



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	First Aid for Sport and Exercise				
Module Code	UISXTH-15-1	Level	1	Version	2
Owning Faculty	Hartpury	Field	Sport Science		
Contributes towards	BSc (Hons) Sports Therapy BSc (Hons) Sports Therapy (SW)				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2014		Valid to	01 September 2020	

CAP Approval Date	12 January 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"> 1 Demonstrate knowledge of National Governing Body First Aid procedures and professional standards of conduct appropriate for practicing Sports Therapists (B). 2 Develop and implement emergency action plans for a range of injuries associated with sport and exercise activities (A, B). 3 Evaluate clinical signs and symptoms to make sound judgements on the course of action required (A). 4 Demonstrate appropriate practical skills when treating casualties that may require administration of defibrillation, cardiopulmonary resuscitation and basic management of airways, spinal injuries, severe bleeds and traumatic fractures and dislocations (A). 5 Apply the methods and techniques previously learned in unpredictable circumstances (A). 6 Demonstrate a detailed knowledge of the practices and techniques associated with traumatic injuries common to sport and exercise activities (B).
Syllabus Outline	<ol style="list-style-type: none"> 1 Develop appropriate emergency action plans; 2 Understand traumatic injury signs and symptoms to make sound clinical judgements; 3 Administer defibrillation and cardiopulmonary resuscitation; 4 Basic management of airways, spinal injuries, severe bleeds and traumatic fractures and dislocations; 5 Clinical evidence underpinning response and treatment of traumatic injuries.

Contact Hours	<p>Indicative delivery modes:</p> <table border="0"> <tr> <td>Lectures, guided learning, seminars etc.</td> <td style="text-align: right;">33</td> </tr> <tr> <td>Self-directed study</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Independent learning</td> <td style="text-align: right;">114</td> </tr> <tr> <td>TOTAL HOURS</td> <td style="text-align: right;">150</td> </tr> </table>	Lectures, guided learning, seminars etc.	33	Self-directed study	3	Independent learning	114	TOTAL HOURS	150										
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Teaching and Learning Methods	<p>Scheduled learning May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops.</p> <p>Independent learning May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc.</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> <p>Number of credits for this module 15</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</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" style="width: 100%;"> <tr> <td style="width: 60%;">Written exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">50%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</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>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150	Written exam assessment percentage	50%	Coursework assessment percentage	0%	Practical exam assessment percentage	50%		100%
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	100%																		

Reading Strategy	<p>Core readings 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 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 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, including the module guide.</p> <ul style="list-style-type: none"> • Cunningham, A. (Current Edition) <i>First Aid for Sport: A Kit Bag Guide</i>. London: A and C Black. • Flegel, M. (Current Edition) <i>Sport First Aid</i>. Leeds: Human Kinetics. • Gill, W. (Current Edition) <i>Practical Guide to Sports First Aid</i>. Chichester: Lotus Publishing. • Jevon, P. (Current Edition) <i>Emergency Care and First Aid for Nurses: A Practical Guide</i>. Edinburgh: Churchill Livingstone. • McCrory, P., Meeuwisse, W.H., Aubry, M., Cantu, B., Dvorák, J., Echemendia, R.J., Engebretsen, L., Johnston, K., Kutcher, J.S., Raftery, M., Sills, A., Benson, B.W., Davis, G.A., Ellenbogen, R.G., Guskiewicz, K., Herring, S.A., Iverson, G.L., Jordan, B.D., Kissick, J., McCrea, M., McIntosh, A.S., Moddocks, D., Makdissi, M., Purcell, L., Putukian, M., Schneider, K., Tator, C.H., Turner, M. (Current Edition). Consensus statement on concussion in sport: the 4th International Conference on Concussion in Sport (Zurich). <i>British Journal of Sports Medicine</i>. • Peterson, L. and Renstrom, P. (Current Edition). <i>Sports Injuries: Their Prevention and Treatment</i>. Hampshire: Martin Dunitz. • Prentice, W.E. (Current Edition). <i>Rehabilitation Techniques for Sports Medicine and Athletic Training</i>. Boston: McGraw-Hill Companies. <p>Journals:</p> <ul style="list-style-type: none"> • British Journal of Sports Medicine • Journal of Bodywork and Human Movement Therapy • Journal of Orthopaedic and Sports Physical Therapy • Journal of Sport Rehabilitation • 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

Part 3: Assessment

Assessment Strategy	<p>Assessment of knowledge and understanding is through a variety of formative and summative means in relation to professional body requirements and industry expectations. In particular this module is mapped to the Football Association's requirements for first-aid and pitch-side sports trauma care as well as to the relevant standards of practice and competency of Graduate Sports Therapists. Students are assessed both on their practical skills and their underpinning knowledge. The practical examination is focused on the evaluation of clinical signs and symptoms and appropriate skills for dealing with a range of acute sporting injuries including life and function preserving interventions such as CPR and AED application, splinting and manual handling for stretcher bearing. The practical exam will be in the format of group moulage scenarios and activity stations. The written exam will assess students' underpinning knowledge of these techniques as well as relevant first aid planning and provision, such as emergency action planning and calculating appropriate first-aid oversight for sporting events. The written exam will comprise short answer questions.</p> <p>Formative feedback and guidance can be gained in the module delivery, on the VLE, in tutorials and in revision sessions. Summative feedback can be gained on assignment scripts, on examination scripts and on the VLE.</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>		
Identify final assessment component and element	Unseen written examination		
% 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	
1	Practical examination (20 minutes)	100%	
Component B Description of each element		Element weighting	
1	Unseen written examination (1 hour)	100%	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element		Element weighting	
1	Practical examination (20 minutes)	100%	
Component B Description of each element		Element weighting	
1	Unseen written examination (1 hour)	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.			