



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Introduction to Functional Anatomy and Sports Biomechanics				
Module Code	UISXL8-30-1	Level	1	Version	2.1
Owning Faculty	Hartpury	Field	Sport		
Contributes towards	BSc (Hons) Equestrian Sports Science BSc (Hons) Sport and Exercise Nutrition BSc (Hons) Sport and Exercise Nutrition (SW) BSc (Hons) Sports Conditioning and Injury Management BSc (Hons) Sports Conditioning and Injury Management (SW) BSc (Hons) Sports Therapy BSc (Hons) Sports Therapy (SW)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2015		Valid to	01 September 2020	

CAP Approval Date	03 February 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"> 1 Demonstrate an understanding of the structure of joints and related function of skeletal muscle, tendon, ligaments, aponeurosis and fascia (A, B). 2 Describe normal movement (A, B). 3 Describe and identify components of normal posture (A, B). 4 Define and explain the mechanical principles underlying normal movement (A, B). 5 Construct and discuss a report on human movement derived from observation and measurement (A). 6 Identify and palpate the main features of the human skeleton, muscle position, anatomical spaces and outline of nerve pathways (B).
Syllabus Outline	<ol style="list-style-type: none"> 1 Biomechanics: Linear and angular kinematics; speed, time, distance, scalars and vectors, linear and angular motion; Linear and angular kinetics; mass, weight, equilibrium, resolution of forces, levers, gravity, centre of and line of gravity. 2 Kinesiology: Concepts of muscle balance and imbalance; Joints; movements, limiting factors; Identification of anatomical reference points; Basic posture analysis; Basic gait analysis. 3 Anatomy: Osteology; classification, main features upper and lower limbs, trunk, head and neck; Arthrology: classification, structure, limiting factors, normal ranges of movement, accessory and physiological; Myology: general attachments, action, function; Neurology: course of peripheral nerves of the upper and lower limbs; Vascular: major supply to skeletal muscle.

Contact Hours	<p>Indicative delivery modes:</p> <table border="0"> <tr> <td>Lectures, guided learning, seminars etc</td> <td style="text-align: right;">66</td> </tr> <tr> <td>Self directed study</td> <td style="text-align: right;">6</td> </tr> <tr> <td>Independent learning</td> <td style="text-align: right;">228</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: right;">300</td> </tr> </table>	Lectures, guided learning, seminars etc	66	Self directed study	6	Independent learning	228	TOTAL	300												
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Teaching and Learning Methods	<p>Scheduled Learning Delivery will include lecture, practical, seminar, workshop sessions, and small group discussions.</p> <p>Independent Learning Assignment completion will be supported through face-to-face or electronic tutorials through the medium of e-mail or virtual learning environment (VLE). Students will be expected to engage with the module outside of formal contact, which will be primarily structured around the completion of a workbook.</p> <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="0"> <tr> <td>Number of credits for this module</td> <td style="border: 1px solid black; text-align: center;">30</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <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: 20%;">Placement study hours</th> <th style="width: 15%;">Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <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="0"> <tr> <td>Written exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">50%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">50%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</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	72	228	0	300	Written exam assessment percentage	0%	Coursework assessment percentage	50%	Practical exam assessment percentage	50%		100%
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	100%																				

Reading Strategy	<p>Essential Readings Any essential reading will be indicated clearly, along with the method for accessing it, e.g. 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>Further Readings 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>Access and Skills 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> <ul style="list-style-type: none"> • Hamill, J. and Knutzen, K. (Current Edition). <i>Biomechanical basis of human movement</i>. London: Lippincott Williams & Wilkins. • Cael, C. (Current Edition). <i>Functional Anatomy: Musculoskeletal anatomy, kinesiology, and palpation for manual therapists</i>. London: Lippincott Williams & Wilkins. • Hall, S. (Current Edition). <i>Basic Biomechanics</i>. London: McGraw-Hill. • McGinnis, P. (Current Edition). <i>Biomechanics of sport and exercise</i>. Champaign: Human Kinetics.

Part 3: Assessment

Assessment Strategy	<p>Summative assessment comprises a group poster presentation for component A and a practical notebook for component B.</p> <p>Poster will be defended under controlled conditions by a student group. There are many elements to the syllabus, and the intention of this assessment is to enable the students to link these together when engaging with an applied problem. The limited space available on the poster will encourage students to think carefully about what content is most relevant, and the defence of this will enable the module team to clarify their decisions. Working in a group is intended to promote peer learning within the module and to reduce anxiety associated with this assessment type at this level. Whilst a group mark will be allocated for the quality of the poster, marks will also be allocated individually for their response to questions and reflection on their contribution to the group. The second opportunity for this assessment will be an individual poster presentation, whereby the process will be repeated by an individual student. The reflection on the group process will be replaced by a reflection on the feedback from the first opportunity.</p> <p>A practical notebook to be completed throughout the duration of the module. This is intended to promote engagement with content throughout the module, and will be completed through a combination of study within formal contact sessions and independent study. The notebook will be submitted at the end of the module, but students will be expected to engage within class contact time to gain regular formative feedback. The second opportunity will be a written assignment that will incorporate many of the skills that were demonstrated in the practical notebook.</p> <p>Formative assessment opportunities will be provided at regular intervals through regular informal hand in points of the practical notebook.</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>
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Identify final assessment component and element	Group Poster Defence
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% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%

First Sit

Component A (controlled conditions) Description of each element	Element weighting
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1 Group Poster Defence (20 minutes)	100%
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Component B Description of each element	Element weighting
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1 Practical Notebook (2000 words equivalent)	100%
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Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting
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1 Individual Poster Defence (10 minutes)	100%
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Component B Description of each element	Element weighting
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1 Written Report (2000 words)	100%
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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.