



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Professional Practice				
Module Code	UZYS13-15-2	Level	2	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	HAS	Field	AHP		
Department	AHP	Module Type	Professional Practice		
Contributes towards	BSc (Hons) Sport Rehabilitation				
Pre-requisites	UZYS14-30-2 Injury assessment and management 1, UZYSXV-30-1 Applied Anatomy for Physiotherapy and Sport Rehabilitation	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	2015	Valid to	2021		

<b>CAP Approval Date</b>	30 April 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"> <li>1. Demonstrate knowledge and understanding of relevant anatomy, biomechanics, physiology, pathology and psychosocial/cultural factors impacting upon sporting populations. (Component A and B)</li> <li>2. Achieve an acceptable standard for all practice skills including competent assessment procedures with reference to a range of sports related injury and musculo- skeletal dysfunction (Component A and B)</li> <li>3. Deliver safe, effective and appropriate treatment techniques in the management of musculo-skeletal and sports related cases (Component A and B)</li> <li>4. Demonstrate effective communication skills both verbal and written and develop successful working relationships with players/ patients and members of the sports medicine team (Component A)</li> <li>5. Comply with all policies and practise within the legal and ethical boundaries of the profession .Ensure professional behaviour is within the limits of own practice and seek advice or refer to other professionals where appropriate. ( Component A)</li> <li>6. Maintain standards of personal and professional conduct (BASRaT) practise in a non-discriminatory manner showing awareness of the impact of culture, equality and diversity on practice. ( Component A)</li> </ol>
Syllabus Outline	<ul style="list-style-type: none"> <li>• Preparation for placement e.g manual handling, infection control,</li> </ul>

	<p>communication skills</p> <ul style="list-style-type: none"> <li>E- Portfolio development – working towards BASRaT membership and employability</li> </ul> <p>Placements are flexible on dates to allow for a long, thin placement experience (2-3 days per week if required).</p>																				
Contact Hours	Up to 20 hours of scheduled contact teaching and 150 hours of placement with additional independent study to support practice learning.																				
Teaching and Learning Methods	<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>																				
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="459 999 1370 1391"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</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>20</td> <td>50</td> <td>150</td> <td>220</td> </tr> </tbody> </table> <p>Please note that the placement hours may vary due to Bank Holidays.</p> <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>	Key Information Set - Module data					Number of credits for this module				15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	20	50	150	220
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		Total assessment of the module:			
		Practice Assessment			50%
		Coursework			50%
					100%

Reading Strategy	<p>Core reading:  Petty, N. J. (2011) <i>Neuromusculoskeletal Examination and Assessment: A Handbook for therapists</i> 4<sup>th</sup> Ed. London: Churchill Livingstone  It is also essential that students read one of the many texts available in the library on functional anatomy.  For example:  Cael, C. (2010) <i>Functional Anatomy: musculoskeletal anatomy, kinesiology and palpation for manual therapists</i>. Oxford: Wolters Kluwer/ Lippincott Williams and Wilkins</p> <p>Further reading:  All students are encouraged to be able to read widely using the library search, a variety of bibliographic and full text databases and internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available will be given in the module handbook and updated. Assignment reference lists are expected to reflect the range of reading carried out.</p> <p>Access and skills  Students are expected to be able to identify and retrieve appropriate reading. Support is available via the library web pages, including interactive tutorials, on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the library.</p>
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Indicative Reading List	<p>The following list is offered to provide validation panels/ accrediting bodies with the type and level on information students maybe expected to consult. As such its currency may wane during the lifetime of the module specification. However as indicted above current advice on readings will be available via other more frequently updated mechanisms:</p> <p>Bruckner, P. and Khan, K. ( 2012) <i>Clinical Sports Medicine</i> 4<sup>th</sup> Ed. London: McGraw-Hill Medical.</p> <p>Butler, D. S. and Moseley, G. L. (2013) <i>Explain Pain</i> 2<sup>nd</sup> Ed. London: Noigroup</p> <p>Comerford, M. and Mottram, S. (2012) <i>Kinetic Control: the management of uncontrolled movement</i>. Edinburgh: Churchill Livingstone.</p> <p>Hengeveld, E., Banks, K. and Maitland, G. D. (2005) <i>Maitland's Vertebral Manipulation</i>. 7<sup>th</sup> Ed. London: Elsevier Butterworth Heinemann.</p> <p>Higgs, J., Jones, M., Loftus, S. and Christensen, N. ( 2008) <i>Clinical Reasoning in the Health Professions</i>. 3<sup>rd</sup> Ed. [Online] London: Butterworth Heinemann. [Accessed 21 November 2014].</p> <p>Hudson, Z. (2011) <i>Managing the Injured athlete: assessment, rehabilitation and return to play</i>. [Online] London: Churchill Livingstone. [Accessed 21 November 2014].</p> <p>Sahrmann, S. (2002) <i>Diagnosis and treatment of Movement Impairment Syndromes</i>. Oxford: Mosby.</p> <p>Vicenzino, B., Hing, W., Rivett, D. and Hall, T. (2011) <i>Mobilisation with Movement: The art and the science</i>. London: Churchill Livingstone. Elsevier  Professional codes of conduct are available via the BASRaT website:www.basrat.org</p>
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Part 3: Assessment	
Assessment Strategy	The reflective case report will provide evidence of clinical reasoning and

	<p>integration of theoretical principles and use of research evidence. Placement experiences will be evidenced within the e –portfolio using the continuous practice assessment.</p> <p>The Assessment:</p> <p>Component A: Continuous Practice Assessment- Pass /Fail. CPA form will form part of the e-portfolio and completed by the practice educators on the placement experience.</p> <p>Component B: Reflective case report Maximum word count of 2000 words required to demonstrate integration of reflective writing with evaluation of relevant and appropriate literature. The reflective case report based on a player / patient from the placement experience. One aspect of management to be reviewed (for example a Manual therapy, Exercise approach or an Electro -thermal modality). Clear demonstration of problem solving and clinical reasoning along with engagement with the research evidence will be assessed.</p>
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Identify final assessment component and element	<b>Component B</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b> P/F	<b>B:</b> 100
<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. Continuous Practice Assessment	Pass /Fail	
<b>Component B</b> <b>Description of each element</b>		
1. Reflective case report – 2000 words 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. Continuous Practice Assessment	Pass /Fail
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>
1. Reflective case report – 2000 words 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.	