



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David



BSc (Hons) Sports Therapy

Survival Manual

Society of Sports Therapists

Accreditation

The BSc (Hons) Sports Therapy programme is accredited by the Society of Sports Therapists. The Society of Sports Therapist is the professional body for Sports Therapy in the UK and has a strict set of competencies which must be met before full membership can be given. The University of Wales, Trinity Saint David BSc (Hons) Sports Therapy degree strictly adheres to these competencies and once you have completed the BSc (Hons), you will hold the title of 'Graduate Sports Therapist' and you will become eligible for FULL PROFESSIONAL membership to the Society of Sports Therapists. This membership will cost you an annual fee and will cover you for Medical Indemnity and Public Liability Insurance.

Because of this professional accreditation our degree is very strict on a number of areas. Everything from the modules you can choose, to the assessment of those modules and progression on to the next level of study is governed by the professional competencies. This means the degree runs very differently from other sports programmes in the Faculty. We will make explicitly clear to you HOW this programme of study is different in later sections.

The MAJOR difference however is in the NAME of the degree.

We mentioned earlier that you need to complete 360 credits to gain your BSc (Hons) Sports Therapy. Students who miss the number of credits required may claim an 'Interim Award' as part of the University Assessment Framework. For this Programme of Study, any student claiming an award BELOW a BSc (Hons), such as BSc Ordinary, Diploma of Higher Education (Dip HE) or Certificate of Higher Education (Cert HE) will be awarded the title of Sports Injury and Rehabilitation NOT Sports Therapy.

They will NOT be entitled to professional membership of the Society, CANNOT claim to be a Sports Therapist and are NOT permitted to practice any of the Sports Therapy techniques they have taught at the university. The University accepts NO responsibility for students graduating with a BSc/Dip HE/ Cert HE Sports Injury and Rehabilitation practicing Sports Therapy techniques.

To summarise: YOU MUST complete all 360 credits to claim the BSc (Hons) Sports Therapy. Any award below the BSc (Hons) will be titled Sports Injury and Rehabilitation and will not be eligible for professional membership and will not be allowed to practice Sports Therapy.



There are also a number regulations that apply specifically to BSc (Hons) Sports Therapy students.

- You must attend 80% of your classes for ALL modules.
If you fail to maintain a minimum of 80% attendance you will be disciplined under the UNSATISFACTORY PROGRESS REGULATION (6.2), which can ultimately require you to withdraw from your current programme of study.
- As a student on a vocational and accredited degree you are bound by the fitness to practice policy. Students enrolled on such programmes of study are required to display appropriate professional behaviour during their studies. This is behaviour that:
 1. Conforms to the relevant code of professional conduct or practise (if any)
 2. Is consistent with the behaviour required by the relevant profession and by the employers of such professional staff;
 3. Does not jeopardise or put at risk the welfare, wellbeing or safety of others, including those within the university community, professional staff, patients, pupils, clients, or members of the public.
 4. Does not jeopardise or put at risk the student's own welfare, wellbeing, or safety.

A copy of the fitness to practice policy can be found on your MyDay pages under Policies and Documents, specifically Student Related Policies, or by following the link below:-

<http://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/strategies-policies/2.0-Fitness-to-Practise-policy-finalEng.pdf>

In addition to the fitness to practice policy, the University has also developed a fitness to study policy. The purpose of the policy is to provide an inclusive, supportive learning environment in which all students can flourish and fulfil their personal potential. If you are concerned about your fitness to study please follow the link below for more information or speak to your Programme Director:-

<http://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/strategies-policies/2.1-Fitness-to-Study-Policy-FINAL---7.11.16.pdf>

- As a student on a professionally accredited degree you are also bound by the Professional Body (Society of Sports Therapists) Standards of Conduct, Performance and Ethics. Each Member of **The Society of Sports Therapists** must adhere to the highest standards of conduct in attending to the needs of their patients/clients. **The Society of Sports Therapists** embraces the belief that the ideals, standards and principles contained in these Standards of Conduct, Performance and Ethics must be adhered to by each member. Any Member who violates any of the ideals, standards or principles set forth in the Standards may be subject to disciplinary action as set out in the disciplinary procedures of **The Society of Sports Therapists**.

A copy of these can be found by following the link below:

http://www.society-of-sports-therapists.org/index.php/public_docs/standards-of-conduct-performance-and-ethics

Student Expectations

The benefits of studying at the University of Wales, Trinity Saint David include:

1. Practicing Sports Therapy staff with experience in elite, professional, semi-professional, amateur and age grade sports.
2. Dedicated, fully equipped Sports Therapy teaching rooms in Parry
3. An 8 bed clinic offering you 100 hours clinical practice in your final year
4. External placement opportunities from level 4 onwards with our local sports partners

Students can expect a specific standard of support from their teaching staff.

1. Staff will provide adequate access to resources to enable students to complete all required work via Moodle module pages
2. Staff will be contactable and available for tutorial support, as students require. Staff will offer a minimum of 2 hours per week of tutorial availability. This is in addition to the year tutor access during teaching time.
3. Staff will respond to appropriately formatted emails within TWO working days.
4. Staff will attend all lectures as scheduled in a punctual manner.
5. Staff will dress appropriately for the delivery of practical elements of curriculum.
6. Staff will respond appropriately to any student feedback given at a lecture, module or programme level.

Staff Expectations

As mentioned earlier this degree is accredited by the Society of Sports Therapists and upon graduation, you will be able to practice Sports Therapy which includes the assessment, diagnosis, treatment and rehabilitation of sporting injuries sustained by members of the public.

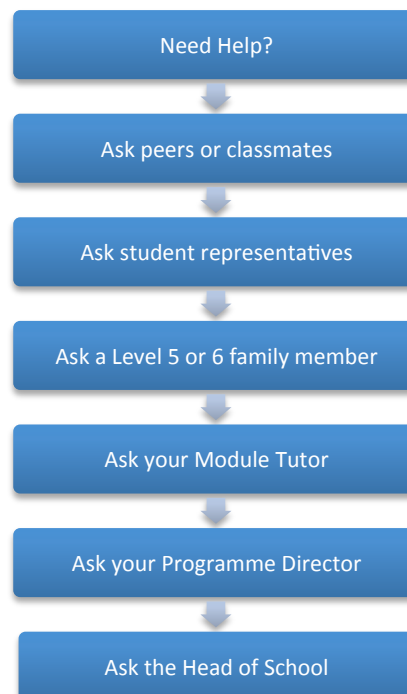
If, as graduates you assess inappropriately, misdiagnose, or incorrectly treat and rehabilitate an injury you may be liable for prosecution.

The level of responsibility placed upon the Graduate Sports Therapist is high and to ensure that you have all the skills necessary to work as Sports Therapists we have a number of staff expectations which are designed to make sure all students complete all competencies.

Staff expect the following from all undergraduate Sports Therapy students:

1. Student will aim to attend 100% of taught classes, and acknowledge that failure to attend 80% of classes on each module may result in their withdrawal from the programme of study.
2. Where students are absent for legitimate reasons (illness etc) apologies should be sent **in advance** of the class to the Module Tutor.
3. It is the students' responsibility to catch up on any work missed from peers and classmates. Additional sessions will not be provided. Where demonstration of competency is required, students will have the opportunity to demonstrate competency in clinic.
4. Admission to class by a late student is at the discretion of the lecturer. You may be permitted admission at the next convenient break by the lecturer.
5. Lecturers will request students complete pre-lecture and post-lecture independent study tasks. These will be detailed in the scheme of work. These must be completed and failure to do so may mean the lecturer refuses entry to class.
6. For practical sessions, students will adhere to a strict dress code. Students will wear Sports Therapy kit, comprising of white or black polo shirt, navy or black tracksuit bottoms or shorts, appropriate sporting footwear such as trainers. Long hair will be secured tidily away from the face, minimal makeup and nails kept at appropriate length without coloured nail varnish. Jewellery will be minimal. Students are permitted one stud earring per ear. A watch and wedding band may be worn but must be removable. Failure to comply with this dress code may result in non-admission to practical sessions.
7. Food and drink are not permitted in the practical teaching rooms. Students may bring with them bottled water, but food and other drinks will need to wait until the comfort breaks and should be consumed outside the Sports Therapy teaching rooms.

8. Tutorials may be booked with any member of the Sports Therapy teaching team. Staff will allocate time slots on a weekly basis and students can book these appointments via email or drop in session times posted on staff office doors. All appointments will take place in the staff offices unless otherwise stated. Appointments must be made at least 24hours in advance of the appointment time. If students no longer require a booked appointment cancellations can be made via email to the tutor. Failure to attend a booked appointment may result in requests for future appointments being declined. Apologies should be sent to the staff member citing the reason for the missed appointment.
9. Student communication with lecturing staff should be formal. Email communication is preferable using the students UNIVERSITY EMAIL ONLY. All emails must be formatted correctly and formally. Failure to comply may mean a non-response to emails. Under no circumstances will staff communicate with students via social media, mobile phone or text message.
10. Any student queries regarding academic work should be resolved via Moodle based resources, directed study/independent study tasks, fellow students/study groups. Only when students have exhausted these areas of support should the module tutor be used.
11. Sources of academic support are many and varied. Don't be afraid to ask for help if it is needed, however the Programme Director or Head of School should not be the first place you look!



If you have concerns about your programme of study, please speak to your Programme Director or Head of School.

Guidelines for Written Assessments

General Notes

You will be expected to submit pieces of written work (assignments) for assessment. These assignments are important for three reasons:

- They give you direct feedback on your level of attainment and competence in handling the set topic and skill areas
- They are a way of exploring a topic in depth and as such are an important source of reference material for future use
- They serve as the main method of assessing your level of performance and subsequent grade

Please note that you are expected to write reports *in your own words*. Verbatim quotations from the work of others should be used sparingly, *must* be enclosed in quotation marks, and the source(s) acknowledged. A failure to do so could result in a charge of plagiarism (see your student handbook which will have been issued to you in induction week).

Conducting Research to Inform Your Assignments

At university it is important you consider the sources of information from which you write your assignments. You cannot underestimate how important it is for you to take your time and search thoroughly for HIGH QUALITY research evidence. The information you use in higher education will be very different from resources that were acceptable in your previous study. Please see the table below for a quick guide:

Appropriate sources of information for HE	Inappropriate sources of information
• Course/ Recommended Textbooks • Peer reviewed journal articles • Position statements published by governing/ professional bodies	• Textbooks below your level of study (e.g. A-level or BTEC textbooks) • Magazine articles/ non peer reviewed journals • Websites, blogs or anything published to the web that does not come from a governing body

To search for academically appropriate resources, using a web-based search engine like Google is not sufficient – it simply does not look in the right places. Your library staff will be happy to take you through how to conduct a thorough literature search using some of the UWTSD library resources that are relevant to Sports Therapy such as:-

- Sports Discus
- ProQuest Central

How to present your written assignments

In the interest of uniformity and to aid evaluation, you are requested to adhere to the following instructions in the production and presentation of your work:

Word Processing

Written work is generally expected to be word processed. This encourages good layout, allows spelling to be checked, facilitates corrections, and ensures legibility. If there are any students for whom this is a special problem, they should discuss it with their module or academic tutor. Please use the standard settings on Microsoft Word or equivalent for margins. Make sure your line spacing is set to DOUBLE and your language is set to ENGLISH U.K.

Length and Layout

More than 10% in excess of upper limit will not be marked.

Where work is stored on a computer disk (e.g. USB), *it is essential to keep at least one back-up copy of the file on another disk in case of accidental data loss*. This is the responsibility of the student. If work is requested on disk, it should be clearly labelled on the disk with student name and the appropriate directory and file name. *A back-up copy should always be kept by the student.*

All sections of the report should comprise complete and correct sentences. The only exception to this is where a specific list format is used, or within tables and diagrams. Neither hybrid forms of expression between these forms, nor note format, should be used. Do not present lists in your written work.

Academic Writing

Unless otherwise specified, **third person** must be used at all times, i.e. use of “I” or “We” should be avoided, and the **past tense** should in general be used for description of practical work. For example instead of:

“We measured the dissolved oxygen content of the water at several sites. The values range from 41% to 65% saturation (Table 1).”

the following should be used:

“The dissolved oxygen content of the water was measured at several sites. The values ranged from 41% to 65% saturation (Table 1).”

Abbreviations and acronyms should in general be used sparingly and always explained when used for the first time. Latin words and phrases, for example species names, should be printed *in italics* or, if this is not possible, should be *underlined*.

Written Assignment Structure

- Title Page (including assignment brief & marking grid)
- List of Contents, Tables and Figures
- Introduction
- Main report sections, which will be numbered
 - Tables, figures and plates, generally placed adjacent to relevant text
- Discussion and/or Conclusions (as appropriate)
- Reference List
- Appendices (optional)

Each of these are considered in more detail below.

Title Page

This should include:

Title of work/ essay

Name of Course / degree programme

- Assignment number, Module code and assessment number
- Date set and hand-in date
- Student number

List of Contents

This should allow any section, figure or appendix to be quickly located by page number.

Introduction

An introduction should introduce the subject area to be discussed and explain the background to the work, and its aims. This may include a brief summary of previous knowledge or work, and should define any terms that are going to be used.

Main Report Sections

Each main section should have an appropriate title, distinguished by **bold print**. Sufficient space should be left below main section headings, to allow them to be clearly identified.

Paragraphs should be short and should not be indented, but should be separated by a blank line.

Tables, Figures and Plates (photographs)

Such illustrative material should be numbered and titled clearly, with a separate numbering system for each, and referred to clearly by number in the text (e.g. Table 2, Fig.17, Plate 4). *In each case there must be an associated piece of coherent explanatory text - these items cannot stand alone.* Where possible, they should be placed within, or bound alongside, the relevant text.

Examples

Table 1: Mean O₂ uptake for all experimental conditions (Evans, 2014).

	E	C	SM
Time (mins)	(ml.min ⁻¹)	(ml.min ⁻¹)	(ml.min ⁻¹)
0:00	1188	1103	754
0:10	899	893	875
0:20	806	931	885
0:30	780	952	913
0:40	864	848	909
0:50	821	801	848
1:00	991	807	902

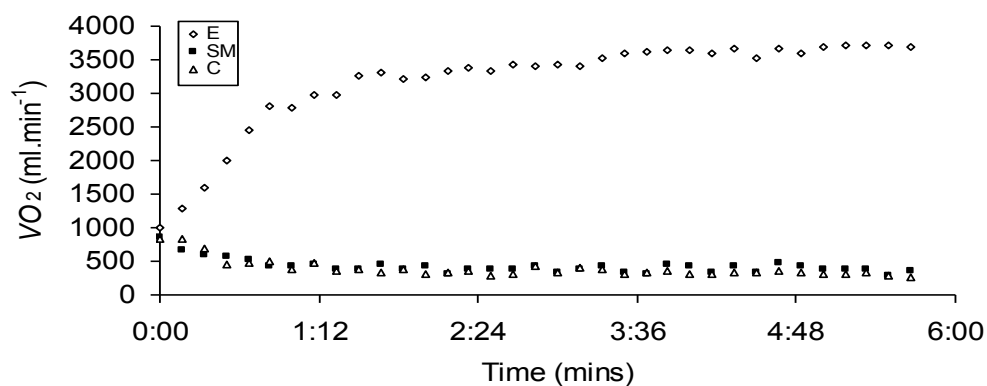


Figure 1: Mean O₂ uptake for all experimental conditions (Evans, 2014).

Discussion and Conclusions

Certain scientific projects lend themselves to specific conclusions; in other cases a discussion section may be sufficient. This is an important section which usually contributes heavily to the assignment grade. It offers the opportunity to demonstrate your understanding of the results or findings, and to compare them with those of others. Do you agree or disagree with others who have made observations in the same field? Have you added to knowledge? Have you practical recommendations to make? Does more research need to be done?

While this section allows for some broadening of your remarks away from the specific results of your own work, it is important that the discussion remains strongly linked to the aims of the project, and that you provide supporting evidence for any assertions.

Reference List

References in the body of the report should be linked to the reference list by the APA version of the Harvard system of referral. The APA referencing system is very specific about the placement of full stops, commas, the use of capital letters, italics and underlining etc. You will be taught this in SHSS4062 Professional Development and Practice and the Library will also offer a number of support methods from user guides to online courses on APA referencing. Please get used to using this at level 4 as it is worth 10% of your grade for all written work. Make sure ALL references used in the text are presented in the reference list. This will mean the difference between a PASS or FAIL grade!

A quick guide to the APA Harvard Reference System is given below:

Textbooks with ONE author:

Neumann, D. A. (2013). *Kinesiology of the musculoskeletal system: foundations for rehabilitation*. USA: Moseby, Elsevier Health Sciences.

Textbooks with TWO authors:

Bruckner, P., and Khan, K. (2012). *Clinical sports medicine*. Sydney: McGraw-Hill.

Textbooks published by Editors:

Ward, K. (Ed.) (2015). *Routledge handbook of sports therapy, injury assessment and rehabilitation*. New York: Routledge.

Textbook Chapters:

Ward, K., Grice, M., Di Leva, R., Evans, K. & Baker, J., (2015). Clinical assessment in sports therapy. In Ward, K. (Ed.) (2015). *Routledge handbook of sports therapy, injury assessment and rehabilitation*. New York: Routledge.

Journal articles:

Evans, K. L., & Williams, M. D. (2017). The effect of Nordic hamstring exercise on hamstring injury in professional rugby union. *British Journal of Sports Medicine*, 51 (4), pp.315-316.

Appendices

You should generally present the 'raw' data, from which figures and tables are derived, in an Appendix; alternatively you may be asked to present a complete set of practical results in a separate binder. In either case this is an alternative to figures and tables within the report - these must be presented also, as a means of summarising and interpreting the data.

Other uses for appendices could include leaflets bound with the report, any statistical analyses or mathematical calculations, meteorological data, maps, keys, glossaries etc. Again, make sure that adequate summaries and references occur in the text so that the reader can understand the purpose and meaning of any appendix.

Laboratory Report Structure

A 'laboratory report' is frequently used in modules that require an experiment to be carried out. A laboratory report is the most scientific way of reporting your experimental findings and for those of you intending to complete your degree, a laboratory report will stand you in good stead for your undergraduate dissertation/research project. For any student collecting quantitative data for their independent study skills assignment, this is the preferred format. For students using more qualitative approaches still adhere to the formatting requirements with the exception of the strict headings used in the Method section.

1.0 Title Page

- * Page 1 should include the module name, module code, your student number and a research question as the title of the assignment. You should also include the marking grid from the assignment brief so the tutor can provide feedback.

2.0 Abstract

- * The abstract page is Page 2
- * Centre the word Abstract on this page, then begin typing on the very next double spaced line i.e. no extra line breaks needed
- * This section is then typed as a single (double spaced) paragraph in block format: no indentation
- * The purpose of this section is to provide a brief (100-120 word), comprehensive summary of the study
- * It should include a brief description of the problem being investigated, the methods used, the results (including actual data!) and their implications
- * It is a good idea to write this section last
- * Avoid references in the abstract

3.0 Introduction

- * The introduction begins on page 3
- * Start this by typing your title (centred), then begin typing the section (on the next double

spaced line) using a normal 5 space indented paragraph. Do not retype the word introduction

- * The main purpose of this section is to inform the reader of the research question and indicate why it is important.
- * It starts out broad and becomes more and more specific
- * You may start with a brief introduction to the subject area, then define any terms that are used, then review the literature, then go on to make a clear connection between previous research and the present work.
- * You might include any hypotheses and rationale for them.
- * The final paragraph usually contains a statement which clearly and explicitly states why the study was performed, such as: The purpose of this study was to...or: The present study was designed to investigate the...
- * This section should contain an absolute minimum of four paragraphs: the general introduction, the literature review, the connection of the present study to the literature and the explicit statement of purpose

4.0 Method

- * Do not purposely start a new page for this section, simply centre the word Method and continue typing on the very next double spaced line (no extra line breaks)
- * The purpose of this section is to describe in detail how you *performed* the study (i.e. in the past tense). Someone should be able to replicate your study based on the information in this section.
- * Make it sound professional, that is, do not make it sound like a class project. Assume you are writing for presentation to a scientific journal
- * Avoid unnecessary details, like a pencil and paper were required to record the data on data collection sheets
- * This section should be divided into four sections: participants, apparatus, design and procedure.

4.1 Participants

- * Do not purposely start a new page for this section. Type the appropriate title for this subsection flush with the left margin and underline it. On the next line begin typing normal paragraphs
- * Indicate who participated in this study, how many and how they were selected
- * Include any details that are relevant to the study, e.g. age, gender, experience

4.2 Apparatus

- * Do not purposely start a new page for this section. Type the word Apparatus flush with the left margin and underline it. On the next line, begin typing normal paragraphs
- * Describe what material was used and how they functioned in the study
- * If you use a piece of equipment, you must give the model number, company and state or country.
- * You must give the dimensions (and other descriptive details) of any important items used in the study
- * Standard equipment such as pencil, paper, stopwatches can just be mentioned without

too much detail

- * Use this section only to describe the equipment and its use, not the procedure

4.3 Design

- * Do not purposely start a new page for this section, type the word Design flush with the left margin and underline it. On the next line begin typing normal paragraphs
- * Describe the design and clearly spell out the independent and dependent variables. Indicate what the levels of the independent variables were, and whether the factors were repeated, matched or independent
- * Describe how the subjects were assigned to groups
- * Describe any control procedures used

4.4 Procedure

- * Do not purposely start a new page for this section, type the word Procedure flush with the left margin and underline. On the next line begin typing normal paragraphs
- * Carefully summarise each step in the execution of the study
- * Indicate what a typical test, trial or session involved
- * Describe any phases that the study had or any instructions that subjects received.

5.0 Results

- * Do not purposely start a new page for this section. Simply centre the word Results and continue typing on the very next double spaced line i.e. no extra line breaks
- * Look carefully at the results and make a brief statement of the findings: a general description of results
- * When presenting means, it is reasonable to use 1 decimal place
- * When presenting the results of statistical tests, present the descriptive data before the inferential statistics
- * The general format for presenting an inferential statistic is : Statistic (df) = value, probability = value
- * Emphasise the meaning of the results of the statistics
- * Do not discuss the implications of the results here
- * Do not provide raw data here, if required it should go in the appendix
- * Do not present the same data more than once, i.e. in a table and in a graph
- * Please check you are formatting figures and tables correctly

6.0 Discussion

- * Do not purposely start a new page for this section simply centre the word discussion and continue typing on the next double spaced line
- * The purpose of this section is to evaluate and interpret results, with respect to the original research question
- * Start off with a brief, non technical summary of the results (no statistics)
- * Then go on to discuss the implications of the results.
- * Discuss how your results relate to the research you discussed in the literature review

- * You may also mention the limitations of the study
- * It is important to discuss the applied implications of your results: what does it mean for teachers and coaches?
- * Finally you need an ending paragraph, in which you make your final summary statements of the conclusions you have drawn,

- * Thus this section should contain an absolute minimum of four paragraphs: the non technical summary, discussion of results and their implications, the applied implications and the concluding paragraph

7.0 References

- * Reference any research mentioned within study using Harvard Reference technique

8.0 Other Sections

- You may wish to include tables and figures in your laboratory report

8.1 Tables

- See the example below
- Note that academic style tables do not contain any vertical lines
- Type the table number and then on the next double spaced line type the title flush with the left margin and underline.
- When using columns with decimal numbers, make sure the decimal points line up
- It is perfectly acceptable to abbreviate your heading and place the explanation of these abbreviations in a note underneath. Please note that the table title always goes above the table.

Table 4. Mean cross correlations of displacement for the left wrist prior to impact (10 frames) between the unstressed control condition and all other conditions averaged across participants

Variable	Skill Level	Putting Conditions			
		LAC-HAC	LAC-HAI	LAC-HAR	LAC-LAI
Displacement Better		0.98	0.70	0.85	0.70
	Poorer	0.96	0.97	0.91	0.78

Note. The values reported are inverse Fisher z transformations, for ease of interpretation. LAC = low anxiety control, HAC = high anxiety control, HAI = high anxiety irrelevant, HAR = high anxiety relevant, LAI = low anxiety irrelevant, LAR = low anxiety relevant.

8.2 Figures

- 'Figures' is the technical term given to graphs, charts, drawings and pictures.
- Centre each figure on the page vertically as well as horizontally and arrange for the figure to use the bulk of the page.
- If the figure is a graph or chart, verbally label the axes (do not use 'X' and 'Y') and provide a key if necessary
- The word 'figure', the number, and the adjacent period are underlined for example:

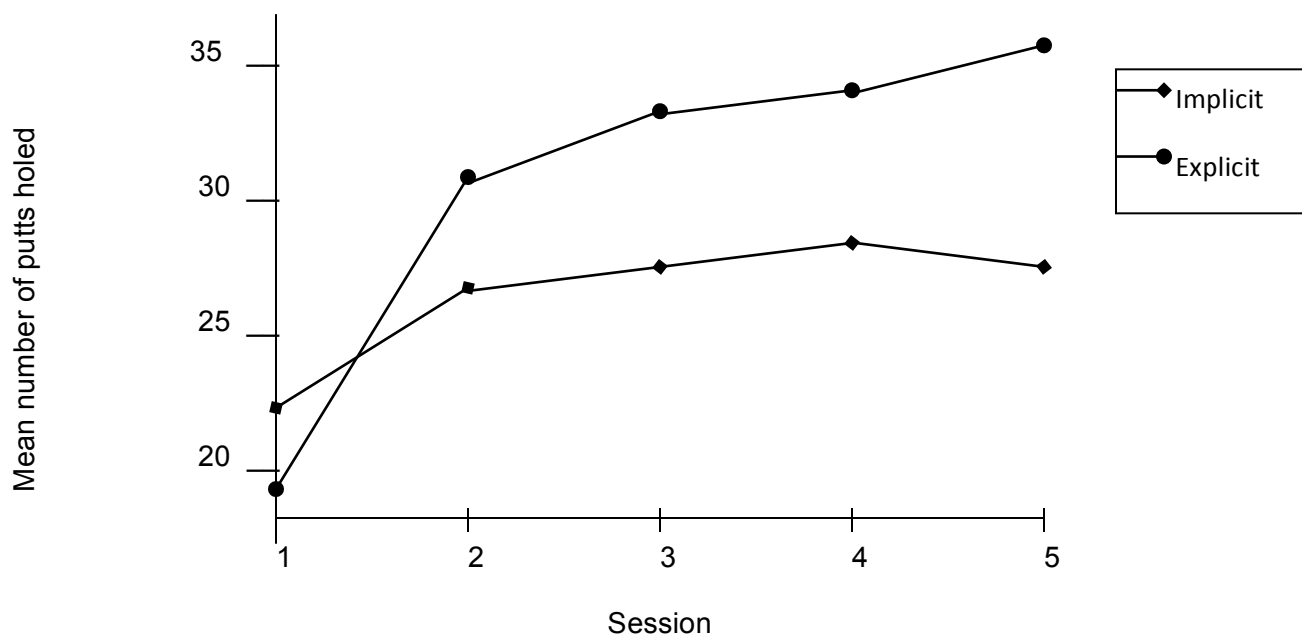


Figure 1. Mean number of putts holed in sessions (1-5) as a function of implicit and explicit learning conditions

8.2 Appendices

- It is useful to place as an appendix information such as raw data, an example of the consent form, computer print outs
- Ensure that all appendices are referred to in the main body of the text.

Assessment Offences

In order to ensure that all students are assessed fairly and equitably, it is important that markers are able to be sure it is your own work which is being assessed and that all your assessed work is done within the University rules and regulations. If a marker or invigilator believes that you have committed an assessment offence this will be reported to the Programme Director and the Assessment Offences Panel. They will have to investigate the allegation.

More simply, assessment offences - or cheating - can be categorised into the following:

- plagiarism – taking and using another author’s writing as your own
- collusion – conspiring with others to gain an unfair advantage
- non-compliance (with student assessment regulations and procedures)

Plagiarism

Demonstrating that you have read a wide range of material (books, journals or other sources) in writing a piece of coursework is essential – but so is ensuring that you acknowledge that work properly through correct referencing i.e. the naming of authors / sources and the use of paraphrasing, quotation marks or indented paragraphs.

Collusion

You may be asked to work with other students on a project, in class or analysing data, it is essential that any work you hand in for assessment purposes is written up by you on an individual basis. The text and diagrams / pictures etc. you use must be your own. You must be particularly careful if you are sharing a computer with another student or passing information between yourself and others in an electronic format such as by disc or email that you do not use someone else’s words – or that they use your words.

Non-compliance

It is important that you follow the instructions given to you by staff and adhere to the regulations of the University and College. For example, non-compliance could include taking unauthorised papers or items into an examination room or falsely claiming extenuating circumstances or late work.

The University take the committing of assessment offences very seriously. Action is always taken to investigate and follow through any such cases that are reported. More information on this can be found in your student handbook.

Guidelines for Practical Assessments

As Sports Therapy is a practically based degree, your Sports Therapy modules will all be assessed via a practical exam of some sort.

Typically, you will be notified in class or via Moodle of the exam date, time and location in advance of your scheduled practical exam.

Where competency sheets have been issued in class, you will be required to bring these completed sheets with you to the exam and show them to your examiner. If you have missed a practical lecture and do not have the competency sheet signed by your tutor you will not be able to demonstrate these techniques in your examination. This will significantly affect the possible grade you can be awarded. For this reason we require 100% attendance to Sports Therapy sessions.

You will be required to attend your practical exam at least 15 minutes before the scheduled time. You should wait outside your examination room to be called in by your examiner. Please make sure that your mobile phone is switched off or on to silent and all your notes are away from sight. You may bring any bags inside the exam room but these will be placed away from your person during the exam. Make sure you have a pen or pencil with you where an exam gives you reading time. Typically Sports Therapy exams allow 5 minutes reading time prior to the start of your practical exam, for you to plan your practical/answer.

There is always a dress code for Sports Therapy practical exams. This is the same dress code cited in your Staff Expectations section. Failure to comply may mean you are not permitted entry to the examination.

During your examination, an automatic fail may be issued on the grounds of safety. If the examiner feels at any time that you have put the patient (model), yourself or the examiner in any danger or risk of injury, he/she can step in to terminate the examination.

An automatic fail may also be issued if the practical technique demonstrated is ineffective. These normally occur if you are working on the wrong anatomy (i.e. applying a technique to the wrong part of the body) or inappropriate technique selection (i.e. you select a technique to treat a patient that would not positively affect their symptoms).

An automatic fail may also be issued if inappropriate behaviour and/or language is used by the student.

In some practical examinations, once you have been assessed you will be required to attend the next scheduled exam after yours to act as a model for the next student. A failure to attend the examination as a model may mean that a mark of 0 is entered for your exam regardless of your original exam grade.

Results and Reassessment

Results for all student assessments are published online via your student login. Your individual results profile is available to you and staff only via the UWTSD portal. These module results normally are released after an examination board at the end of Semester 2 (usually the last week of June) or 4 weeks after any in-class assessment during the academic term.

Collection of written work is normally within 4 weeks of the hand-in date. Written work can be collected from the module tutor after this time. Staff will be available for tutorials to discuss any feedback given or any student concerns regarding their assessments at this time. Tutorials can be booked in the usual way.

Your results will usually give you a number and a grade (letter) for each assessment component and an overall module score (number) and grade (letter).

The following grades are issued:

- Above 70 – A
- 60-69 – B
- 50-59 – C
- 40-49 – D
- 30-39 – R (referral)
- 39F (Failure of an assessment component in PASS ALL COMPONENTS module)
- 1-29 – F (Fail)
- 0 – N (Non-Submission)

Where a practical exam is graded Pass or Fail the following grades will appear on your results transcript

- S – Satisfactory (Pass)
- UF – Unsatisfactory Fail (Fail)
- UN – Unsatisfactory Fail due to Non-Submission or Attendance (Fail)

A student who receives an R (referral) or UF (Unsatisfactory Fail) for an assessment component is required to **re-work** the assessment in the summer reassessment period. For written work graded between **1-39%**, this means you have the opportunity to address any comments made

by your marker and **re-submit the same piece of work**. For practical examinations, a new practical examination typically following the same format will be required. Again a practical examination timetable will be put on the module Moodle site. If the student passes the resit they will pass the module, but the module grade will be capped at 40 D.

For students who fail to submit the original assignment or examination – a grade of **0% N** will be awarded. In this instance the student will be required to submit a **NEW piece of work** during the reassessment period.

A student who receives an F grade for the overall module following the re-assessments must complete the **whole module again the following academic year**. This is likely to mean an extra year of study if the failed module is a pre-requisite for another module (see your Course Map). If the module is listed as **CORE**, the student will not be allowed to progress to the next level of study.

For Sports Therapy specific modules, students must pass all components of assessment.

This means that if you score 35 in one assessment and 45 in another assessment, the module grade does not average a pass. A QF will be awarded and the student must resit the failed assessment. If the student fails the resit then unfortunately they must resit the entire module (including the assessment they passed) the following year.

Penalty for Late Work

Students who submit work up to 1 week late will be capped at 40% for their assessment. Students who submit later than 1 week after the assessment deadline will be awarded a 0 N grade.

Medical Abbreviations

A's

ABD abduction
AC acromioclavicular joint
ACL anterior cruciate ligament
ADD adduction
ADL activities of daily living
AIIS anterior inferior iliac spine
AMA against medical advice
AP anterior-posterior
AROM active range of motion
ASIS anterior superior iliac spine
ATF anterior talo-fibular ligament

B's

b.i.d. twice a day
BOR beginning of range
BP blood pressure
bpm beats per minute

C's

CF calcaneo-fibular lig.
CNS central nervous system
c/o complains of
CSF cerebral spinal fluid
CT computerized tomography

D's

D/C discontinued or discharged
DIP distal interphalangeal joints
DTR deep tendon reflex
Dx diagnosis
DDx differential diagnosis

E's

ECG, EKG electrocardiogram
EENT Ear, eyes, nose, throat
EMG electromyogram
EOR end of range
ER external rotation
EXTN extension

F's

FH family history
FLXN flexion
FWB full weight bearing
Fx fracture

G's

GI gastrointestinal

H's

HR heart rate
Hx history

I's

IC informed consent
ICD implantable cardioverter-defibrillator
ICU intensive care unit
IM intramuscular
IMI intramuscular injection
IR internal rotation
ISQ in status quo (no change)
IV intravenous
IVD intervertebral disc

L's

L left
LBP lower back pain
LCL lateral collateral ligament

LE lower extremity
LLQ left lower quadrant
LOC loss of consciousness
LUQ left upper quadrant

M's

Meds medications
MCL medial collateral ligament
MI myocardial infarction
MMT manual muscle test
MCP/MTP metacarpal/tarsalphalangeal
MOR middle of range
MRI magnetic resonance imaging

N's

neg. negative
NPO nothing by mouth
NWB non weight bearing

O's

O.R. operating room
ORIF open reduction, internal fixation
OTC over the counter

P's

P pain (P+, P++, P++++)
PCL posterior cruciate ligament
PEARL pupils, equal, and reactive to light
PIP proximal interphalangeal jt.
PNF proprioceptive neuromuscular facilitation
pos. positive
post-op after surgery
pre-op before surgery
PRE progressive resistive exercise
PROM passive range of motion
prn whenever necessary

PSIS posterior superior iliac spine
Pt., pt. patient
PTFL posterior talo-fibular lig.
PWB partial weight bearing

Q's

q every
q.d. every day
q.h. every hour
q.i.d. four times a day
q.2 h. every 2 hours

R's

R right
RCL radial collateral ligament
RLQ right lower quadrant
r/o rule out
ROM range of motion
RROM resistive range of motion
RTA Road Traffic Accident
RUQ right upper quadrant
Rx prescription

S's

SC sternoclavicular joint
SI sacroiliac
SLR straight leg raise
SOAP subjective, objective, assessment, plan
stat. immediately, at once
Sx symptoms

T's

TENS transcutaneous electrical

nerve stimulation

t.i.d. three times daily

TMJ temporomandibular joint

Tx treatment

U's

UCL ulnar collateral ligament

UE upper extremity

US ultrasound

V's

VMO vastus medialis oblique

W's

W/cm² watts per square centimetre

WNL within normal limits

WP Whirlpool

Y's

y/o years old

Other

@ at

C or c with

s without

a before (ante)

p after (post)

x times (i.e. 3 x week)

> greater than

< less than

= equals

+ plus, positive

- minus, negative

~ approximately

□down, decrease

□up, increase

Δchange, difference

/7 number of days

/12 number of months

/52 number of weeks

R>P resistance before pain

P>R pain before resistance

fracture