

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Sports Rehabilitation				
Module Code	UISXTM-15-2	Level	2	Version	2.0
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL Module?	No
Owning Faculty	Hartpury	Field	Sport Science		
Department	Sport	Module Type	Standard		
Contributes towards	BSc (Hons) Sports Therapy BSc (Hons) Sports Therapy (SW)				
Pre-requisites	Introductory Skills for Sports Therapists (UISXTG-15-1)	Co-requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	07 March 2014	Valid From	01 September 2014		
Revision CVC Approval Date	08 June 2015 V2.0- 02 May 2018	Revised with effect from	01 September 2015 V2.0- 01 September 2018		

Review Date	01 September 2024
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1 Demonstrate knowledge and critical understanding of the well-established techniques for rehabilitating sports injuries in individuals and a group of individuals in a range of sports (A, B). 2 Synthesise information from several sources to design a rehabilitation programme (B). 3 Demonstrate advanced understanding of inactivity and immobilisation on the musculoskeletal, cardiovascular, nervous and respiratory systems (B). 4 Analyse contemporary research in the area of sports injury (B). 5 Demonstrate a comprehensive understanding of how to increase and maintain muscular strength and endurance, joint range of motion and proprioception (A). 6 Exhibit a comprehensive understanding of psychological aspects of rehabilitation such as motivation and adherence (B).
Syllabus Outline	<ol style="list-style-type: none"> 1 The effects of inactivity and immobilisation on the musculoskeletal, cardiovascular, nervous and respiratory systems. 2 Regaining and maintaining muscular strength and endurance, joint range of motion and proprioception. 3 Promoting muscle hypertrophy, dynamic power and speed. 4 Healing processes. 5 Designing appropriate rehabilitation programmes. 6 Exercise therapy in the early, intermediate, late and pre-discharge stages of recovery. 7 Psychological aspects of rehabilitation including motivation and adherence.

Contact Hours	<p>Indicative delivery modes:</p> <table border="0"> <tr> <td>Lectures, guided learning, seminars etc.</td> <td style="text-align: right;">33</td> </tr> <tr> <td>Self-directed study</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Independent learning</td> <td style="text-align: right;">114</td> </tr> <tr> <td>TOTAL HOURS</td> <td style="text-align: right;">150</td> </tr> </table>	Lectures, guided learning, seminars etc.	33	Self-directed study	3	Independent learning	114	TOTAL HOURS	150												
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Teaching and Learning Methods	<p>This module is delivered using large group learning sessions and opportunities for small group learning work. Additionally essential and recommended reading and exercises will be introduced to guide students through the core syllabus.</p> <p>Scheduled learning May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops.</p> <p>Independent learning May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc.</p> <p>Virtual learning environment (VLE) This specification is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.</p>																				
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <p>Key Information Set – Module Data</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Number of credits for this module</td> <td style="width: 20%; text-align: center;">15</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 15%;">Hours to be allocated</th> <th style="width: 25%;">Scheduled learning and teaching study hours</th> <th style="width: 25%;">Independent study hours</th> <th style="width: 15%;">Placement study hours</th> <th style="width: 20%;">Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <ol style="list-style-type: none"> 1 <i>Written Exam:</i> Unseen written exam, open book written exam, in-class test. 2 <i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project. 3 <i>Practical Exam:</i> Oral Assessment and/or presentation, practical skills assessment, practical exam. <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the assessment section of this module description:</p> <p>Total assessment of the module:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 70%;">Written exam assessment percentage</td> <td style="width: 30%; text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">40%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">60%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Number of credits for this module	15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150	Written exam assessment percentage	0%	Coursework assessment percentage	40%	Practical exam assessment percentage	60%		100%
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Reading Strategy	<p>Essential readings Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further readings Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from their academic literature.</p> <p>Access and skills Formal opportunities for students to develop their library and information skills are provided within the induction period and student skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.</p>
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms, including the module guide.</p> <ul style="list-style-type: none"> • Alter, M.J. (Current Edition). <i>Science of Flexibility</i>. Champaign: Human Kinetics. • Baechle, T.R. and Earle, R.W. (Current Edition). <i>Essentials of Strength Training and Conditioning</i>. Champaign: Human Kinetics. • Bandy, W. D. and Sanders, B. (Current Edition). <i>Therapeutic Exercise: Techniques for Intervention</i>. Baltimore: Lippincott, William and Williams. • Brukner, P. and Khan, K. (Current Edition). <i>Clinical Sports Medicine</i>. Boston: McGraw-Hill. • Buschbacher, R. M. and Braddom, R. L. (Current Edition). <i>Sports Medicine and Rehabilitation: a Sport-Specific Approach</i>. Baltimore: Lippincott, William and Williams. • Delavier, F. (Current Edition). <i>Strength Training Anatomy</i>. Leeds: Human Kinetics. • McGinnis, P.M. (Current Edition). <i>Biomechanics of Sport and Exercise</i>. Champaign: Human Kinetics. • Prentice, W. E. and Voight, M. I. (Current Edition). <i>Techniques in Musculoskeletal Rehabilitation</i>. Boston: McGraw-Hill. • Roitman, J.L. (Current Edition). <i>ACSMs Resource Manual for Guidelines for Exercise Testing and Prescription</i>. Baltimore: Williams and Wilkins. <p>Journals:</p> <ul style="list-style-type: none"> • British Journal of Sports Medicine. • Journal of Orthopaedic and Sports Physical Therapy. • Journal of Sport Rehabilitation. • Journal of Sports Medicine and Physical Fitness. • Medicine in Science, Exercise and Sport. • Physical Therapy in Sport. <p>Websites and databases:</p> <ul style="list-style-type: none"> • The Society of Sports Therapists www.society-of-sports-therapists.org. • UK Sport www.uk sport.gov.uk.

Part 3: Assessment

Assessment Strategy	<p>Assessment of knowledge and understanding is through a variety of formative and summative means in relation to professional body requirements and industry expectations. Students are assessed both on their practical skills and their underpinning knowledge. The practical examination is focused on the specific skills required for Sports Therapy accreditation such as therapeutic exercise prescription for rehabilitation and reconditioning of sports injuries. The practical examination will be scenario based involving stooge patients, under supervision of the marking team. The written assignment will assess students' understanding of sports rehabilitation and relevant research in the area with more of a focus on periodised planning of rehabilitation and reconditioning strategies with reference to psychological aspects of rehabilitation.</p> <p>Formative feedback and guidance can be gained in the module delivery, on the VLE, in tutorials and in revision sessions. Summative feedback can be gained on assignment scripts, on examination scripts and on the VLE.</p> <p>In line with the College's commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to the VLE.</p> <p>Students are required to gain a minimum of 40% in each component and element. In addition, no compensation or condonement may be applied to these modules.</p>		
Identify final assessment component and element	Practical examination.		
% weighting between components A and B (Standard modules only)	A:	B:	
	60%	40%	
First Sit			
Component A (controlled conditions)		Element weighting	
Description of each element			
1	Practical examination (30 minutes)	100%	
Component B		Element weighting	
Description of each element			
1	Written assignment (2,000 words)	100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions)		Element weighting	
Description of each element			
1	Practical examination (30 minutes)	100%	
Component B		Element weighting	
Description of each element			
1	Written assignment (2,000 words)	100%	
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>			