

**CDA4 Programme Design Template  
Module specification (with KIS) 2014-15**



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Injury Prevention and Rehabilitation				
Module Code	UISV3X-15-3	Level	3	Version	1.1
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) Equestrian Sports Science BSc (Hons) Sport and Exercise Sciences BSc (Hons) Sport and Exercise Sciences (SW) BSc (Hons) Sport Performance BSc (Hons) Sports Studies (Top-Up)				
Pre-requisites	Introduction to Functional Anatomy and Sports Biomechanics (UISXL8-30-1) OR Fundamentals of Sports Performance (UISXL6-15-1)	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	01 September 2016	Valid to	01 September 2021		

<b>CAP Approval Date</b>	12 January 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"> <li>Critically analyse the role of pre-participation screening and prevention. (A)</li> <li>Provide a detailed appraisal of the use of appropriate therapeutic modalities to injury prevention and rehabilitation. (B)</li> <li>Assess and critically evaluate the principles of rehabilitation. (B)</li> <li>Apply the knowledge gained to plan and critically assess the progress of appropriate rehabilitation programmes. (B)</li> </ol>
Syllabus Outline	<ul style="list-style-type: none"> <li>Pre-participation screening and intervention</li> <li>Prevention of injury strategies</li> <li>Treatment protocols and appropriate therapeutic modalities</li> </ul>

	<ul style="list-style-type: none"> <li>• Rehabilitation programmes for a variety of injuries</li> <li>• Entry and exit criteria for the different stages of rehabilitation</li> </ul>																									
Contact Hours	<p>Indicative delivery modes:</p> <ul style="list-style-type: none"> <li>• Lectures, guided learning, seminars etc. 33</li> <li>• Self directed learning 6</li> <li>• Independent learning 111</li> </ul> <p>TOTAL 150</p>																									
Teaching and Learning Methods	<p>This module is delivered using large group learning sessions and opportunities for small group work. Additionally essential and recommended reading and exercises will be introduced to guide the students through the core syllabus.</p> <p><b>Scheduled learning</b> May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops.</p> <p><b>Independent learning</b> May include hours engaged with essential reading, case study preparation, assignment preparation and completion, etc.</p> <p><b>Virtual learning environment (VLE):</b> 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> <table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> <tr> <td colspan="4"></td> <td style="border: 2px solid black;">15</td> </tr> <tr> <td>Hours to be allocated</td> <td>Scheduled learning and teaching study hours</td> <td>Independent study hours</td> <td>Placement study hours</td> <td>Allocated Hours</td> </tr> <tr> <td>150</td> <td>39</td> <td>111</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> <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					<i>Number of credits for this module</i>									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	39	111	0	150
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Reading Strategy	<p><b>Essential readings</b> 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><b>Further readings</b> 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><b>Access and skills</b> 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> <p>Books</p> <p>Brukner, P. and Khan, K. (Current Edition) <i>Brukner and Khan's Clinical Sports Medicine</i>. North Ryde, Australia: McGraw Hill Education.</p> <p>Comfort, P. and Abrahamson, E. (Current Edition) <i>Sports Rehabilitation and Injury Prevention</i>. Chichester: Wiley-Blackwell.</p> <p>Joyce, D. and Lewindon, D. eds. (Current Edition) <i>High-performance Training for Sports</i>. Champaign, USA: Human Kinetics.</p> <p>Journals</p> <p>British Journal of Sports Medicine</p> <p>Journal of Orthopaedic and Sports Physical Therapy</p> <p>Journal of Sports Rehabilitation</p> <p>Physical Therapy in Sport</p> <p>Medicine in Science, Exercise and Sport</p> <p>Websites</p> <p>The Society of Sports Therapists <a href="http://www.society-of-sports-therapists.org">www.society-of-sports-therapists.org</a>.</p> <p>Sport Ex <a href="http://www.sportex.net">www.sportex.net</a></p>										

	Electrotherapy on the web <a href="http://www.electrotherapy.org">www.electrotherapy.org</a>
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<b>Part 3: Assessment</b>	
<b>Assessment Strategy</b>	<p>The assessment of knowledge and understanding for this module is through a summative means of a presentation and written assignment. Students will be required to demonstrate their knowledge of the different screening and subsequent prevention protocols through the delivery of the presentation, and show an appropriate understanding of the process of treatment and rehabilitation in the development of the written assignment.</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, at the end of oral presentations and on Blackboard.</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	Written Assignment	
<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b> 50%	<b>B:</b> 50%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1. Oral Presentation (20 minutes)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1. Written Assignment (1500 words)	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. Oral Presentation (20 minutes)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1. Written Assignment (1500 words)	100%	
<p>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.</p>		