



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data						
Module Title	Sports Conditioning and Return-to-Play					
Module Code	UISV4C-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) Sports Conditioning and Injury Management BSc (Hons) Sports Conditioning and Injury Management (SW) BSc (Hons) Sports Therapy BSc (Hons) Sports Therapy (SW)					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	01 September 2015		Valid to	01 September 2021		

<b>CAP Approval Date</b>	12 January 2015
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Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: <ol style="list-style-type: none"> <li>1. Critically analyse the inter-disciplinary approach to the return-to-play phase of rehabilitation. (B)</li> <li>2. Demonstrate advanced clinical reasoning in planning effective return-to-play interventions and the assessment thereof. (A)</li> <li>3. Critically appraise the psychological factors that impact the rehabilitation of an injured sports person. (B)</li> </ol>
Syllabus Outline	<ul style="list-style-type: none"> <li>• The inter-disciplinary role of the doctor, sports therapist/sport physiotherapist, strength and conditioning coach, sports psychologist and other related applied sports scientists</li> <li>• Return-to-play models</li> <li>• Return-to-play considerations including (but not limited to) tissue specific, load progressive and functional factors</li> <li>• Return-to-play protocols for different sport specific scenarios</li> <li>• Entry and exit criteria for the final stage of rehabilitation</li> <li>• Psychological considerations of injury and rehabilitation</li> </ul>

Contact Hours	<p>Indicative delivery modes:</p> <ul style="list-style-type: none"> <li>• Lectures, guided learning, seminars etc. 33</li> <li>• Self directed learning 3</li> <li>• Independent learning 114</li> </ul> <p>TOTAL 150</p>																				
Teaching and Learning Methods	<p>Contact time of 36 hours will be divided through a combination of lectures, practical and seminars and sessions. It is expected that students will spend a minimum of 114 hours on independent learning as this is an essential component of modules at undergraduate level. Students will not be able to complete the module successfully without undertaking the required amount of independent learning. This independent learning will include a combination of lone study and individual, pair and group work. Blackboard, email and phone calls will be used to keep in touch with students between scheduled sessions.</p> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p><b>Independent learning</b> 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><b>Placement learning:</b> may include a practice placement, other placement, year abroad.</p> <p><b>Virtual learning environment (VLE):</b> 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="459 1256 1369 1648"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td colspan="4"><i>Number of credits for this module</i></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> </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> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> 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>	<b>Key Information Set - Module data</b>					<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
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Reading Strategy	<p><b>Essential readings</b> 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><b>Further readings</b> 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><b>Access and skills</b> 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>Khan, K. and Brukner, P. (Current Edition) <i>Clinical Sports Medicine</i>. Sydney, Australia: McGraw-Hill.</p> <p>Joyce, D. and Lewindon, D. eds. (Current Edition) <i>High-Performance Training for Sports</i>. Champaign, USA: Human Kinetics.</p> <p>Journals</p> <p>Strength and Conditioning Journal</p> <p>The Journal of Strength and Conditioning Research</p> <p>Journal of Sports Rehabilitation</p> <p>Journal of Athletic Trainers</p> <p>Journal of Athletic Therapy Today</p> <p>Website</p> <p>Sport Ex <a href="http://www.sportex.net">www.sportex.net</a></p> <p>NSCA National Strength and Conditioning Association <a href="http://www.nasca.com">www.nasca.com</a></p> <p>EBSCO host <a href="http://www.ebscohost.com/academic/sportdiscus">www.ebscohost.com/academic/sportdiscus</a></p>																				

### Part 3: Assessment

Assessment Strategy	<p>The module is assessed via a practical examination and a written assignment. The examination allows the students the opportunity to demonstrate that they have gained the required, applied skills from the module. Component B's assessment offers the student an opportunity to articulate their applied understanding of particular concepts through a written assignment.</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, at the end of oral presentations and on Blackboard.</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><b>Students studying the BSc (Hons) Sports Therapy are required to gain a minimum of 40% in each component and element. In addition, no compensation or condonement may be applied.</b></p>
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Identify final assessment component and element	Practical Examination	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50%</b>	<b>50%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Practical Examination (20 minutes)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Poster (A2 size)	100%	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Practical Examination (20 minutes)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Poster (A2 size)	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>		