



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Business and Information Technology in Sport Rehabilitation				
Module Code	UZYSY4-15-2	Level	2	Version	1
Owning Faculty	HAS	Field	Allied Health Professions		
Contributes towards	BSc (Hons) Sport Rehabilitation				
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	September 2015		Valid to	2021	

<b>CAP Approval Date</b>	30 April 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> <ul style="list-style-type: none"> <li>Identify and discuss the factors to consider in setting up a sport rehabilitation practice (Component A)</li> <li>Evaluate considerations taken in the formulation of a business plan (Component A)</li> <li>Identify wider perspectives that relate to professionalism in sport rehabilitation (Component A)</li> <li>Demonstrate an ability to produce and defend a business plan for a sports rehabilitation practice (Component A)</li> <li>Demonstrate skills relevant to business planning and self employment (Component A)</li> <li>Evaluate the role information technology has in supporting practice in sport rehabilitation (Component A).</li> </ul>
Syllabus Outline	<p><b>Practice management</b>            factors to consider in locating a sports rehabilitation practice            designing a sport rehabilitation practice (layout and legal issues)            writing a business proposal            advertising and marketing            financial management            employment law</p> <p>Systems, procedure and measuring practice</p> <p><b>Information Technology</b>            practice management software</p>

	<p>information gathering, storage and usage in practice</p> <p>Technology used in business/ practice enhancement</p>																									
Contact Hours	Up to 24 contact hours to usually include up to 1 hour's theory lecture and 1 hour of seminar/group work per week over 12.																									
Teaching and Learning Methods	<p><b>Scheduled learning</b> includes lectures, seminars and tutorials.</p> <ul style="list-style-type: none"> <li>Lectures provide an introduction and summary of the topic area. Seminars/group work include discussion and use of information provided to support learning.</li> <li>Additionally, students are expected to engage in self study using the resources available on blackboard. A major part of their study time is taken up by preparation for teaching sessions.</li> </ul> <p><b>Independent learning</b> includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p><b>Placement learning:</b> may include a practice placement, other placement, year abroad.</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" data-bbox="459 1064 1369 1451"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td style="border: 2px solid black;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>150</td> <td>24</td> <td>126</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>	<b>Key Information Set - Module data</b>					<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	24	126	0	150
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Reading Strategy	<p><b>Indicative reading list</b></p> <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. Current advice on additional reading will be available via the module handbook or Blackboard pages.</p> <p><b>Core reading</b></p> <p>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.</p> <p><b>Further reading</b></p> <p>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.</p> <p><b>Access and skills</b></p> <p>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.</p> <p><b>Blackboard</b></p> <p>This module is supported by Blackboard where students will be able to find all necessary module information. Direct links to information sources will also be provided from within Blackboard</p>																				
Indicative Reading List	<p>Casson, M., Yeung, B., Basu, A. and Wadeson, N. (2006) <i>The Oxford Handbook of Entrepreneurship</i>. Oxford: Oxford University Press.</p> <p>Chartered Society of Physiotherapy (2011) <i>Thinking of Private Practice, A guide for physiotherapists</i>. Available from: <a href="http://www.csp.org.uk/publications/thinking-private-practice-guide-physiotherapists">http://www.csp.org.uk/publications/thinking-private-practice-guide-physiotherapists</a>. [Accessed 14 November 2014].</p> <p>Davidsson, P. (2008) <i>The Entrepreneurship Research Challenge</i>. Cheltenham, UK: Edward Elgar.</p> <p>Harrelson, G.L., Gardner, G. and Winterstein, A.P. (2009) <i>Administrative Topics in Athletic Training: Concepts to Practice</i>. New Jersey, USA: SLACK Incorporated.</p> <p>Mullins, J. (2003) <i>The New Business Road Test: What Entrepreneurs' and Executives Should Do Before Writing a Business Plan</i>. London: Prentice-Hall, Financial Times.</p> <p>Newton, R. (2005) <i>Project Manager: Mastering the Art of Delivery in Project</i></p>																				

	<p><i>Management</i>. London: Prentice Hall.</p> <p>Proctor, T. (2005) <i>Creative Problem Solving for Managers: Developing Skills for Decision Making and Innovation</i>. London: Routledge.</p> <p>Stutely, R. (2002) <i>The Definitive Business Plan</i>. London: Prentice-Hall, Financial Times.</p> <p>Webb, P. and Webb, S. (2001) <i>The Small Business Handbook: the entrepreneur's definitive guide to starting and growing a business</i>. 2<sup>nd</sup> ed. London: Prentice Hall.</p>
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Part 3: Assessment	
Assessment Strategy	<p>Component A: 20 minute oral presentation at the end of semester 2. The students will present and answer questions about their business plan which will be based on setting up a sport rehabilitation practice. This will enable students to present the underlying principles in formulating a business plan and skills relevant to self - employment with the evaluation and defence of their proposal explored through questions from members of the module team.</p> <p>During seminars students will be able to apply the principles covered in the module to set up a sport rehabilitation practice such as how to carrying out market research and putting together a cash flow.</p>

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A: 100	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1.Oral presentation – 20 minutes maximum	100	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting
1.Oral presentation – 20 minutes maximum	100
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	