



Module Specification

Part 1: Identification					
Module Title	Advanced Sports Therapy				
Module Code	UISX64-30-M	Level	M	Version	1.1
Department	Sport	Credit Rating	30	ECTS Credit Rating	15
Contributes towards	MSci Sports Therapy (Equestrian) MSci Sports Therapy (Equestrian) (SW)				
Pre-requisites	None	Module Type	Standard		
Excluded Combinations	None	Module Entry requirements	None		
Last Major Approval Date	V1.0 20 April 2017	Valid from	1 st September 2017		
Amendment Approval Date	V1.1- 01 March 2018	Revised with effect from	V1.1- 01 September 2018		

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. Critically evaluate and review current research and underpinning theory of rehabilitation and treatment modalities (A & B)2. Be able to compose, apply and defend safe, effective and appropriate pre and post-surgical treatment and rehabilitation according to the literature (A & B).3. Apply advanced sports therapy treatment techniques with clear clinical reasoning (B)4. Demonstrate advanced clinical reasoning skills and diagnostic techniques through evidence based practise (A & B)5. Understand and appraise the roles of a multi-disciplinary team (A&B)6. Validate biomechanical assessments and its role with injury prevention (B).
Syllabus Outline	<ul style="list-style-type: none">• Treatment techniques include (but not limited to): Mulligan mobilisations, Neural mobilisations, Myofascial release, Soft tissue release instruments• Pre/post-surgical interventions of all common sporting related injuries• Diagnostic techniques- including the theory diagnostic imaging, and additional practical diagnostic tests.• Multi-disciplinary team: strength and conditioning coaches, doctors, surgeons, coaches, physiotherapists, osteopaths, chiropractors, nutritionists, podiatrist, etc.• Strength and conditioning: clear understanding of technical training techniques for upper and lower limb. Advanced assessment of strength, power, agility testing. Enhanced biomechanical assessment of walking, jogging and running gait.
Teaching and Learning Methods	Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.


Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. This learning will not be scheduled and will not appear on your timetable.

Voluntary Work

Students are strongly encouraged to engage in relevant volunteering to enhance the theory to practice relationship, and their employability.

Key Information Sets Information

HEFCE require Key Information Sets (KIS) to be produced at programme level for all undergraduate programmes of more than one year in length. 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				
<i>Number of credits for this module</i>				
				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300
				

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:

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

Reading Strategy

Essential Reading

Core material will be indicated to the student via pre-course material, module guides and through their accessing a dedicated VLE programme presence. No requirement for the purchase of set text(s) will be made and students will have full access to Hartpury library services, online applications, and inter-library loans. The input of the module leader will supplement the normal library provision expected at M-level so that research sources and relevant texts will be identified to the student and issues revolving around their access to them resolved.

Further Reading

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 catalogue, a variety of bibliographic and full text databases, and Internet resources. Many

	<p>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, wider professional sources and in-house publications of related national accrediting and sports governing bodies – e.g. British Journal of Sports Medicine, Journal of Sports Medicine and Athletic Training, Journal of Sports Science and Medicine</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><i>The following list is offered to provide the Curriculum Approval Committee/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.</i></p> <p>Hing, W., Hall, T., Rivett, D., Vicenzino, B. and Mulligan, B. (Current Edition) <i>The Mulligan Concept of Manual Therapy: Textbook of Techniques</i>. Edinburgh: Churchill Livingstone.</p> <p>Manske, R., C. (Current Edition) <i>Postsurgical Orthopaedic Sports Rehabilitation: Knee & Shoulder</i>. St. Louis. Mosby Elsevier.</p> <p>Masciocchi, C. (Current Edition) <i>Radiological Imaging of Sports Injuries</i>. London: Springer.</p> <p>Myers, T. (Current Edition) <i>Anatomy Trains: Myofascial Meridians for Manual and Movement Therapist</i>. Edinburgh: Churchill Livingstone.</p> <p>Neumann, D. and Kelly, E.R. (Current Edition) <i>Kinesiology of the Musculoskeletal System: Foundations for Rehabilitation</i>. St. Louis, USA: Mosby</p> <p>Journals British Journal of Sports Medicine Journal of Orthopedic and Sports Physical Therapy Journal of Sports Rehabilitation</p>

Part 3: Assessment	
Assessment Strategy	<p>The 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 on their clinical reasoning skills. The examinations are focused on developing a greater depth of knowledge of the five core competencies for the Society of Sports Therapists.</p> <p>Presentation; students will need to critically evaluate the literature on a randomly selected injury, review the assessment (including diagnostic techniques), rehabilitation and treatment (including surgical interventions) and role of other disciplines in this management. The students will also be required to defend their presentation and it will also be peer reviewed.</p> <p>Practical; students will have to practical demonstrate the skills/techniques taught in class for a given case study. Following this a discussion on clinical reasoning and referral will be performed.</p> <p>In line with the Institution'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>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 the practical examination feedback forms and on the VLE.</p> <p>Students are required to gain a minimum of 50% in each component and element. In addition no compensation may be applied.</p>
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Identify final assessment component and element	Practical Exam	
% weighting between components A and B (Standard modules only)	A:	B:
	40%	60%
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Presentation (30mins)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Practical Exam (35mins)	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Presentation (30mins)	100%
Component B Description of each element	Element weighting (as % of component)
1. Practical Exam (35mins)	100%
<p>If a student is permitted a retake of the module under the Academic Regulations and Procedures, the assessment will be that indicated by the Module Specification at the time that retake commences.</p>	