

Programme Specification Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	Master of Science
1.5 FHEQ Level:	7
1.6 Programme me Title:	Injury Prevention and Musculoskeletal Rehabilitation
1.7 Mode and Duration of Study:	Full Time – 1 year Part-Time – 2 years
1.8 School:	Sport, Exercise and Rehabilitation
1.9 HECoS Code:	101289
1.10 Collaborative Provision Arrangement:	n/a
1.11 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
1.12 Accrediting Professional Body/PSRB	n/a
1.13 QAA Subject Benchmarking Group(s):	Events, Hospitality, Leisure, Sport and Tourism (2019)
1.14 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework; QAA Characteristics Statement: Master’s Degree (2020).
1.15 Language of Study (for learning, teaching and assessment):	English
1.16 Work-Based Learning Arrangements:	n/a
1.17 Arrangements for Distance Learning:	n/a
1.18 Original Date of Production:	September 2023
1.19 Date of Commencement:	September 2024
1.20 Review Date:	By September 2030

2. Programme Outline

The Master of Science in Injury Prevention and Musculoskeletal Rehabilitation at Plymouth Marjon University offers a comprehensive applied and academic experience for postgraduate students seeking careers in rehabilitation settings and sports. The programme focuses on the interdisciplinary field of injury prevention and musculoskeletal rehabilitation, addressing a broad spectrum of population groups and investigating behavioural changes, particularly in the context of modern athletes, promoting recognition of cultural, social, and economic factors that influence musculoskeletal health.

For students with clinical experience, the programme enhances existing skills by deepening knowledge in advanced biomechanics, health behaviour changes, and cutting-edge rehabilitation techniques. It emphasises evidence-based practice, refining the ability to implement interventions based on the latest research findings. The programme is tailored to help advance careers by equipping students with leadership qualities and the capability to design and implement effective injury prevention strategies and rehabilitation plans. Networking opportunities with employers and engagement in real-world projects further enhance career prospects and understanding of the industry.

For students without clinical experience, the programme provides a solid foundation in injury prevention and musculoskeletal rehabilitation, ensuring essential knowledge for entering the field. Practical skills in biomechanics, health behaviour changes, and rehabilitation techniques are developed through hands-on learning and real-world projects. The interdisciplinary curriculum integrates knowledge from various fields, preparing students for diverse roles within sports and rehabilitation settings. A supportive learning environment, with tailored guidance and resources, helps students transition smoothly into postgraduate study and develop the necessary competencies for a new career path.

Assessments and projects are personalised to align with students' areas of expertise and interest, allowing exploration of innovative approaches and expansion of knowledge in specific areas of injury prevention and musculoskeletal rehabilitation. The programme emphasises the real-world application of theoretical knowledge, ensuring relevance to current or desired roles in the industry.

The programme's structure addresses a broad spectrum of population groups and emphasises the recognition of cultural, social, and economic factors influencing musculoskeletal health. Students explore emerging technologies and advancements in the field, equipping them with the tools to implement cutting-edge rehabilitation strategies. Critical thinking and problem-solving skills are emphasised to design and implement effective injury prevention and rehabilitation plans.

Whether entering the sports field or working with targeted populations, this postgraduate programme accommodates those aiming to broaden their expertise, advance their careers, and exhibit leadership qualities in the advancement of musculoskeletal rehabilitation. With engagement from employers and networking opportunities, the programme is designed to enhance both understanding and competencies in the field.

2.1 Integrating Sustainability into the Curriculum

The notion of sustainability revolves around the pursuit of human well-being and an enhanced quality of life. It emphasises the responsible and fair utilisation of natural and cultural resources to maintain and care for them. Economic, social, environmental, cultural, and psychological sustainability play pivotal roles in navigating contemporary challenges marked by uncertainty and complexity (Huckle 2008, Sousa 2011, Sterling 2013).

Within the field of injury prevention and musculoskeletal rehabilitation, and specifically in this programme, sustainability issues are integral. The programme team is committed to empowering students to engage in discussions and initiatives related to sustainability, aligning with the University's overarching themes of global citizenship, employer engagement, and digital scholarship. This emphasis significantly influences the pedagogical approach to programme delivery.

Moreover, the programme team is dedicated to minimising our environmental impact by adopting practices such as e-learning, e-submission, and e-books. Through these measures, we aim to instil a sense of responsibility and awareness in our students, fostering a commitment to sustainable practices in both their academic and professional endeavours.

3. Distinctive Features

The Injury Prevention and Musculoskeletal Rehabilitation programme at Plymouth Marjon University has the following distinctive features:

Hybrid (Blended) Approach: Our programme offers a hybrid approach to learning, combining in-person and online instruction. This allows students to maintain their professional commitments within the industry while pursuing their qualifications. The flexibility of this approach ensures that students can seamlessly integrate academic pursuits with real-world work experience.

Cutting-Edge Technology Integration: We incorporate the latest technology in our teaching methods and clinical practices, this ensures that students are proficient in the most current techniques and tools used in the field.

Specialised Workshops and Masterclasses: The programme includes workshops and masterclasses conducted by experts and industry professionals. These sessions provide in-depth knowledge and practical skills that are not typically covered in standard coursework.

Research Opportunities: The programme offers unique research opportunities, allowing students to engage in cutting-edge projects that contribute to advancements in injury prevention and musculoskeletal rehabilitation. Students can collaborate with academic staff on ongoing research or pursue independent projects with support from our research centres.

Interdisciplinary Collaboration: Students benefit from interdisciplinary collaboration with other departments/professions, such as sports science, and psychology. This integrated approach fosters a comprehensive understanding of injury prevention and rehabilitation, preparing students for multifaceted roles in the industry.

Global Perspective: Our curriculum includes a global perspective on injury prevention and rehabilitation, incorporating case studies and practices from around the world. This prepares students to work in diverse environments and with a wide range of populations.

Community Engagement: The programme encourages community engagement through service-learning projects and partnerships with local organisations. This involvement not only benefits the community but also enriches the student's learning experience by applying their knowledge in real-world contexts.

4. Programme Aims

The programme aims to:

- Equip students with a profound understanding of the fields of injury prevention and musculoskeletal rehabilitation, fostering a critical awareness of applied research, contemporary issues, and advancements grounded in current scholarship and academic research.
- Cultivate critical thinking, intellectual reasoning, and precise practical skills applicable to diverse contexts.
- Empower students from diverse cultural and social backgrounds to realise their potential in both intellectual and practical spheres.
- Foster a dynamic and supportive learning environment, ensuring students feel secure and motivated to engage in the learning process.
- Ready students for employment or further study by providing a versatile set of skills.

Specific programme aims:

- Develop a comprehensive knowledge and critical understanding of injury prevention and Musculoskeletal rehabilitation concepts, theories, and principles within individual and community contexts.
- Utilise specialised pathways to tailor the educational experience and explore diverse specialisms.
- Foster research skills to contribute to the advancement of injury prevention and musculoskeletal rehabilitation knowledge.
- Facilitate the development of practical skills, enabling the design, implementation, and evaluation of safe and effective injury prevention and musculoskeletal rehabilitation practices.
- Cultivate leadership and management qualities in graduates to empower them in their professional journeys.

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. An advanced, systematic, critical and specialist understanding of injury prevention and musculoskeletal rehabilitation, including techniques, methodologies, theoretical perspectives and contemporary considerations in the sector.
2. Critical appraisal of applied techniques applicable to their own research or practice-based enquiry within injury prevention and musculoskeletal rehabilitation
3. The ability to develop originality in applying knowledge, alongside a practical understanding of established research techniques and enquiry methods, specifically in the contexts of injury prevention programmes, rehabilitation, and the use of exercise for health.
4. Critical evaluation and the ability to synthesise theory and research within a discipline of injury prevention and musculoskeletal rehabilitation

Intellectual skills:

By the end of this programme students should be able to demonstrate:

5. Conceptual understanding by evaluating methodologies employed in injury prevention and musculoskeletal rehabilitation and the ability to develop critiques of them.
6. Autonomy and originality in tackling and solving research and practical problems within injury prevention and musculoskeletal rehabilitation
7. The ability to synthesise information from a variety of sources in order to advance their knowledge and understanding, of rehabilitation and injury prevention to develop new skills to a high level.
8. The ability to critically evaluate current research and advanced scholarship in injury prevention and musculoskeletal rehabilitation and use this conceptual knowledge to collect data that can be evaluated, interpreted, integrated and disseminated into relevant formats.

Practical skills:

By the end of this programme students should be able to demonstrate:

9. Critical self-reflection and independent approaches to learning are required for continuing professional and personal development within the area of injury prevention and musculoskeletal rehabilitation
10. Self-direction and originality in tackling and solving problems, and acting autonomously in planning and implementing tasks within the area of injury prevention and musculoskeletal rehabilitation
11. The ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data and communicate their conclusions clearly to specialist and non-specialist audiences both orally and in writing within the field of injury prevention and musculoskeletal rehabilitation

Transferable/key skills:

By the end of this programme students should be able to demonstrate:

12. Initiative and personal responsibility when working alone or with others on applied problems or tasks.
13. Effective decision-making when using systematic methods and communicating conclusions clearly.
14. Critical reflection of organisational cultures and philosophies across local, national, and global contexts.
15. Professional responsibility, integrity and ethics; and the ability to reflect on their own progress as a learner and their continuous professional development
16. The ability to systematically organise and communicate advanced information evidencing appropriate proficiency in the English language, using criteria developed for specialist audiences in unpredictably complex contexts.

6. Learning and Teaching Methods

Various learning and teaching approaches are employed across modules to facilitate adaptable, student-centred learning. Striking a balance between practical components, theoretical concepts, face-to-face interactions, and online learning forms the foundation for achieving the programme desired outcomes. The teaching and learning strategies in this programme will incorporate a blend of the following methodologies:

Method	Description
Asynchronous	Enabling students to have some flexibility over the pace of learning and timing in which engagement occurs, asynchronous learning is a student-centred teaching and learning approach that frequently uses digital learning tools and platforms to facilitate lectures and assessment activities. outside the constraints of a physical classroom
Critical Reflection	Critical reflection as a learning method involves a thoughtful and analytical examination of one's own experiences, beliefs, values, and actions to gain a deeper understanding and generate insights for personal and professional development.
Directed Learning and Reading	Directed learning and reading refer to a structured approach in which individuals engage in intentional and purposeful learning activities guided by specific instructions or recommendations.
Face-to-Face	Face-to-face learning involves interaction with/between students and staff, including lecturers, technicians, guest lecturers and subject specialists. Synonymous with real-time learning it can include workshops, fieldwork, practical activities, seminars and tutorials in a specific room/location or via the use of technology.
Guest lectures	A guest lecture is an instructional strategy in which an expert or guest speaker, typically with specialised knowledge or experience in a particular field, is invited to address and engage with a group of learners within an educational setting.
Hybrid learning	Hybrid learning, also known as blended learning, is an educational approach that combines traditional in-person classroom instruction with online learning activities. In a hybrid learning environment, students engage in a mix of face-to-face interactions with instructors and peers, and online learning experiences through digital platforms or educational technologies.
Problem-based learning	Problem-Based Learning (PBL) is a student-centred pedagogical approach that revolves around the exploration and resolution of real-world problems. In PBL, students are presented with complex, authentic scenarios that require critical thinking, collaboration, and application of knowledge to devise solutions.
Seminar	A seminar is a structured and interactive educational session or gathering that involves a small group of participants engaging in discussions, presentations, or collaborative activities on a specific topic.
Supportive Independent study	Activities where a trainee conducts research, or another identified learning activity either on their own and/or with tutor support (face-to-face or otherwise)
Synchronous	Learning that takes place with participants all engaging with material in real time, although not necessarily in the same place. Synchronous learning should allow learners to interact
Tutorials	A tutorial is a small class of one, or only a few students, in which the tutor, a lecturer, or other academic staff member, gives additional individual attention to the students. More interactive and specific than a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task.

The teaching approaches utilised in the MSc Injury Prevention and Musculoskeletal Rehabilitation programme are crafted to engage students in their learning journey and foster their personal and professional growth. This methodology encompasses a mix of structured learning, independent study, and hands-on experiences to bridge the gap between theory and practice. Through these strategies, the programme strives to boost graduate employability, nurture independence, encourage critical self-reflection, and instil digital confidence for ongoing learning. Face-to-face teaching sessions incorporate problem-based learning and case study scenarios, offering students the chance to work with intricate situations involving protected characteristics, ethical dilemmas, and critical thinking applicable in professional contexts.

The programme delivery is well-structured and adaptable to meet the needs of students, society, and the profession. It integrates formative assessment methods that empower students to assess their progress and pinpoint areas for enhancement. Collaboration is encouraged, providing students with numerous opportunities to shape their learning experience and align their personal action plans with the guidance of academic and professional staff in their development journey.

6.1 Learning Enhancement

Diverse learning opportunities deeply rooted in practical and experiential learning are a hallmark of our programme. The incorporation of state-of-the-art facilities and the expertise of industry professionals, both through our dedicated teaching staff and guest lecturers, ensures that students engage in highly relevant applied learning experiences.

The postgraduate teaching and learning approach is meticulously crafted to solidify and then expand upon the foundational knowledge, skills, and capabilities acquired at the undergraduate level. While some students may have more recently graduated and possess less experience in injury prevention and musculoskeletal rehabilitation, others bring a wealth of professional practice experience but may be less acquainted with academic study. Our programme stands out for the comprehensive support embedded in all modules, catering to those returning to higher education after a significant gap and those who may feel less confident in their academic abilities at this level.

Throughout all modules, active interactions among students will be fostered and facilitated through class discussions, online forums, and collaborative group tasks and projects. We place immense value on the diverse experiences of our students, creating an environment where their unique perspectives are not only acknowledged but also contextualised, explored, and, where suitable, shared with fellow students. This approach encourages vicarious learning and facilitates elevated discussions on interprofessional collaboration, bridging theory into practice, and addressing the challenges encountered in the dynamic realm of injury prevention and musculoskeletal rehabilitation.

6.2 e-Learning

The course delivery team acknowledges the growing significance of digital resources in enhancing students' learning experiences. We are committed to collaborating closely with the Digital Innovation Team to consistently assess and enhance the integration of technology into our course content.

Our approach involves leveraging a variety of digital tools throughout the teaching and learning process. This encompasses the utilisation of online platforms, hybrid learning modules, Virtual Learning Environments (VLEs), as well as the implementation of e-submission and digitally oriented assessment tasks. To ensure the appropriateness and comprehensive support for these tools, we maintain an ongoing partnership with students.

Incorporating Artificial Intelligence (AI) into the realm of e-learning within the field of injury prevention and musculoskeletal rehabilitation offers exciting opportunities for enhanced educational experiences. Students will not only be exposed to the positive applications of AI, but they will also receive comprehensive education on the ethical considerations associated with its utilisation.

This collaborative effort aims not only to cultivate students' digital academic skills but also to prepare them for high-level functioning in professional environments. The course provides opportunities for the development of digital competencies, including but not limited to communication and collaboration, identity management, and information proficiency. Through this, we strive to equip students with the necessary skills to excel both academically and professionally in an increasingly digital landscape.

7. Modes of Assessment

The Injury Prevention and Musculoskeletal Rehabilitation programme aligns with the overarching University Assessment Policy, adhering to key principles such as explicitness, transparency, validity, reliability, equity, and inclusivity. This commitment translates into a diverse range of assessment modes throughout the programme. At the commencement of each module, assessments are clearly outlined, fostering ongoing discussions to ensure clarity. Many module assessments provide students with opportunities to explore topics aligned with their interests in injury prevention and musculoskeletal rehabilitation, promoting meaningful engagement. Flexibility in topic selection, within the framework of required learning outcomes, is encouraged. Furthermore, assessments reflect contemporary practices in the field, emphasising the development of digital skills relevant to the workplace.

To streamline the assessment process, the University utilises Turnitin for electronic assignment submission, allowing students to submit their work remotely. Turnitin serves the dual purpose of deterring plagiarism and aiding staff in identifying instances of poor practice and malpractice. The typed feedback provided through Turnitin ensures clear communication, eliminating potential challenges associated with deciphering various handwriting styles on traditional assessment forms.

Method	Description
Case Study	A comprehensive document that presents a detailed examination of a particular individual, group, event, or scenario. It involves a systematic analysis of relevant data, often incorporating real-world situations or hypothetical scenarios.
Online- Exam	An online exam is a form of assessment conducted over the internet, where individuals respond to questions or tasks using digital devices, typically computers or tablets, and submit their answers electronically for evaluation.
Portfolio	A portfolio is an assessment method that involves compiling and presenting a purposeful collection of student work, showcasing achievements, skills, and reflections over a specific period.
Portfolio - Behaviour Change Module	A portfolio is an assessment method that involves compiling and presenting a purposeful collection of student work, showcasing achievements, skills, and reflections over a specific period. Within the behaviour change module portfolio students are engaged in a series of weekly tasks to demonstrate awareness, knowledge and attainment of the module learning outcomes. Examples - Forum discussion/posts/tasks; CPD; Video evidence of praxis; Critical analysis and reflection.
Portfolio – Research Module	A portfolio is an assessment method that involves compiling and presenting a purposeful collection of student work, showcasing achievements, skills, and reflections over a specific period. Within the research module portfolio students are engaged in a series of weekly tasks aimed at fostering practical connections to real-life scenarios. Examples - Real-Life Links to Research; Data Analysis; Apply statistical methods and analytical tools to derive meaningful conclusions; Literature Searches; Develop skills in sourcing, evaluating, and synthesising scholarly literature to inform and enhance research projects. Establish connections between data collected and the broader research context; Demonstrate the application of collected data to support or refine research hypotheses; Critical Analysis of Research Findings; Engage in critical analysis of research findings, considering their implications and potential contributions to the existing body of knowledge; Foster the ability to discern strengths and limitations in published research. Submission of Weekly Tasks and include their research proposal
Portfolio – Targeted Populations Module	A portfolio is an assessment method that involves compiling and presenting a purposeful collection of student work, showcasing achievements, skills, and reflections over a specific period. Within the targeted populations module portfolio students are engaged in a series of weekly tasks to demonstrate awareness, knowledge and attainment of the module learning outcomes. Examples - Forum discussion/posts/tasks; problem-based learning; CPD; Infographic.
Poster	A poster assessment requires students to communicate their research, findings, or a specific topic visually and concisely. Through a combination of text, graphics, and visual elements, students must effectively convey key information to the audience.
Research Project	A research project as an assessment method involves the systematic investigation and exploration of a specific topic, issue, or question. It requires students to apply research methodologies to collect, analyse, and interpret relevant data, and to draw meaningful conclusions based on their findings
Practical Assessment	A practical assessment is where students demonstrate the ability to apply knowledge, understanding and skills practically in a controlled exam environment.
Reflective Essay	A reflective essay is an evaluative or critically reflective piece of writing that responds to a question based on synthesis and analysis that identifies key issues, challenges, and 'learning' which is relevant to the students' experiences. These may be negotiated with an academic tutor.

8. Exemptions to University Regulations

University regulations dictate that, whenever feasible, modules delivered at level 5 or above will undergo anonymous marking for summative assessments. This anonymity extends to examinations, ensuring a fair and unbiased evaluation process. However, maintaining anonymity can be challenging in certain assessment formats, like case studies, where the nature of the content necessitates disclosure. In such instances, students will receive advance notification about non-anonymised assessments. This information will be provided at the commencement of the module and detailed in all relevant module and assessment documentation.

9. Work-Based Learning/Placement Learning

The Injury Prevention and Musculoskeletal Rehabilitation programme seamlessly incorporates work-based learning across multiple modules. Numerous modules emphasise self-reflection, encouraging students to draw insights from their workplace experiences. These modules provide a unique opportunity for assessments to be directly linked to real-life situations. Likewise, the research project module empowers students to conduct research in authentic, real-world environments. Due to the opportunity for students to work with targeted populations (vulnerable adults, individuals under 18 years of age), we ask that students have an enhanced DBS check. This can be performed via the University or by students providing copies of this document if it has already been done due to their work environment.

10. Programme Structure

Full Time

Level 7

Module Code	Module Title	Credits	Assessment	Semester	Compulsory / Optional	Condonable / Non-Condonable
IPMM01	Biomechanics and Injury Prevention	30	50% Coursework 50% Practical	Semester A	Compulsory	Condonable
IPMM02	Contemporary Approaches to Behaviour Change	15	20% Exam 80% Coursework	Semester A	Compulsory	Condonable
IPMM03	Research and Evidence in Practice	15	100% Coursework	Semester A	Compulsory	Condonable
IPMM04	Advances in Musculoskeletal Rehabilitation	30	100% Coursework	Semester B	Compulsory	Condonable
IPMM05	Physical Activity and Exercise for Targeted Populations	15	20% Exam 80% Coursework	Semester B	Compulsory	Condonable
IPMM06	Understanding the Modern Athlete	15	100% Coursework	Semester B	Compulsory	Condonable
IPMM07	Research Project	60	100% Coursework	Semester C	Compulsory	Non-Condonable

**Part Time
Level 7-Year 1**

Module Code	Module Title	Credits	Assessment	Semester / Term	Compulsory / Optional	Condonable / Non-Condonable
IPMM01	Biomechanics and Injury Prevention	30	50% Coursework 50% Practical	Semester A	Compulsory	Condonable
IPMM05	Physical Activity and Exercise for Targeted Populations	15	20% Exam 80% Coursework	Semester B	Compulsory	Condonable
IPMM06	Understanding the Modern Athlete	15	100% Coursework	Semester B	Compulsory	Condonable

Level 7-Year 2

Module Code	Module Title	Credits	Assessment	Semester / Term	Compulsory / Optional	Condonable / Non-Condonable
IMPMM02	Contemporary Approaches to Behaviour Change	15	20% Exam 80% Coursework	Semester A	Compulsory	Condonable
IPMM03	Research and Evidence in Practice	15	100% Coursework	Semester A	Compulsory	Condonable
IPMM04	Advances in Musculoskeletal Rehabilitation	30	100% Coursework	Semester B	Compulsory	Condonable
IPMM07	Research Project	60	100% Coursework	Semester C	Compulsory	Non-Condonable

Delivery Pattern

Full-time (12 months)

Duration	Taught Input	Module
September – January	October – January <i>Blended delivery including 2 days per month on campus</i>	IPMM01, IPMM02, IPMM03
January – May	January – May <i>Blended delivery including 2 days per month on campus</i>	IPMM04, IPMM05, IPMM06
May – September	May – September <i>Blended delivery including 2 days per month on campus</i>	IPMM07

Part-time (24 months)

Year 1

Duration	Taught Input	Module
September – January	October – January <i>Blended delivery including 1 day on campus</i>	IPMM01
January – May	January – May <i>Blended delivery including 1 day on campus</i>	IPMM05, IPMM06

Year 2

Duration	Taught Input	Module
September – January	October – January <i>Blended delivery including 1 day on campus</i>	IPMM02, IPMM03
January – May	January – May <i>Blended delivery including 1 day on campus</i>	IPMM04
May – September	May – September <i>Blended delivery including 1 day on campus</i>	IPMM07

The table below shows the various ‘threads’ through the programme. These ‘threads’ provide cohesion and coherence to the programme so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as induction of learning on upcoming modules. The ‘threads’ act as a mechanism for students to see how the learning links together in a meaningful way and will be made explicit to students throughout the programme.

Level 7

Module Code	Module Title	Thread
IPMM01	Biomechanics and Injury Prevention	1. Research & enquiry 3. Data literacy 5. Creative & critical thinking
IPMM02	Contemporary Approaches to Behaviour Change	1. Research & enquiry 4. Leadership & Influence 5. Creative & critical thinking
IPMM03	Research and Evidence in Practice	1. Research & enquiry 3. Data literacy 4. Leadership & Influence 5. Creative & critical thinking
IPMM04	Advances in Musculoskeletal Rehabilitation	1. Research & enquiry 4. Leadership & Influence 5. Creative & critical thinking 6. Employability
IPMM05	Physical Activity and Exercise for Target Populations	2. Global citizenship 5. Creative & critical thinking 6. Employability
IPMM06	Understanding the Modern Athlete	2. Global citizenship 4. Leadership & Influence 5. Creative & critical thinking 6. Employability
IPMM07	Research Project	1. Research & enquiry 3. Data literacy 4. Leadership & Influence 5. Creative & critical thinking 6. Employability

1. Research & enquiry
2. Global citizenship
3. Data literacy
4. Leadership & Influence
5. Creative & critical thinking
6. Employability

Structure and Points of Progression

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
IPMM01	Biomechanics and Injury Prevention	30	1	MAB – Feb PAB – Feb	
IPMM02	Contemporary Approaches to Behaviour Change	15	2	MAB – Feb PAB – Feb	
IPMM03	Research and Evidence in Practice	15	3	MAB – June PAB – July	PG Certificate in Rehabilitation Studies
IPMM04	Advances in Musculoskeletal Rehabilitation	30	4	MAB – June PAB – July	
IPMM05	Physical Activity and Exercise for Targeted Populations	15	5	MAB – December PAB - December	
IPMM06	Understanding the Modern Athlete	15	6		PG Diploma in Injury Prevention and Musculoskeletal Rehabilitation
IPMM07	Research Project	60	7		MSc Injury Prevention and Musculoskeletal Rehabilitation

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

n/a

12. Professional Advisory Group

The Professional Advisory Group comprises graduates from the Sports Therapy and Rehabilitation programme, along with industry professionals. This group convenes biannually to engage in discussions concerning the programme and foster a community of practice within the industry.

13. Academic Progression Opportunities

Successful participants could be eligible to apply for an MPhil/PhD programme me at Plymouth Marjon University, or other institutions.

14. Employability and Career Progression Opportunities

A student obtaining a master's degree in Injury Prevention and Musculoskeletal Rehabilitation can explore various pathways, offering diverse employment opportunities and enhancing their career potential:

Clinical Practice:

- Work in private practice or join healthcare organisations specialising in injury prevention and musculoskeletal rehabilitation.

Educational Roles:

- Pursue a career in education, becoming a lecturer or educator in sports therapy or related fields.

Research Opportunities:

- Engage in research activities related to injury prevention, rehabilitation, and musculoskeletal health.
- Work in research institutions, contributing to advancements in the field and expanding the evidence base.

Industry Positions:

- Explore roles in the sports industry, collaborating with sports teams or organisations to implement injury prevention strategies.
- Work with companies developing and promoting musculoskeletal health products or services.

Health and Wellness Sector:

- Contribute to workplace wellness programmes, helping organisations implement strategies to prevent and manage musculoskeletal injuries among employees.
- Work with community health initiatives focused on injury prevention and promoting overall musculoskeletal health.

Consultancy:

- Establish a consultancy service providing expertise in injury prevention and musculoskeletal rehabilitation.
- Offer advice to organisations, sports teams, or individuals seeking guidance on preventing and managing injuries.

Employability Skills may include:

Analytical Thinking and Innovation:

1. Identify and define problems.
2. Extract key information from data.
3. Develop workable solutions and verify their effectiveness.
4. Active Learning and Reflective Practice:
5. Oversee personal learning through meaningful activities.
6. Apply and reflect on acquired knowledge for continuous improvement.

Creativity, Originality, and Initiative:

1. Perceive the world in new ways.
2. Find hidden patterns and generate innovative solutions.
3. Assess situations and initiate independent solutions.

Critical Thinking and Analysis:

1. Actively conceptualise, analyse, and synthesise information objectively.
2. Make reasoned judgments to reach conclusions.
3. Complex Problem-Solving:
4. Identify complex problems.
5. Review related information to develop and evaluate options.
6. Implement solutions in real-world settings.

Leadership and Social Influence:

1. Motivate others toward common goals.

Emotional Intelligence:

1. Recognise and manage personal and others' emotions.
2. Exhibit emotional intelligence individually and in groups.

Reasoning, Problem-Solving, and Ideation:

1. Consider issues and situations sensibly.
2. Utilise logic and imagination to form intelligent solutions.

Digital Skills:**ICT Proficiency and Productivity:**

1. Use devices effectively (laptops, smartphones, touch screens).
2. Identify and use relevant applications and software for different tasks.

Digital Collaboration, Participation, Communication:

1. Communicate effectively through various digital media.
2. Participate in digital teams and collaborate in digital spaces.

Finding Digital Information and Data Management:

1. Understand different data storage systems and file types.
2. Use digital productivity tools for information retrieval and management.

Digital Learning and Teaching:

1. Identify and use digital learning resources and services.
2. Participate in digital assessments and reflect on digital feedback.

Digital Problem Solving, Creation & Development:

1. Use digital tools to solve problems and answer questions.
2. Create new digital artefacts and materials.

Well-being and Identity:

1. Act safely and responsibly in digital environments.
2. Identify potential risks and consequences.
3. Maintain personal health, safety, relationships, and work-life balance in digital settings.
4. Develop and project a positive digital identity across platforms.

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme me leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme me handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with participants through ongoing and continuous dialogue and regular communication.

Feedback at Programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the Programme Voice Panel. In addition, students will be invited to participate in the Postgraduate Taught Experience Survey (PTES).

17. Other Stakeholder Feedback

Stakeholder feedback has played a pivotal role in shaping and refining the development of this programme. Throughout the entire development period, valuable insights and input from a diverse range of stakeholders have been actively sought and carefully considered.

We have actively sought feedback from undergraduate students enrolled in sports therapy and rehabilitation-based undergraduate programmes, ensuring that the perspectives and needs of those directly transitioning into this postgraduate programme are thoroughly understood.

In addition, input has been sought from students enrolled in related programmes at other universities, allowing us to gain broader insights and perspectives from a diverse student population. The involvement of delivery staff has provided essential input from the educators' standpoint, ensuring that the programme aligns with both student expectations and industry standards.

Postgraduate graduates from the Sports Rehabilitation programme have been instrumental in offering insights into their experiences and expectations as they progressed through higher education. This valuable feedback has been crucial in fine-tuning the programme to meet the needs and aspirations of those with prior academic exposure in the field.

Furthermore, accrediting bodies within the UK have been actively engaged in conversations and feedback exercises. Their input has guided aligning the programme with industry standards.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression are managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through the University's annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

