

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Professional Practice in Sports Therapy				
Module Code	UISV5J-30-3	Level	3	Version	1.1
UWE Credit Rating	30	ECTS Credit Rating	15	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	The student must qualify for the SST provided insurance.	Co-requisites	None		
Excluded Combinations	None	Module entry requirements	None		
Last Major Approval Date	08 June 2015	Valid from	01 September 2015		
Amendment Approval Date	V1.1- 31 July 2017	Revised with effect from	V1.1- 01 September 2017		

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 Reflect critically on a placement experience in an applied Sports Therapy setting within the context of continual professional development (B); 2 Demonstrate the ability to communicate clearly and professionally in a variety of formats (A, B); 3 Take responsibility for own learning with minimal support including the development of appropriate study and employment skills in Sports Therapy (A, B); 4 Develop a career action plan based on perceived needs and career ambitions (A).
Syllabus Outline	<ol style="list-style-type: none"> 1 Seeking appropriate work based learning opportunities. 2 Planning appropriate work based learning opportunities. 3 Professional practice in a Sports Therapy setting. 4 Critical reflection. 5 Career planning. <p>The student with support of a tutor must contact employers to gain a work placement, and must obtain written agreement from the employer to confirm the offer of a specified period of work placement.</p> <p>Prior placement approval must have been granted by the College, and all attendant paperwork must have been completed and signed off by both the placement provider and the module's placement tutor, BEFORE starting the work placement.</p> <ol style="list-style-type: none"> 1 How to find a suitable work placement. 2 How to apply for a work placement. 3 Identifying own skills relevant to placement.

	Consideration of future careers.																		
Teaching and Learning Methods	<p>Scheduled learning May include lectures, seminars, tutorials, project supervision, demonstration and work based learning.</p> <p>Independent learning May include 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>Placement learning Work-based learning equating to a minimum of 200 hours of pre-approved and verified work experience is a compulsory part of this module.</p> <p>To support the compulsory period of work placement the work placement tutor will:</p> <ul style="list-style-type: none"> • Mentor the student through the whole process from selecting placement options, application and interview, through to the end of the placement exit interview with the placement provider. • Help the student construct a personal development plan/work objectives in conjunction with the placement provider. • Monitor progress throughout the placement with the student and placement provider. <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 colspan="4">Number of credits for this module</td> <td style="text-align: center;">30</td> </tr> <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: 25%;">Placement study hours</th> <th style="width: 10%;">Allocated Hours</th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">12</td> <td style="text-align: center;">88</td> <td style="text-align: center;">200</td> <td style="text-align: center;">300</td> </tr> </table>				Number of credits for this module				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	12	88	200	300
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	<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="margin-left: auto; margin-right: auto;"> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">75%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">25%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Written exam assessment percentage	0%	Coursework assessment percentage	75%	Practical exam assessment percentage	25%		100%
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	100%								
Reading Strategy	<p>Core readings</p> <p>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</p> <p>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 the academic literature.</p> <p>Access and skills</p> <p>Formal opportunities for students to develop their library and information skills are provided within the induction period and study 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.</p> <ul style="list-style-type: none"> • Gibbs, G. (Current Edition) <i>Learning by doing</i>. Oxford: Further Education Unit. • Fanthome C. (Current Edition) <i>Work Placements: A Survival Guide for Students</i>. Basingstoke: Palgrave MacMillan. • Moon, J.A. (Current Edition) <i>Reflection in learning and professional development: theory and practice</i>. London: Kogan Page. • Rolfe, G. Freshwater, D. Jasper, M. (Current Edition) <i>Critical Reflection for Nursing and the Helping Professions: a User's Guide</i>. Basingstoke: Palgrave MacMillan. • Walker, D. (Current Edition). <i>Reflection: Turning Experience into Learning</i>. London: Kogan Page. <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 								

	<ul style="list-style-type: none"> 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
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Part 3: Assessment

Assessment Strategy	<p>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 on their ability to reflect on their experiences in a relevant vocational setting, their ability to identify their continuing professional development needs and how these needs can form the basis of a career plan. The portfolio will assess how well students are able to reflect critically on their work placement experience. Students will gain developmental and supportive supervision from an agreed placement provider and clinical educator during the agreed placement period. This learning journey will be reflected in the placement portfolio through reflection of clinical experiences. The oral presentation will demonstrate students' verbally communicative abilities to identify their strengths and weaknesses, reflect on the holistic experience with a view to constructing a personal professional development plan.</p> <p>Formative feedback and guidance will be gained as part of the module delivery, on the VLE, in tutorials and in revision sessions and from the approved placement provider.</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>
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Identify final assessment component and element	Oral presentation.
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% weighting between components A and B (Standard modules only)	A:	B:
	25%	75%

First Sit

Component A (controlled conditions) Description of each element	Element weighting
1 Oral presentation (15 minutes)	100%

Component B Description of each element	Element weighting
1 Portfolio including evidence of completion of 200 hours in a Hartpury pre-approved and verified placement (2,500 words)	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting
1 Oral presentation (15 minutes)	100%

Component B Description of each element	Element weighting
1 Portfolio including evidence of completion of 200 hours in a Hartpury pre-approved and verified placement (2,500 words)	100%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.