

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



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Sports Injury Assessment				
Module Code	UISV4D-15-3	Level	3	Version	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) Equestrian Sports Science BSc (Hons) Sport Performance BSc (Hons) Sports Studies				
Pre-requisites	Introduction to Functional Anatomy and Sports Biomechanics (UISXL8-30-1) OR Fundamentals of Sports Performance (UISXL6-15-1)	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	01 September 2015	Valid to	01 September 2021		

CAP Approval Date	12 January 2015
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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"> Critically evaluate the aetiological classification of sports injuries. (A) Provide a detailed appraisal of the common sports injuries and demonstrate an appreciation of areas of uncertainty and the limits of knowledge. (A) Demonstrate a systematic understanding of the physiological responses to injury of soft tissue and bone and differentiate between them based on acquisition of detailed knowledge informed by the forefront of the discipline. (A) Construct a regional clinical assessment for diagnosis by applying established techniques within the discipline. (A)
Syllabus Outline	<ul style="list-style-type: none"> Physiological response to injury and recovery in relation to the healing process Common sports injuries of the upper and lower limbs

	<ul style="list-style-type: none"> • Classification of sports injuries • Assessment of sports injuries 																														
Contact Hours	<p>Indicative delivery modes:</p> <table> <tr> <td>• Lectures, guided learning, seminars etc.</td> <td>33</td> </tr> <tr> <td>• Self directed learning</td> <td>3</td> </tr> <tr> <td>• Independent learning</td> <td>114</td> </tr> <tr> <td>TOTAL</td> <td>150</td> </tr> </table>	• Lectures, guided learning, seminars etc.	33	• Self directed learning	3	• Independent learning	114	TOTAL	150																						
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Teaching and Learning Methods	<p>This module is delivered using large group learning sessions and opportunities for small group work. Additionally essential and recommended reading and exercises will be introduced to guide the students through the core syllabus.</p> <p>Scheduled learning includes lectures, seminars, tutorials, practical classes and workshops.</p> <p>Independent learning includes hours engaged with essential reading, 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> <table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td>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"> <tr> <td colspan="2">Total assessment of the module:</td> </tr> <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> </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%
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<p>Reading Strategy</p>	<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>
<p>Indicative Reading List</p>	<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> <p>Anderson, M.S., Hall, S. J. and Martin, M. (Current Edition) <i>Foundations of Athletics Training: Prevention, Assessment and Management</i>. Philadelphia, USA: Lippincott Williams and Williams.</p> <p>Bruckner, P. and Khan, K. (Current Edition) <i>Bruckner and Khan's Clinical Sports Medicine</i>. North Ryde: McGraw Hill Education.</p> <p>Franklyn, A., Falvey, E., McCorry, P. and Bruckner, P. (Current Edition) <i>Clinical Sports Anatomy</i>. North Ryde: McGraw Hill Education.</p> <p>Petty, N. (Current Edition) <i>Neuromusculoskeletal Examination and Assessment</i>. Oxford: Churchill Livingstone Elsevier</p> <p>Schultz, S. J., Houglum, P.A. and Perrin, D. H. (Current Edition) <i>Examination of Musculoskeletal Injuries</i>. Champaign: Human Kinetics</p> <p>Journals</p> <p>British Journal of Sports Medicine</p> <p>Clinical Journal of Sports Medicine</p> <p>Physical Therapy in Sport</p> <p>Journal of Orthopaedic and Sports Therapy</p> <p>Sport and Exercise Injury</p> <p>Websites</p> <p>Sport Ex www.sportex.net</p>

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 subjective skills, and also examination and assessment of regional sports injuries. The oral presentation will assess underpinning knowledge such as the pathophysiology of soft tissue injuries and the healing process to various tissues of the body.</p> <p>Formative feedback and guidance can be gained in the module delivery, on the VLE, in tutorials and in the revision sessions. Summative feedback can be gained on presentation 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>
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Identify final assessment component and element	Oral Presentation with practical component	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	0%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Oral Presentation with a practical component (30 minutes)	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. Oral Presentation with a practical component (30 minutes)	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>		