

## Module Specification

Part 1: Identification					
Module Title	Professional Practice in Sports Therapy				
Module Code	HSPV5J-30-6	Level	6	Version	2.1
Department	Sport	Credit Rating	30	ECTS Credit Rating	15
Contributes towards	BSc (Hons) Sports Therapy				
Pre-requisites	Applied Skills for Sports Therapists (HSPXTK-30-5)	Module Type	Standard		
Excluded Combinations	None	Module Entry requirements	None		
Last Major Approval Date	V1.0 1 <sup>st</sup> September 2017	Valid from	1 <sup>st</sup> September 2018		
Amendment Approval Date	V2.1 31 August 2018	Revised with effect from	V2.1 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"> <li>1. Reflect critically on a placement experience in an applied Sports Therapy setting within the context of continual professional development (B);</li> <li>2. Demonstrate the ability to communicate clearly and professionally in a variety of formats (A, B);</li> <li>3. Take responsibility for own learning with minimal support including the development of appropriate study and employment skills in Sports Therapy (A, B);</li> <li>4. Develop a career action plan based on perceived needs and career ambitions (A).</li> </ol>
Syllabus Outline	<ol style="list-style-type: none"> <li>1 Seeking appropriate work based learning opportunities.</li> <li>2 Planning appropriate work based learning opportunities.</li> <li>3 Professional practice in a Sports Therapy setting.</li> <li>4 Critical reflection.</li> <li>5 Career planning.</li> </ol> <p>The student with support of a tutor must contact employers to gain a work placement, and must obtain written agreement from the employer to confirm the offer of a specified period of work placement.</p> <p>Prior placement approval must have been granted by the College, and all attendant paperwork must have been completed and signed off by both the placement provider and the module's placement tutor, <b>BEFORE</b> starting the work placement.</p> <ol style="list-style-type: none"> <li>1 How to find a suitable work placement.</li> <li>2 How to apply for a work placement.</li> </ol>

	3 Identifying own skills relevant to placement. Consideration of future careers.																														
Teaching and Learning Methods	<p><b>Scheduled learning</b> May include lectures, seminars, tutorials, project supervision, and demonstration and work based learning.</p> <p><b>Independent learning</b> May include 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. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p><b>Placement learning</b> Work-based learning equating to a minimum of 200 hours of approved and verified work experience is a compulsory part of this module.</p> <p>To support the compulsory period of work placement the work placement tutor will:</p> <ul style="list-style-type: none"><li>• Mentor the student through the whole process from selecting placement options, application and interview, through to the end of the placement exit interview with the placement provider.</li><li>• Help the student construct a personal development plan/work objectives in conjunction with the placement provider.</li><li>• Monitor progress throughout the placement with the student and placement provider.</li></ul> <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>																														
Unistats Information	<p>HEFCE require Unistats information to be produced at programme level for all undergraduate programmes of more than one year in length. These 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><tr><td colspan="5">Expected learning hours for the module:</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td colspan="4">Number of credits for this module</td><td>30</td></tr><tr><td></td><td></td><td></td><td></td><td></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>300</td><td>12</td><td>88</td><td>200</td><td>300</td></tr></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>	Expected learning hours for the module:										Number of credits for this module				30						Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	12	88	200	300
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Reading Strategy	<p>Core material will be indicated to the student via pre-course material, module guides and through their accessing a dedicated VLE programme presence.</p> <p>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 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 and wider professional sources.</p> <p><b>Access and skills</b></p> <p>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 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.</p> <ul style="list-style-type: none"><li>Gibbs, G. (Current Edition) <i>Learning by doing</i>. Oxford: Further Education Unit.</li><li>Fanthome C. (Current Edition) <i>Work Placements: A Survival Guide for Students</i>. Basingstoke: Palgrave MacMillan.</li><li>Moon, J.A. (Current Edition) <i>Reflection in learning and professional development: theory and practice</i>. London: Kogan Page.</li><li>Rolfe, G. Freshwater, D. Jasper, M. (Current Edition) <i>Critical Reflection for Nursing and the Helping Professions: a User's Guide</i>. Basingstoke: Palgrave MacMillan.</li><li>Walker, D. (Current Edition). <i>Reflection: Turning Experience into Learning</i>. London: Kogan Page.</li></ul> <p>Journals:</p> <ul style="list-style-type: none"><li>British Journal of Sports Medicine</li><li>Journal of Orthopaedic and Sports Physical Therapy</li><li>Journal of Sport Rehabilitation</li><li>Journal of Sports Medicine and Physical Fitness</li><li>Medicine in Science, Exercise and Sport</li><li>Physical Therapy in Sport</li></ul> <p>Websites and databases:</p> <ul style="list-style-type: none"><li>The Society of Sports Therapists - <a href="http://www.society-of-sports-therapists.org">www.society-of-sports-therapists.org</a></li><li>UK Sport - <a href="http://www.uksport.gov.uk">www.uksport.gov.uk</a></li></ul>																								

Part 3: Assessment	
Assessment Strategy	<p>Assessment of knowledge and understanding is through a variety of formative and summative means in accordance with professional body requirements and industry expectations. Students are assessed on their ability to reflect on their experiences in a relevant vocational setting, their ability to identify their continuing professional development needs and how these needs can form the basis of a career plan. The portfolio will assess how well students are able to reflect critically on their work placement experience. Students will gain developmental and supportive supervision from an agreed placement provider and clinical educator during the agreed placement period. This learning journey will be reflected in the placement portfolio through reflection of clinical experiences. The oral presentation will demonstrate students' verbally communicative abilities to identify their strengths and weaknesses, reflect on the holistic experience with a view to constructing a personal professional development plan.</p> <p>Formative feedback and guidance will be gained as part of the module delivery, on the VLE, in tutorials and in revision sessions as well as from the approved placement provider. Summative feedback can be gained on assignment scripts, on examination scripts and on the VLE</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><b>Students are required to gain a minimum of 40% in each component and element. In addition, no compensation or condonement may be applied.</b></p>


Identify final assessment component and element	Oral presentation	
% weighting between components A and B (Standard modules only)	A:	B:
	25%	75%
<b>First Sit</b>		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Oral presentation (15 minutes)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Portfolio (2,500 words)	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Oral presentation (15 minutes)	100%
Component B Description of each element	Element weighting (as % of component)
1. Portfolio (2,500 words)	100%
If a student is permitted a retake of the module, the assessment will be that indicated by the Module Specification at the time that retake commences.	

## Module Approval Log

<b>Module Title:</b>	Professional Practice in Sports Therapy
<b>Module Code:</b>	HSPV5J-30-6
<b>Initial Approval Date:</b>	01 September 2017
<b>Approved by:</b>	Hartpury Curriculum Approval Committee

**Changes:** *Most recent at the top of the page*

<b>Current version number:</b> v.2.0	
<b>Outline Change Details:</b> Adopting new naming system for programmes	
<b>Material Alteration:</b> No	
<b>Rationale:</b> To reflect the Hartpury Academic Regulations	
<b>Change requested by:</b> Academic Registrar	
<b>Signature:</b> 	<b>Date:</b> 01 August 2018
<b>Approval Committee and Date:</b>	Curriculum Validation Committee 2018 08 31
<b>Change approved with effect from:</b>	01 September 2018
<b>Resulting new version number:</b>	v.2.1

<b>Current version number:</b> 1	
<b>Outline Change Details:</b> 1. Update of valid to and from dates	
<b>Material Alteration:</b> No	
<b>Rationale:</b> 1. The Sport Periodic Curriculum Review (PCR) on 2 <sup>nd</sup> May 2018 confirmed revalidation of the module.	
<b>Change requested by:</b> PCR 02 May 2018	
<b>Signature:</b>	<b>Date:</b>
<b>Approval Committee and Date:</b>	PCR 02 May 2018
<b>Change approved with effect from:</b>	01 September 2018
<b>Resulting new version number:</b>	2