



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Sports Injury: Aetiology and Pathology				
Module Code	UZYS1A-15-1	Level	1	Version	2
Owning Faculty	Health and Applied Sciences	Field	Allied Health Professions		
Contributes towards	BSc(Hons) Sport Rehabilitation				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2015 January 2017 (v2)		Valid to	September 2021	

<b>CAP Approval Date</b>	30 April 2015 1 February 2017 (v2)
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how the mechanism of injury results in the pathology of specific musculoskeletal tissue and describe how the clinical patterns are used to identify sport injuries to specific anatomical regions (component A).</li> <li>• Discuss the considerations of age and gender on the aetiology and pathology of musculoskeletal injury and the influence that aetiological factors has on the clinical reasoning process (Component A).</li> <li>• Demonstrate effective communication skills (Component A)</li> <li>• Demonstrate problem-solving skills (Component A)</li> <li>• Demonstrate competent and safe basic life support and pitch side first aid.</li> </ul>
Syllabus Outline	<p><b>Sport Injury Epidemiology</b></p> <p>Sport injury surveillance research and sport injury prevention.</p> <p><b>The aetiology of sports injuries:</b> intrinsic, extrinsic and task related factors</p> <p><b>Sports injuries in relation to regional anatomy:</b> hip, knee, ankle and foot, shoulder, elbow, wrist and hand</p> <p><b>Sports injuries in relation to age and gender:</b> sports injuries to the child and adolescent athlete sports injuries to the ageing athlete</p>

	<p>sporting injuries in the female athlete</p> <p><b>Basic first aid</b></p> <p><b>Touchline first aid</b></p>																																			
Contact Hours	Up to 24 contact hours to include 1 hour of lectures and 1 hours of practical/ seminars over two semesters.																																			
Teaching and Learning Methods	<p><b>Scheduled learning</b> includes lectures, practical skills, seminars sessions.</p> <ul style="list-style-type: none"> <li>Lectures provide an introduction and summary of the topic area. Practical sessions allow the students to develop observational and assessment skills in a clinical and functional movement context. Seminars/group work include discussion and use of information provided to support learning.</li> <li>Additionally, students are expected to engage in self study using the resources available on blackboard. A major part of their study time is taken up by preparation for teaching sessions and for the placement experience</li> </ul> <p><b>Independent learning</b> includes hours engaged with essential reading, coursework preparation linking with the management approach selected for review. Use of practical experience gleaned whilst on placements will also be required to support discussion during the module.</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"><b>Key Information Set - Module data</b></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; text-align: center;">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 style="text-align: center;">150</td> <td style="text-align: center;">24</td> <td style="text-align: center;">126</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <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> <p>The table below indicates as a percentage the total assessment of the module -</p> <table border="1"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">100%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	<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	24	126	0	150	Total assessment of the module:		Written exam assessment percentage		Coursework assessment percentage		Practical exam assessment percentage	100%		100%
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<p>Reading Strategy</p>	<p><b>Indicative reading list</b></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. <i>Current</i> advice on additional reading will be available via the module guide or Blackboard pages.</p> <p><b>Core reading</b></p> <p>Any core reading will be indicated clearly, along with the method for accessing it, eg students may be expected to purchase a set text, be given a 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 reading</b></p> <p>Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module guide and revised annually.</p> <p><b>Access and skills</b></p> <p>Formal opportunities for students to develop their library and information skills are provided within the induction period. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign-up workshops are also offered by the Library.</p> <p><b>Blackboard</b></p> <p>This module is supported by Blackboard where students will be able to find all necessary module information. Direct links to information sources will also be provided from within Blackboard</p>
<p>Indicative Reading List</p>	<p>Bahr, R. and Krosshaug, T. (2005) Understanding injury mechanisms: a key component of preventing injuries in sport. <i>British Journal of Sports Medicine</i>. 39(6) pp. 324-329.</p> <p>Brukner, P. and Khan, K. (2012) <i>Clinical Sports Medicine</i> 3<sup>rd</sup> Ed. London: McGraw-hill</p> <p>Phillips, L.H. (2000) Sports injury incidence. <i>British Journal of Sports Medicine</i>. 34(2) pp. 133-136.</p> <p>Verhagen, E. and van Mechelen, W. (2010) Sports injury Research. Oxford University Press</p> <p>British Journal of Sports Medicine Podcasts <a href="http://bjsm.bmj.com/site/podcasts/">http://bjsm.bmj.com/site/podcasts/</a></p> <p>UWE Skills4study (Presentation skills, academic reading and writing)</p>

**Part 3: Assessment**

<p>Assessment Strategy</p>	<p><b>Component A:</b></p> <p>The 20 minute oral presentation will assess the clinical patterns of a musculoskeletal injury and requires the students to systematically analyse the condition. This method of assessment will build on formative group presentations where individual feedback will be provided. Study skills will also</p>
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	be available with a particular focus on literature searching and presentation skills in the first year.	
Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100</b>	
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1. Oral presentation – 20 minutes maximum	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>	
1. Oral presentation - 20 minutes maximum	100	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		

**FOR OFFICE USE ONLY**

First CAP Approval Date	30 April 2015			
Revision CAP Approval Date	1 February 2017	Version	2	<a href="#">Link to RIA12087</a>