

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
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| Module Title | Introductory Skills for Sports Therapists | | | | |
| Module Code | UISXTG-15-1 | Level | 1 | Version | 2 |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 | WBL module? | No |
| Owning Faculty | Hartpury | Field | Sport Science | | |
| Department | Sport | Module Type | Standard | | |
| Contributes towards | BSc (Hons) Sports Therapy BSc (Hons) Sports Therapy (SW) MSci Sports Therapy (Equestrian) Msci Sports Therapy (Equestrian) (SW) | | | | |
| Pre-requisites | None | Co-requisites | None | | |
| Excluded Combinations | None | Module Entry requirements | None | | |
| First CAP approval date | 07 March 2014 | Valid from | 01 September 2014 | | |
| Revision CAP approval Date | 08 June 2015 V2- 02 May 2018 | Revised with effect from | 01 September 2015 V2- 01 September 2018 | | |

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| Review Date | 01 September 2024 |
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| Part 2: Learning and Teaching | |
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| 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 the pathophysiology of soft tissue injury and healing processes (B); 2 Describe the mechanisms, pathologies as well as the clinical signs and symptoms of sports injuries (A, B); 3 Show an understanding of sports injury treatment and a range of treatment modalities, including protection, optimal loading, cryotherapy, compression and elevation (B); 4 Demonstrate the ability to locate and palpate key anatomical areas (A); 5 Demonstrate a detailed knowledge of the relevant musculoskeletal anatomy (A). 6 Demonstrate practical knowledge of a range of taping and strapping techniques (A). |
| Syllabus Outline | <ul style="list-style-type: none"> • Protection, optimal loading, cryotherapy, compression and elevation. • Identification and palpation of anatomical landmarks. • Risk factors for injury. • Clinical signs and symptoms of sports injuries. • Pathophysiology of soft tissue injuries. • The healing process. • Injury assessment. • Detailed functional anatomy. • Taping and strapping. |

| 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 | | | | | | | | | | |
|--|--|--|---|-------------------------|-----------------------|----------------------|-----|--------------------|------------|---|-----|------------------------------------|----|----------------------------------|-----|--------------------------------------|-----|--|------|
| Lectures, guided learning, seminars etc. | 33 | | | | | | | | | | | | | | | | | | |
| Self-directed study | 3 | | | | | | | | | | | | | | | | | | |
| Independent learning | 114 | | | | | | | | | | | | | | | | | | |
| TOTAL HOURS | 150 | | | | | | | | | | | | | | | | | | |
| 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;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">30%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">70%</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 | 0% | Coursework assessment percentage | 30% | Practical exam assessment percentage | 70% | | 100% |
| 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 | 0% | | | | | | | | | | | | | | | | | | |
| Coursework assessment percentage | 30% | | | | | | | | | | | | | | | | | | |
| Practical exam assessment percentage | 70% | | | | | | | | | | | | | | | | | | |
| | 100% | | | | | | | | | | | | | | | | | | |

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| Reading Strategy | <p>Essential 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 their 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 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"> • Anderson, Hall and Martin (Current Edition). <i>Foundations of Athletic Training: Prevention Assessment and Management</i>. Baltimore: Lippincott Williams and Wilkins. • Brukner and Khan (Current Edition) <i>Clinical Sports Medicine</i>. Boston: McGraw-Hill. • Jonas, S. and Phillips, E. M. (Current Edition) ACSM's <i>Exercise is Medicine: A Clinicians Guide to Exercise Prescription</i>. Baltimore: Lippincott, Williams and Wilkins. • Petty, N. (Current Edition) <i>Neuromusculoskeletal Examination and Assessment</i>. Baltimore: Lippincott Williams & Wilkins. • Read, M. T. (Current Edition) <i>Concise Guide to Sports Injuries</i>. Edinburgh: Churchill Livingstone. <p>Journals:</p> <ul style="list-style-type: none"> • British Journal of Sports Medicine. • Journal of Orthopaedic and Sports Physical Therapy. • Journal of Sport Rehabilitation. • Journal of Sports Medicine and Physical Fitness. • 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

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| 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. Students are assessed both on their practical skills and their underpinning knowledge. The practical examination is focused on appropriate subject specific skills required for Sports Therapy accreditation such as, recording subjective histories , assessment of active and passive range of motion, as well as location and palpation of anatomical landmarks relevant to clinical signs of sports injuries. The written assignment will assess underpinning knowledge such as the pathophysiology of soft tissue injury to the extremities as well as the healing process applicable to various tissues of the body.</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> <p>Students are required to gain a minimum of 40% in each component and element. In addition, no compensation or condonement may be applied.</p> | | |
| Identify final assessment component and element | Practical examination. | | |
| % weighting between components A and B (Standard modules only) | A: | B: | |
| | 70% | 30% | |
| 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 | Written assignment (1,500 words) | 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 | Written assignment (1,500 words) | 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. | | | |