



# **BASRaT Educational Framework**

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## **BASRaT Accreditation Process**

### Aim

The accreditation process is to assess the ability of an educational programme to produce graduates who are fit for the purpose as Graduate Sport Rehabilitators (GSR) and thus eligible to apply to join BASRaT as a Graduate Member.

### Criteria for Accreditation

The purpose of the accreditation process is to assess if the programme produces or would be capable of producing sport rehabilitation graduates fit for purpose in line with the competencies expected of a GSR.

Key areas that are assessed are:

- Programme content.
- Nature of the delivery and assessment of the programme.
- Qualifications and experience of the lecturers to deliver material of the appropriate quality and content.
- The availability of appropriate facilities, including staffing to support learning of the skills and knowledge required to produce Graduate Sport Rehabilitators.
- The availability of suitable and appropriate clinical placements where the students can gain a variety of quality clinical experiences under appropriate supervision.

In order for a graduate to become a member of BASRaT they must meet the competencies outlined in the BASRaT Role Delineation. For a graduate programme to produce graduates who are fit for this purpose and meet this requirement, the course must cover all of the domains outlined in this educational framework. This is the minimum level of content and knowledge a course must have conveyed to its graduate. Courses are however also welcome to add additional content to that outlined within the educational framework to develop institutional areas of interest or unique selling points.

Applications may be received from:

- New undergraduate and postgraduate programmes in the field of Sport Rehabilitation.
- Undergraduate and postgraduate programmes that are being re-validated and are applying for accreditation for the first time.
- Undergraduate and postgraduate programmes that have are currently accredited by BASRaT and are being re-validated.

- Undergraduate and postgraduate programmes in the field of Sport Rehabilitation that are applying for accreditation to a currently validated programme.

### Stages of the Accreditation Process

#### Stage One - Initial Approach

The Director/Head of the programme applying for accreditation is required to make a formal written approach to the Accreditation Officer of BASRaT, indicating an intention to seek accreditation for their course. The Accreditation Office will act as a formal liaison in these preliminary stages and provide appropriate guidance in order to facilitate the process.

#### Stage Two - Documentation Submission

The Director/Head of programme, once at an appropriate state of readiness, will submit of the following documentary evidence:

- 1.) Full course documentation, including programme specifications, clear module outlines and descriptions e.g. validation document.
- 2.) Brief CV's of academic staff involved in delivery of the programme including their academic and professional qualifications, and professional experience specifically related to the field of sport rehabilitation.
- 3.) A list of clinical placements including the name of principle supervisor including a brief resume of the principle supervisor's professional qualifications and experience. If, in the case of new courses seeking accreditation, such a list does not yet exist, an outline of placement planning must be submitted in its place.

#### Stage Three - Documentation Audit

On receipt of the documentation the Accreditation Officer will carry out the accreditation of the course in question with support from the BASRaT Executive Committee or other designated associates. They will be experienced educators in the field of Sport Rehabilitation.

These individuals will then carry out an audit of the documentation provided. They will report their findings and where they feel insufficient information has been provided, will contact the Director/Head of programme directly in an attempt to remedy this. Once they have received and appraised the appropriate documentation informal feedback shall be given to the Director/Head of the programme.

## Stage Four - Accreditation Event

For programmes going through a re-validation or validation event:

It is suggested that where possible the BASRaT representatives attend the validation event as panel members. It is hoped this may reduce the burden and cost on the educational institution and on the programme team rather than having separate events. During the event, the BASRaT accreditator(s) will view the facilities, have an opportunity to meet with students on the current programme from each level (if available on re-validations only). In addition, there may be a need for a brief separate meeting outside the main validation panel meeting with the programme team so that the accreditator(s) may discuss the process further and clarify any outstanding issues at this stage. The primary role of BASRaT representatives at this event is to assess the suitability of the proposed programme for accreditation with BASRaT. If the institution should wish, they can also act as external panel members to offer additional comment on the structure and content of the proposed programme.

For existing programmes or programmes of study not undertaking re-validation or validation – institutional visit:

Once the documentation has been completed to the satisfaction of the BASRaT accreditator(s), the Accreditation Officer will then coordinate a visit to the institution. The purpose of this visit is principally to clarify any points raised from the documentation audit and secondly to view the facilities and meet with current students to assess the appropriateness for the teaching of the programme.

## Stage Five – Reporting

The accreditator(s) shall report to the BASRaT Executive Committee via the Accreditation Officer as to the suitability of the programme's ability to produce "fit for purpose" Sport Rehabilitation graduates. The report they produce should include a brief review of their visit and their conclusions at the end of the process. This report can include any recommendations for accreditation as appropriate. Once approved by the BASRaT Executive Committee the Accreditation Officer will then be able to release the accreditation report to the Director/Head of the programme following the agreement from the institution to payment of the annual accreditation fee.

Any application that has failed to gain accreditation will be informed of this and the report will outline any action required in order to fulfil any additional requirements for accreditation.

## Additional Information

### Fee

The applying institution is liable for a fee to cover the costs of the process and the on-going management of the course accreditation, currently £1500 payable on the 1<sup>st</sup> of September of each academic year for UK institutions which have a student cohort eligible for applying for registration with BASRaT. This fee may change for international accreditations or at the discretion of the BASRaT Executive Committee. The applying institution must also meet reasonable travel expenses of the visiting accreditor(s). The final written report will not be released until these travel costs have been met and the institution agrees to the on-going payment of the annual accreditation fee. This fee can be paid through the BASRaT administration office.

### Ongoing Management of Accreditation

Please note that the BASRaT Accreditation Officer will maintain a file for each of the accredited programmes.

The Accreditation Officer must be informed of any alterations made to the programme content or delivery during the period of accreditation, as a minimum through the completion of the Review of Standards process. Failure to complete this may impact the accreditation of the course with BASRaT.

Each Programme Director or other named academic within the higher educational institution responsible for the sport rehabilitation programme shall submit a brief update confirming the nature and scope of any changes to the programme, a summary of staffing changes or changes in placement provision.

Each accredited institution is also required to contribute to the annual development and progression of the sport rehabilitation profession. **A representative member of the teaching team from each institution is expected to attend any educational events or symposia.** This representative member of staff must have a working knowledge of the delivery of the sport rehabilitation course and must not be, where possible, a member of the BASRaT Executive Committee.

### Period of Accreditation

The period of accreditation will normally apply to a programme until the next point of re-validation within the institution's academic cycle (normally 4-6 years) or where following the Review of Standards, there have been significant changes to the programme noted that result in the programme no longer fulfilling the accreditation criteria. The BASRaT committee also reserve the right to trigger an institution's reaccreditation earlier should they feel significant academic drift from the educational framework has occurred or notable need arises.

### Summary

The purpose of the accreditation process is to assess if the programme under assessment produces sport rehabilitation graduates who are fit for purpose in line with the competencies expected of a Graduate Sport Rehabilitator.

Key areas that are assessed are:

- Course content, its delivery and the suitability of the experience of the lecturers to deliver material of the appropriate quality and nature.
- The availability of appropriate facilities conducive to learning of the skills required by a Graduate Sport Rehabilitator.
- The availability of suitable clinical placements where the students can gain a variety of quality clinical experiences.

It should be clear that on successful completion of a BASRaT accredited programme, graduates should be able demonstrate their capacity to:

- Practise within the core areas of sport rehabilitation.
- Manage individual workloads and work with others to optimise results.
- Deliver sport rehabilitation in response to individual needs.
- Demonstrate and apply knowledge and understanding to issues affecting sport rehabilitation practice.
- Engage in research and evidence-based healthcare.
- Respond appropriately to changing industrial demands.
- Practise and promote Continuing Professional Development (CPD).

## Professional Practice and Behaviour

This style of practice should be incorporated into both the teaching and assessment throughout the educational program. This will instil the levels of behaviour and professional practice expected of a Graduate Sport Rehabilitator.

### Patient Care

- Recognise conflicts of interest that may impact a care provided to a patient.
- Know and apply the commonly accepted standards for patient confidentiality.
- Always provide the best care possible for the patient using the range of skills possessed by the Graduate Sport Rehabilitator.
- Advocate for the needs of the patient.

### Team Approach to Practice

- Recognise the unique skills and abilities of other healthcare professionals.
- Understand the scope of practice of other healthcare professionals and when to refer patients to others.
- Only execute duties within the identified scope of practice for Graduate Sport Rehabilitators.
- Include the patient (and others, where appropriate) in the decision-making process.
- Work with others as part of a multidisciplinary team in effecting positive patient outcomes.

### Legal Practice

- Always practice in a legally competent manner.
- Identify and conform to the laws that govern healthcare, particularly those that relate to Sport Rehabilitation practice.
- Understand the consequences of violating the laws that govern healthcare, particularly those that relate to Sport Rehabilitation practice.

### Ethical Practice

- Comply with the BASRaT Code of Ethics.
- Understand the consequences of violating the BASRaT Code of Ethics.
- Comply with other codes of ethics related to your area of practice, as applicable.



## Advancing Knowledge

- Critically examine the body of knowledge in healthcare within related fields to sport rehabilitation.
- Always use evidence-based practice as a foundation for the delivery of care for your patient.
- Appreciate the connection between Continuing Professional Development and the improvement of your own practice as a Graduate Sport Rehabilitator.
- Promote the value of research and scholarship within the field of sport rehabilitation.
- Disseminate new knowledge within the field of sport rehabilitation to others working within similar fields using the highest possible standards to positively promote the profession.

## Cultural Competence

- Demonstrate awareness of the impact that a patients' cultural differences may have on your practice and their attitudes and behaviour toward your care.
- Demonstrate the knowledge, attitudes, behaviour and skills necessary to achieve optimal treatment outcomes for a diverse range of patient populations.
- Work respectfully and effectively with all patient populations and in a diverse range of work environments.

## Professionalism

- Advocate professionalism at all times as a representative of the sport rehabilitation profession.
- Demonstrate honesty and integrity at all times.
- Exhibit compassion and empathy with all patients.
- Demonstrate effective interpersonal communication skills.

## Course Content

The first stage of the course should introduce the level of study expected within Higher Educational, create uniformity across the student body and develop a foundation of knowledge. The second and third stages of the course should develop that knowledge students have gained. These stages should be designed to provide students with more appreciation of the practical skills and knowledge required and ultimately provide students with the guidance needed to become an autonomous practitioner and academic of the quality expected of a GSR.

- BASRaT does not allow the condonement of any module as part of an accredited programme.
- To maintain a standardised experience and knowledge of a GSR Accreditation of Prior Experiential Learning (APEL) is not permitted against any BASRaT course modules, unless from an alternative BASRaT accredited course programme.
- Students must maintain an attendance level above 80% in each module through the completion of their course to be eligible for graduate membership with BASRaT. Failure to maintain this attendance requirement must be indicated as part of the Programme Leaders annual submission to the BASRaT Registrar of safe and competent graduates.
- BASRaT also recommends that the staff:student ratio does not exceed 1:16 and requires that this ratio does not exceed 1:20 in any practical or seminar-based sessions.
- In order to minimise the risk to service users and to minimise the risk of not gaining informed consent before treatment, students must be able to evidence a suitable English language score (overall IELTS of 6.0, with no individual element lower than 5.5).
- To help ensure clarity and protect service users, course exit awards, other than the final award, must be named appropriately to indicate the limitations in scope of practice of students and should not include 'sport rehabilitation' within those interim award names.

Integrated clinical practice must be embedded throughout the programme. Institutions should consider the inclusion of graduate support and employability programmes, such as how to start a business or how to find a job. The content that would be expected includes:

- An introduction to the Health and Safety requirements of clinical practice in line with current legislation.

- A description of the need to complete risk assessments of activities in line with current legislation.
- An introduction of the process of referral to allied healthcare providers for treatments beyond the scope of practice set out within the BASRaT professional documents.
- An introduction to the process of clinical reasoning and its application to complex patient presentation.
- A description of the need for confidentiality, in line with current legislation and reference to the data protection act.

## Anatomy

This content is vitally important to forming the fundamental underpinning knowledge of a Graduate Sport Rehabilitator.

## Exercise Physiology

This content is important to allowing a Graduate Sport Rehabilitator to form links in human function between the other modules studied throughout the course and should have emphasis towards the impact of exercise upon the human body within sport rehabilitation practice.

## Sports Injuries / Musculoskeletal Assessment

This content is important to start developing the clinical skills and knowledge that is required of a Graduate Sport Rehabilitator. This will most likely link closely to the knowledge acquired as part of the Anatomy and Physiology modules.

## Sports Massage

This is important to start developing the clinical skills and knowledge which are required of a Graduate Sport Rehabilitator. This content will most likely link closely to the knowledge acquired as part of Anatomy, Physiology and Sports Injuries. In many cases this is now being run by institutions in line with industry awarding and professional bodies, such as VTCT and The SMA, to give students who complete the content recognised qualifications in this area and an ability to increase their employability. Where possible, institutions are encouraged to link with local charities and events to allow students to apply their knowledge practically on members of the public, while also providing the institution with good public relations opportunities.

## Academic Skills / Methods of Enquiry

This content is important to start developing the academic skills and knowledge that is required of any higher education student, as well as those expected of a Graduate Sport Rehabilitator.

## Evidence Based Practice

This content must form a part of the final stage of the programme. It is important to produce a piece of academic evidence of sufficient quality to warrant its dissemination to others, a process that should be promoted to all higher education students, as well as Graduate Sport Rehabilitators.

### Injury Treatment Modalities

The inclusion of this content is important within the programme as the use of treatment modalities forms a major part of the skills that can be utilised by Graduate Sport Rehabilitators.

Students must **complete** as part of their course a recognised advanced trauma care qualification that is endorsed by the Faculty of Pre-Hospital Care, Royal College of Surgeons of Edinburgh (details can be found [here](#)), the Royal College of Surgeons of Glasgow or a course of equivalent standing of recognition, such as those covered by the BAsem Cross Recognition of Emergency Care Courses in Sport agreement. For international accreditations this course should meet their local equivalent level of recognition and training.

### Principles of Exercise and Rehabilitation

The inclusion of this content is important within the programme as the use of exercise is one of the key elements of treatment used by Graduate Sport Rehabilitators.

### Sports Psychology

The inclusion of this information is important within the programme as it will encourage the students to take a more holistic approach to the treatment of patients. By understanding some of the basic principles and theories that underpin an allied profession, students should be in a better position to refer patients to others in suitable circumstances, something that should be encouraged in all Graduate Sport Rehabilitators.

### Sports Biomechanics

The inclusion of this content is important as it will encourage students critically evaluate patient kinematics and improve their ability to identify possible predisposing risks to injury occurrence. By understanding some of the basic principles and theories that underpin an allied profession, students should be in a better position to refer patients to others in suitable circumstances, something that should be encouraged in all Graduate Sport Rehabilitators.

### Exercise Prescription for Public Health and Wellbeing

The inclusion of this content is important to develop the knowledge and ability of Graduate Sport Rehabilitators to engage with public health and wellbeing. As specialists in the prescription and application

of exercise for the improvement of health, this makes GSR's the ideal professionals to meet this need.

## Clinical Placement Requirements

An important and requisite part of any accredited Sport Rehabilitation course is an element of clinical experience. The current BASRaT requirements for the clinical experience element of an educational programme equates to **a minimum of 400 total hours, the majority of which must be collated in environments external to the course teaching team.** This is a minimum and as such should be viewed as a level from which students should be encouraged to look to build upon to gain as much experience as possible.

The clinical placement requirements of a Sport Rehabilitation course allow for students to synthesise and integrate the application of the knowledge and skills that they have acquired as part of their university programme into actual patient care. It is important therefore that the placement time is conducted using members of the public and athletes from clubs outside of their university course peers. This is important to develop the students' ability to deal with patients who they are not familiar and who present with real signs and symptoms. An important element of the clinical placement is that the experiences of the students are regularly reflected upon individually to encourage their own critical approach to practice which should be instilled into all students, while also providing an opportunity for the students to be assessed by the institution in order to establish module grading.

All institutions currently running programmes or who are seeking to accredit their course must have evidence of established, stable links to a variety of placement providers who are deemed to be of suitably quality. **While on placement students must be suitably insured to allow them to complete the expected activities associated with that placement.** Most commonly this insurance is provided under the institutional policy. If this is not the case and is reliant upon cover under the insurance held by the placement supervisor, this must be clearly and explicitly disclosed by the institution to the supervisor in advance of taking a student under their supervision. This agreement should be evidenced through the completion of suitable placement documentation including signature of the supervisor. This will ensure that students are able to gain experience of practice under the direct guidance of qualified, knowledgeable and suitable placement supervisors. Examples of suitable professionals would include; Graduate Sport Rehabilitators, Physiotherapists, Doctors, Chiropractors, Graduate Sport Therapists, Osteopaths and other healthcare professionals with significant industrial experience. From these placements a maximum of 50 clinical hours can be achieved through the completion of observational placements due to the lack of direct student engagement with patients.

Placements should be conducted, within a variety of settings in which a Graduate Sport Rehabilitator may operate once their studies have been completed. Students would be required to, as a minimum, undertake placements within clinical and sports club environments with the supervisor student ratio at any one time recommended to be 1:1 but must not exceed 1:4, unless part of large event experience such as the London Marathon.



## Contact Details

The BASRaT Executive Committee would like to extend their help and support to institutions. Details can be found on the BASRaT website, [www.BASRaT.org](http://www.BASRaT.org) and please feel free to contact us.

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