




**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Evidence Based Sport Rehabilitation				
Module Code	UZYS1D-15-2		Level	2	Version1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	HAS		Field	Allied Health Professiona	
Department	AHP		Module Type	Project	
Contributes towards	BSc (Hons) Sport Rehabilitation				
Pre-requisites	UZYS86-20-1 Sports Injury: Aetiology and Pathology		Co- requisites	None	
Excluded Combinations	none		Module Entry requirements	N/A	
Valid From	Sept 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> <p>Demonstrate a critical awareness of the different types of evidence and how evidence may inform their clinical reasoning and sports therapy practice. (Component A )</p> <p>Analyse the value of different types of evidence and demonstrate an understanding for the theoretical basis for using evidence in the clinical reasoning process.(Component A)</p> <p>Develop skills to critically appraise and relate evidence to sports therapy practice. (Component A )</p> <p>Demonstrate an ability to work in a group in relation to evidence based problem solving tasks. (Component A)</p>
Syllabus Outline	<p><b>Evidence</b></p> <p>The meaning of evidence</p> <p>Different types of evidence</p> <p>Exploring the hierarchy of evidence</p> <p>Evaluating the quality of evidence</p>

	<p><b>Evidence and clinical practice</b></p> <p>Developing the research question Integrating evidence into clinical practice The role of evidence in justifying practice The boundaries of evidence based practice Critical appraisal Clinical reasoning without 'evidence'.</p> <p><b>Group work</b> Working and presenting in groups</p>																																										
Contact Hours	<p>Overall up to 28 hours of contact hours.</p> <p>Semester one and two: Weekly 2 hours of lectures/seminars over 14 weeks</p>																																										
Teaching and Learning Methods	<p>A wide selection of teaching and learning approaches will be used.</p> <ul style="list-style-type: none"><li>• Each seminar is started with a lecture format presentation to provide an introduction and summary of the topic area. The seminar group will include discussion between group members and use of information provided to support learning.</li><li>• Early in the module students are given a practical library session on implementing a search strategy of available evidence based on a research question related to sports therapy.</li><li>• Additionally, students are expected to engage in self-study/ independent learning using the resources available on blackboard. A major part of their study time is taken up by preparation for teaching sessions and assessment.</li><li>• The teaching and learning is guided by the learning outcomes and related to the assessment right from the first teaching session.</li></ul> <p><b>Scheduled learning</b> includes lectures/seminars, drop in sessions and poster presentation demonstration.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, poster presentation and coursework preparation and completion. These sessions constitute an average time per level as indicated in the table below.</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><tr><th colspan="4">Key Information Set - Module data</th><td></td><td></td></tr><tr><td colspan="4"></td><td></td><td></td></tr><tr><td colspan="4">Number of credits for this module</td><td>15</td><td></td></tr><tr><td colspan="4"></td><td></td><td></td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Allocated Hours</td><td></td><td></td></tr><tr><td>150</td><td>28</td><td>122</td><td>150</td><td></td><td></td></tr><tr><td colspan="4"></td><td></td><td></td></tr></table> <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	Allocated Hours			150	28	122	150								
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	<p>The table below indicates as a percentage the total assessment of the module which constitutes a –</p> <p><b>Coursework:</b> Essay (3000 words)</p> <table><tr><td>Total assessment of the module:</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Coursework assessment percentage</td><td></td><td></td><td></td><td>100%</td></tr><tr><td></td><td></td><td></td><td></td><td>100%</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	Total assessment of the module:										Coursework assessment percentage				100%					100%										
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Reading Strategy	<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>All students are encouraged 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 through the Library will be given in the module handbook and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.</p> <p><b>Access and skills</b></p> <p>Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. Additional support is available through 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>																														
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. <i>Current</i> advice on additional reading will be available via the module handbook or Blackboard pages.</p> <p>Herbert, R., Jamtvedt, G., Kagen, K.B. and Mead, J. (2011) <i>Practical Evidence-Based Physiotherapy</i>. 2nd Ed. [online] . Oxford: Churchill Livingstone. [Accessed 19 November 2014]</p> <p>MacAuley, D. and Best, T. (2007) <i>Evidence-based Sports Medicine</i>. [online] London: Blackwell Publishing. [Accessed 19 November 2014].</p>																														

Part 3: Assessment	
Assessment Strategy	Strategy: Integration of evidence based research theory related to sports rehabilitation

	clinical practice is an essential part of this module. The assessment component will develop level 1 descriptive use of the research evidence and increase intellectual skills of analysis, synthesis and critical appraisal. The written coursework essay will effectively assess to what extent students meet the learning outcomes of this module which together with the writing and critical appraisal aspect, will link in with the level 3 research thread.
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
<b>First Sit</b>		
Component A (controlled conditions) Description of each element	Element weighting	
1. Coursework essay (3000 words)	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting
1. Coursework essay (3000 words)	100%
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.	