

**CDA4 Programme Design Template
Module specification (with KIS) 2014-15**



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Vertebral Mobilisation				
Module Code	UISV4F-15-2	Level	2	Version	1.1
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	Peripheral Mobilisation (UISXTL-15-2)	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
First CAP Approval Date	12 January 2015	Valid from	01 September 2015		
Revision CAP Date	08 June 2015	Revision with effect from	01 September 2015		
Review Date	01 September 2021				

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 a comprehensive understanding of vertebral column function and dysfunction. (B) 2 Demonstrate advanced understanding of the role of manual therapy in the restoration of normal function of the vertebral column. (A, B) 3 Apply appropriate therapeutic techniques for the treatment of vertebral column dysfunction. (A) 4 Display clinical problem solving skills to ensure safe, effective and appropriate assessment and implementation of vertebral column manual therapy techniques. (A) 5 Evaluate a range of approaches to vertebral column manual therapy and devise innovative treatment approaches. (B)
Syllabus Outline	<ol style="list-style-type: none"> 1 Vertebral column function and dysfunction; 2 Advanced relevant functional anatomy; 3 Indications and contraindications to vertebral column manual therapy; 4 Clinical assessment of vertebral column function; 5 Application of manual therapy techniques to the vertebral column;

	6 Analysing various approaches to vertebral column manual function																																			
Contact Hours	<p>Indicative delivery modes:</p> <ul style="list-style-type: none"> • Lectures, guided learning, seminars etc. 33 • Self directed learning 3 • Independent learning 114 <p>TOTAL 150</p>																																			
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</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> <table border="1" data-bbox="493 987 1402 1373"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="border: 2px solid black;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <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> <table border="1" data-bbox="604 1776 1295 2011"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>0%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>100%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Key Information Set - Module data					<i>Number of credits for this module</i>									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	0%	Practical exam assessment percentage	100%		100%
Key Information Set - Module data																																				
<i>Number of credits for this module</i>																																				
				15																																
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																																
150	36	114	0	150																																
Total assessment of the module:																																				
Written exam assessment percentage	0%																																			
Coursework assessment percentage	0%																																			
Practical exam assessment percentage	100%																																			
	100%																																			

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> <p>Books:</p> <ul style="list-style-type: none"> • Hengeveld, E., and Banks, K., (Current Edition) <i>Maitland's Peripheral Manipulation</i>. Edinburgh: Churchill Livingstone. • Hengeveld, E., and Banks, K., (Current Edition) <i>Maitland's Vertebral Manipulation: Management of Neuromusculoskeletal Disorders</i>. Edinburgh: Churchill Livingstone. • Makofsky, H. W., (Current Edition). <i>Spinal Manual Therapy: An Introduction to Soft Tissue Mobilization, Spinal Manipulation, Therapeutic, and Home Exercises</i>. New Jersey, USA: Slack Incorporated. • Mulligan, B. R., (Current Edition) <i>Manual Therapy: NAGS, SNAGS and MWMs etc</i>. US: Orthopedic Physical Therapy Products (OPTP). • Shacklock, M., (Current Edition). <i>Clinical Neurodynamics</i>. Oxford: Butterworth-Heinemann. • Vicenzino, B., Hing, W., Rivett, D. & Hall, T., (Current Edition). <i>Mobilisation with Movement: The art and science</i>. Sydney, Australia: Elsevier Publishing. <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.ukssport.gov.uk

Part 3: Assessment	
Assessment Strategy	Assessment of knowledge and understanding is through a variety of formative and summative means in accordance with professional body requirements and industry expectations. Students are assessed both on their

	<p>practical skills and their underpinning knowledge. The practical skills logbook is focused on the specific skills required for Sports Therapy accreditation such as clinical assessment of the trunk and manual therapy techniques for the treatment of vertebral column dysfunction. The logbook will be assessed on an interium basis throughout the module. Students' underpinning knowledge of the trunk and related pathophysiology will be assessed through the delivery of a presentation. The oral presentation will assess students' understanding of vertebral column function and dysfunction and the role of manual therapy in restoring normal function.</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 presentation feedback, on examination feedback 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.</p>
--	---

Identify final assessment component and element	Oral presentation.	
% weighting between components A and B (Standard modules only)	A:	B:
	30%	70%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Oral presentation (15 minutes)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Practical skills logbook (2000 words equivalent)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Oral presentation (15 minutes)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Individual practical assessment (30 minutes)	100%	
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.		