

Module Details	
Module Title:	Role Emerging Placement in Sport
Module Code:	PRP6019-B
Academic Year:	2019-20
Credit Rating:	20
School:	School of Allied Health Professions and Midwifery
Subject Area:	Physiotherapy and Rehabilitation
FHEQ Level:	FHEQ Level 6
Pre-requisites:	
Co-requisites:	

Contact Hours	
Type	Hours
Lectures	3
Work based learning	120
Tutorials	3
Directed Study	74

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2 (Feb - May)

Module Aims
To develop and challenge student's levels of professional competence in a non-traditional practice setting.

Outline Syllabus
This syllabus is a review of material already covered but applied in discussion as preparation for role emerging practice. Professional competencies including practice knowledge, clinical reasoning, facilitating change with a practice process, professional interaction and responsibilities, communication, professional development, risk and performance management. Contemporary practice. Autonomy in practice. Use of supervision to enhance practice

Management of self. Promotion of the profession. Working in partnership with service users and placement colleagues. Reflection. Community engagement. Legislation. Moral and Ethical issues

Learning Outcomes

1.1	Critically discuss the relevance and purpose of sport rehabilitation in differing contexts of practice.
1.2	Analyse the relevance of current health exercise and sport agendas on service development initiatives.
2.1	Employ competent sport rehabilitation skills in clinical reasoning, facilitating change with a practice process, professional interaction and responsibilities, communication, professional development, and performance management.
2.2	Practice autonomously within professional parameters, using safe, effective and evidence based methods of practice.
2.3	Apply transferable professional knowledge and skills to differing contexts and the differing requirements of individuals and groups
3.1	Build and maintain professional relationships with practice colleagues, members of staff from organizations and service users.
3.2	Prioritize, manage own time and work to deadlines.
3.3	Communicate information to a graduate employment level standard.
3.4	Work in accordance with the BASRaT code of ethics.
3.5	Act professionally in the placement and show respect the dignity of service users.

Learning, Teaching and Assessment Strategy

Placement learning will be supervised and facilitated on a weekly basis by an appropriate academic, health or sport professional who provides 'long arm supervision' where they supervise the student but may not work in host placement organisation. The academic link tutor will provide guidance and advice for the student, host placement provider and supervising health or Sport Professional via telephone, email or face to face contact as required.

Placement preparation lectures and tutorials and post placement debrief tutorials will be delivered by academic staff in university to facilitate development of (LO 1.1,1.2, 2.3, 3.3,3.4,3.5). Preparation will enable students to consider the application of their skills and knowledge into a range of environments and settings. Debrief will encourage students to reflect on the knowledge and skills acquired and their transferability to other sport rehabilitation provision.

Directed study will include reading and research prior to and whilst on placement, related to placement documentation and project assessment.

Work based learning hours represent time spent within the placement setting with the health or Sport Professional supervisor and in peer support related to the project for the development of learning outcomes (LO 2.1, 2.2, 2.3, 3.1, 3.2).

The placement assessment is completed by the health or sport professional as both a formative and summative component, Level 3 assessment tool (LO 2.1, 2.2, 2.3, 3.1, 3.2.)

Students are required to present a case for involving a Sport Rehabilitator in the placement environment (LO 1.1, 1.2, 3.3).

Mode of Assessment				
Type	Method	Description	Length	Weighting
Summative	Presentation	Presentation of a business plan		100%
Summative	Clinical Assessment	Assessment of role emerging practice placement using Level 6 practice assessment tool (pass/fail)	0 hours	%

Reading List
To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html .

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.