University of the West of England
BRISTOL

STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Motor Control and Learning					
Module Code	UZYSWY-15-2		Level	2	Version	2
Owning Faculty	Health and Applied Science		Field	Allied Health Professions		
Contributes towards	BSc (Hons) Sport Rehabilitation					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard	
Pre-requisites	UZYSXW-30-1 Exercise and Biomechanics, UZYSXV-30-1 Applied Anatomy for Physiotherapy and Sport Rehabilitation, UZYS1C-15-1 Human Physiology for Sport Rehabilitation		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	January 2018		Valid to			

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Demonstrate an understanding of the principles of motor control and learning (component A) • Demonstrate an in-depth knowledge of neural physiology applied to motor control and learning relative to performance and skill acquisition/ re-acquisition in sport (component A) • Demonstrate an awareness of pathology related to disability sports (amputees, spinal cord injury, stroke, paediatrics) (component A) • Demonstrate an understanding of neuromuscular control with specific reference to upper quadrant, lower quadrant and trunk (component A) • Apply the principles of motor control and learning in sports performance and skill acquisition/re-acquisition involving the upper limb, lower limb and trunk (component A) • Critically analyse the literature on motor control and learning to inform evidence based practice in relation to performance and skill acquisition/re-acquisition in sport (component A) • Justify the rationale underpinning the motor control and learning principles (component A)
Syllabus Outline	Motor Control • Introduction to motor control

	• Principles of neuromuscular control movement accuracy • Theories of motor control • Motor control – upper quadrant, lower quadrant • Principles of motor control and movement accuracy Motor Learning • Introduction to motor learning • Motor relearning and neuromuscular plasticity • Information processing and decision making • Preparing for the learning experience • Supplementing the learning experience • Structuring the learning experience • Providing feedback during the learning experience • Facilitating the learning experience • Applying the principles of skill learning
Contact Hours	Up to 36 contact hours to include 2 hour of lectures and 4 hours of seminars/practical per week over 6 weeks.
Teaching and Learning Methods	**Scheduled learning** A variety of approaches will be used, which may include: Lead lectures, small group tutorials, practical classes, seminars and e-learning will be utilized with the emphasis on integrating theory into practice and clinical reasoning, as well as directed individual learning. A practical workbook will form an integral part of the learning process. Visit to specialist centres will be included. **Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level.
Key Information Sets Information	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.

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	Placement study hours	Allocated Hours
150	36	114	0	150

	Total assessment of the module:				
	Written exam assessment percentage				0%
	Coursework assessment percentage				0%
	Practical exam assessment percentage				100%
					100%

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

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:

Reading Strategy

Core reading

Any core 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.

Further reading

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.

Access and skills

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.

Indicative Reading List

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.

Neuro-Physiology

Lundy-Ekman, Laurie (2002) *Neuroscience fundamentals for Rehabilitation.* 2nd ed. USA: Elsevier.
Tortora, G. J. and Grabowski, S.R. (2003) *Principles of Anatomy and Physiology.* 10th ed. New York: John Wiley.
Tortora, G. J. and Grabowski, S.R. (2006) *Principles of Anatomy and Physiology.* 11th ed. New York: John Wiley.

	Motor Control and Learning Richard, M. A. (2007) *Motor learning and control: concepts and applications.* 8th ed. ISA: McGraw Hill. Schmidt, R. A. and Lee, T.D. (1999) *Motor control and learning: a behavioural emphasis.* 3rd ed. London: Human Kinetics. Schmidt, R.A. and Lee, T.D. (2008) *Motor Learning and Performance: A situation based learning approach.* 4th ed. London: Human Kinetics. Shumway-Cook, A. and Woolacott, M.A. (2011) *Motor control: translating research into clinical practice.* 4th ed. USA: Lippincott Williams and Wilkins.

Part 3: Assessment	
Assessment Strategy	The module outcomes are best assessed in the form of a practical exam Practical Exam: 40 minutes made up of stations split into equal duration. This method of assessment will build on the on the skills students display in the first year. Students would also have had experience with practical assessments in the first year. The duration of the assessment allows for students to answer question to a sufficient depth for this level of their learning.

Identify final assessment component and element	**Component A**	
% weighting between components A and B (Standard modules only)	**A:** **100**	**B**: **0**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1.Practical exam – 40 minutes maximum	100

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Practical exam – 40 minutes maximum	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.	

FOR OFFICE USE ONLY

First CAP Approval Date	30 April 2015			
Revision CAP Approval Date	January 2018	Version	*2*	*Link to RIA 12463*