programme handbook and will normally be at the end of each Unit of study. Requests for extension of assignment deadlines must be submitted prior to the deadline, and will be granted at the discretion of the Unit Convener or Director of Studies. The absence of a request for extension or one arriving after the assignment due date will result in the student being deemed to have failed the assessment task at the first attempt.

Students undertaking the research project and dissertation for the MSc degree will normally take 12 months to complete and submit this work.

Deferral

Students can defer study on any Unit on the recommendation of their Personal Development Advisor and subject to approval by the Director of Studies. The implications of deferral for the student's progress will be considered before reaching a decision and deferrals will only be permitted subject to the student being able to complete their study within the normal maximum periods. Deferral requests beyond six months will be dealt with under the normal University regulations for suspension of study.

Requests to defer a unit should be made to the Director of Studies before the due date for the assignment. The Director of Studies will consider the implications of deferral on the student's progress before reaching a decision. The absence of a request for deferral or one arriving after the assignment due date will result in the student being deemed to have failed the Unit at the first attempt.

Consequences of Failure

A pass is required in all assessment elements in order to pass the Unit.

A student is permitted one further attempt, following initial failure, at an individual assessment/examination. The Unit Board of Examiners, having due consideration for the academic standards of the award, will recommend the nature of the re-assessment requirement. Re-submission should normally be within 1 month of notification of failure, to facilitate continuation of study within the current study pattern. The mark for that element and the unit will be capped at 40% upon passing the re-submission and both the original mark and the mark gained following referred assessment will be recorded on the student transcript.

A student will be permitted to retrieve a failed dissertation/project at the discretion of the Board of Examiners where the failure is deemed to be marginal. Re-submission should normally be within 12 months of notification of failure.

Candidates who have been referred in one or more Units will not be eligible for the award of distinction.

Students will not be permitted to re-sit the whole programme.

Progression

The Unit Board of Examiners will normally meet after the end of each three month period. After this the students will be notified of their mark for the unit they have recently completed. If a student does not reach the required standard to pass the unit the decision on whether they are asked to undertake re-assessment will be made by the Board of Examiners for Programmes at the end of their current Stage of the Programme. At this point the Board of Examiners will review the students' performance across all the units that they have taken and determine what re-assessment needs to be completed to progress onto the next Stage or complete the programme.

Regulations regarding the maximum number of credits that can be retrieved through re-assessment are given in the university's "New Framework for Assessment: Assessment Regulations: Phases 2 & 3 for postgraduate taught programmes (NFAAR-PGT)" which can be found at <http://www.bath.ac.uk/registry/nfa/index.htm>. Specific regulations for the masters are summarised in Appendix 11 at <http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf>.

In the event of failure of a unit/units and a Board of Examiners for Programmes decision for re-assessment, students will be given 28 days from the time of notification to submit their re-assessment. If they pass the re-assessment they will be able to progress onto the next stage of the Programme with no delay.

Progression to Stage 2 is dependent upon successful completion of Stage 1.

Progression to Stage 3 will be permitted normally only after full and successful completion of the taught part of the programme. There is a minimum requirement of 50% grade average to progress to the MSc. Progression to the Sports Physiotherapy Research Project (Unit 10) is dependent upon successful completion of Unit 8.

Credit for units will be given a 'lifetime' after which it will no longer count toward an award. This lifetime will normally be five years from commencement of the unit unless otherwise stated in the Unit Description.

Details of Work Placements Requirements / Work Based Learning / Industrial Training Requirements

Each phase of this programme contains elements of work based learning related to Sports Physiotherapy practice in the on-field athletic training and competition environment and within the multidisciplinary clinical environment. This is consistent with both University and Chartered Society of Physiotherapy guidance on workplace learning, involving "evidencing through reflection and evaluation" (CSP 2005).

The philosophy of Unit 7 Athlete Management is to encourage exposure to athletes in both training and competition contexts and multi-professional practice in the sporting environment. Students are required to accrue field experience over the course of the Unit which can contribute to case studies written up towards the end of the Unit. The field placement component provides an environment and networking opportunities to integrate tasks in other units, such as audiences for presentations and opportunity for experience reflection in the portfolio.

Approximately 100 hours of sports physiotherapy experience is accrued across the Postgraduate Diploma phase, which is consistent with the Association of Chartered Physiotherapists in Sports Medicine Gold CPD pathway requirement. This pathway describes the yearly experiential exposure to sports physiotherapy practice expected from UK physiotherapists to be recognised sport specialists. The sports physiotherapy experiential hours can incorporate specialty and minor sporting areas, and there is a requirement for them to be accrued across more than one sporting environment, so that a variety of different experiences will be attained.

Unit 9 extends the practical exposure to sports physiotherapy and involves the accrual of approximately 40 hours of sports physiotherapy experience in a clinical environment. There is a focus on exploring and applying research informed evidence based practice and innovative practice in the management of complex clinical scenarios.

In addition to these structured work based learning requirements, a significant element of the work undertaken by students, particularly for the two practice development Units (4 and 5) is focused upon their professional work or practice base. Thus it is essential for participants to have access to an environment which will allow suitable opportunities for reflective and experiential learning.

Students will be supported by a Professional Development Advisor (PDA) in the identification of their learning needs, including the nature of practice-based and/or field experience needed to further develop their involvement in sports physiotherapy.

Work based practice is assessed by a portfolio of evidence, and reflection on practice in an academic context will be assessed. The focus is on learning, applying new skills and modifying practice upon reflection, and the identification, organisation and management of experiential and professional development opportunities are part of the learning process. This approach is consistent with the aim of developing independent practitioners with autonomy in their approach to life-long learning.

To evidence workplace learning, students are provided with specific practice reflection and evaluation frameworks, proformas for reflection on significant incidents and peer review audit tools. The developed portfolio of evidence will be presented and expressed against specific learning outcomes.

Workplace learning is validated further through inclusion of supporting certification from the organisation in which the experience was gained, entailing verification by a third party (eg. practice manager, sports team manager) of the experience having taken place. This will be in the form of a specific Experiential Verification Certificate (EVC), which is required from each practice base or sporting environment in which workplace learning is evidenced. It is envisaged that submission of an EVC will be required for 1-2 practice bases which underpin experiential learning in Units 4 and 5, for each of 2-3 different sporting contexts in Unit 7 Athlete Management, and one for the clinical experience in Unit 9 Evidence Based Clinical Sports Physiotherapy. The CSP guidance and information on completion of EVCs will be provided to students.

It is a programme entry requirement that all students are licensed physiotherapists, and are practicing within national occupational standards.

Details of Study Abroad Requirements

Details of Professional Accreditation

The profile of Sports Physiotherapy is rapidly growing in response to increasing demands for specialist knowledge in injury management of the athletic population.

Professional bodies of physiotherapy have recently developed M-level Physiotherapy Competence and Capability guidelines following a lengthy consultancy period: The International Federation of Sports Physiotherapy (IFSP 2005), Health Professions Council UK (HPC 2006) and the Chartered Society of Physiotherapy (CSP 2005). The ensuing published documents describe the expectations of physiotherapy practice. Professional associations such as the British Olympic Association (BOA) and the Association of Chartered Physiotherapy in Sport Medicine (ACPSM) are developing qualification and experiential standards which will be a requirement for the provision of specialist services to Olympic and International level athletes.

Admissions Criteria including APL/APEL arrangements

Candidates must be able to satisfy the general admissions regulations of the University of Bath.

Applicants must normally meet these minimum entry requirements:

- Honours Degree (2:1) in physiotherapy or equivalent
- Current registration / licence to practice as a Physiotherapist in the country in which they work
- Chartered Physiotherapist status (UK applicants only)
- A minimum of two years relevant post licensure work experience

All candidates will normally be required to be currently practicing physiotherapists, and demonstrate that they have appropriate access to a professional clinical environment for the duration of their study, which will allow suitable opportunities for reflective experiential learning. The identification and provision of access to a professional practice environment is the responsibility of the candidate.

International applicants may be requested to provide evidence that their academic qualification is equivalent to an upper second-class UK Honours degree in physiotherapy. All sports physiotherapy practice and experiential requirements must be undertaken within a jurisdiction where a license to practice as a Physiotherapy is held.

Each application will be considered on its own merits and the process is competitive.

Those applicants whose first language is not English, must be able to demonstrate a satisfactory level of both spoken and written English. This will normally take the form of scores of at least 6.5 on all elements of the International English Language Testing System (IELTS). For further details see the programme details on the webpage at <http://www.bath.ac.uk/study/pg/programmes/spor-phys/>

Sports physiotherapy experience

Regular involvement in a sports physiotherapy environment is required to fulfil experiential, reflective and applied components of the programme.

The independent identification and organisation of sports physiotherapy experience is part of the learning process in Stage 1 (supported by individual PDAs). Evidence of this experience can be included upon application or normally started within the first 3 months of the programme. Stage 2 involves the accumulation of approximately 100 hours of sports physiotherapy experience further developed to include at least two different sporting contexts. Stage 3 requires a further 40 hours of experience in a sports physiotherapy clinical environment.

International students will need to be in a position to fulfil sports physiotherapy practice and experiential requirements in their own country as physiotherapists are only licensed to practice within the jurisdiction of their registering body.

Accreditation of Prior Learning (APL)

Students who have studied units from postgraduate programmes offered by other institutions, but who have not completed that programme and received an award, may be eligible to transfer credit for this prior learning. This will be considered on a case by case basis but as a minimum the course or programme in question must be recognised by the providing institution as being at M level and must contain an element of assessed work. The maximum credit that may be awarded for prior learning or prior experiential learning towards the Postgraduate Certificate will be 12 credits. A maximum of 24 credits toward the award of Diploma and 36 credits toward the award of MSc is normally allowable (no exemptions will be permitted against the research project units). An accreditation Sub Committee for the Programme, chaired by the Director of Studies, will oversee this activity, and guidance on the preparation of Portfolios of Evidence to support APL claims will be provided to applicants.

Credit accumulated will be assigned a period of validity. In most cases the longevity of credit obtained will be 5 years.

Accreditation of Prior Experiential Learning (APEL)

There are currently no arrangements for APEL.

Details of Support Available to Students

Support and guidance are provided through the Department's overall support strategy underpinned by the University's Quality Assurance Guidelines in this area. The Department provides systematic support and guidance to students from first enquiries to graduation and is the first point of contact for students requiring support. Staff in these roles will be able to respond to many of the questions and concerns raised by their students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.

These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students' Union can also provide advocacy for students. More information about these services can be accessed via: <http://www.bath.ac.uk/students/support/>.

There are also Medical and Dental Centres, and a multi-faith Chaplaincy on campus that are very experienced in meeting the needs of a student population, as well as a University nursery and vacation play scheme to provide childcare for older children during the school holidays.

Department and Programme Specific Support Information

General support for each student is given by the Director of Studies and the Professional Development Advisor (PDA) assigned to each student. Students may contact these staff at the University of Bath via the online environment, email or telephone, during normal working hours. Personal contact is especially possible at residential events. Students are also supported on each unit by a tutor team, who are accessible via the online environment. Support is mainly available during the scheduled asynchronous online discussions.

An induction programme, comprising both a face-to-face and an online element, is made available at the commencement of the study programme.

Specific academic support will be provided through:

- Professional Development Advisors (PDA). PDAs will be physiotherapists, and their role encompasses that of the personal tutor in normally maintaining their relationship with the student throughout the programme
- Tutors - each Unit tutor team will include physiotherapists and subject specific specialists, led by a Unit convenor.
- Research supervisor – Unit 8 includes support in the identification of an appropriate research supervisor for the Unit 10 Sports Physiotherapy Project.
- Access to University tutors on-line (via email and online discussion boards), and in person at face-to-face sessions
- Access to PDAs on-line (via email and online discussion boards). Students and PDAs might also agree to meet at the face-to-face sessions or by telephone.
- Access to advice from the Director of Studies at the University of Bath
- An introductory online induction module that assists students with using the online learning environment and the requirements for the Programme
- Face-to-face residential courses
- Support from Unit convenor/tutor through individual feedback and moderation of discussion boards
- On-line learning resources in sports physiotherapy and related areas accessed via the Department's Virtual Learning Environment (Moodle)
 - Learning resources in text, digital, video and audio format
 - Online reflective logs
 - Online PDP system and support
- Access to and the University of Bath library services for distance learners
- Access to the Department support arrangements for gaining approval of the ethics associated with project work

Students will be issued with a programme handbook which provides all the necessary information on the programme in accordance with the guidelines produced by the University. The handbook provides the essential source of reference for students, particularly in relation to assessment criteria, procedures for submitting work and receiving feedback, contacting staff and accessing Department and University facilities.

Specific learner support is provided through:

- Administrative support from the programme co-ordinator support via the VLE, email and phone
- Introductory and Full Programme Handbook
- Peer support from other participants as part of the in-built programme activities and facilitated discussion
- Student Staff Consultative Forum and private on-line student discussion forum and representation on the Programme Staff Student Liaison Committee
- Students will be encouraged to take membership of the Students' Union and participate in other University activities as appropriate.

As a component of lifelong learning and professional development, PDAs may recommend identification of clinical practice mentors, who may also provide professional development support independently to the programme.