MODULE SPECIFICATION TEMPLATE

*See the Code of Practice for Quality Assurance for Taught Programmes: Annex B before completing this template (see http://www.kent.ac.uk/uelt/quality/code2001/annexb.html) and the relevant Faculty notes of guidance.*

*To use this template, download the file and insert text in the sections provided.*

*You should consult your School Director of Learning and Teaching when preparing a proposal for a new module intended primarily to be used as part of an undergraduate programme, or your School Director of Graduate Studies when preparing a proposal for a new module intended primarily to be used as part of a postgraduate programme[[1]](#footnote-1). Directors of Learning and Teaching and Directors of Graduate Studies are required to sign off proposals as appropriate before submission to the Faculty Learning and Teaching Committee or Faculty Graduate Studies Committee.*

***Please delete all the sections in italics before submission to the Faculties Support Officer.***

***Instructions:***

1. *If the module is part of a programme of study in a University School, please complete sections 1 and 2.*
2. *If the module is part of a programme of study in a Partner College or Validated Institution, please complete Sections 1 and 3.*

**SECTION 1: MODULE SPECIFICATIONS**

1. Title of the module **Functional Anatomy**
2. School which will be responsible for management of the module

**School of Sport and Exercise Sciences**

1. Start date of the module **Autumn 2013**
2. The cohort of students (onwards) to which the module will be applicable **2013**
3. The number of students expected to take the module **70**
4. Modules to be withdrawn on the introduction of this proposed module and consultation with other relevant Schools and Faculties regarding the withdrawal

**NONE**

1. Level of the module *(e.g. Certificate [C], Intermediate [I], Honours [H] or Postgraduate [M])* **C**
2. The number of credits which the module represents **15**

***Note****: undergraduate full-time students take modules amounting to 120 credits per year and postgraduate full-time students take modules amounting to 180 credits per year for a Masters award*

1. Which term(s) the module is to be taught in (or other teaching pattern): **Autumn & Spring**
2. Prerequisite and co-requisite modules **NONE**
3. The programme(s) of study to which the module contributes **B.Sc. Sport & Exercise Science**
4. The intended subject specific learning outcomes and, as appropriate, their relationship to programme learning outcomes
   1. Identify the major bones, muscles and joints of the human body.
   2. To describe the basic movements of the body.
   3. Relate the interrelationship of human anatomical structure and function

These outcomes contribute to the programme learning outcomes as listed in the B.Sc. Sport Science programme specification:

PLO A1 – Anatomical and physiological principles related to sports and exercise (12.1, 12.2, 12.3).

PLO B9 – Effectively apply the skills needed for academic study (12.1, 12.2, 12.3).

PLO C14 – Relate the concepts of anatomy, physiology and metabolism to the body’s response to exercise (12.1, 12.2, 12.3).

PLO C18 – Communication, presentation, numeracy and C & IT skills (12.1, 12.2, 12.3).

PLO C22 – Ability to plan and manage learning skills (12.1, 12.2, 12.3).

1. The intended generic learning outcomes and, as appropriate, their relationship to programme learning outcomes

13.1 Communication skills – through the ability to demonstrate written communication of learning during the final exam

13.2 Problem solving – achieved through the identification of different movement patterns of joints by working logically through the constraints of muscle contraction and planes of movement

13.3 Ability to plan and manage learning – through completing the extra self- directed study necessary to successfully complete the required assessments and tasks set during this module.

These outcomes contribute to the following generic programme learning outcomes of section 12

of the **BSc (Hons) Sports Science** programme specification:

PLO D18- Communication, presentation, numeracy and C & IT skills (13.1)

PLO D20- Problem solving skills (13.2)

PLO D21- Ability to self-appraise and reflect on practice (13.3)

PLO D22- Ability to plan and manage learning skills (13.3)

1. **A synopsis of the curriculum**

Students will cover the name, placement and movement of bones and muscles of the lower limb, upper limb and trunk

1. **Indicative Reading List**

Floyd, R.T. (2006). Manual of structural kinesiology.16th edn. New York: McGraw Hill.

Netter, F.H. (2006). Atlas of human anatomy. 4th ed. Philadelphia, PA: Saunders/Elsevier.

Milner, C.E. (2008). Functional anatomy for sport and exercise quick reference. London, New York : Routledge.

Stone, R. & Stone, J. (2005) Atlas of the Skeletal Muscles. 5th Ed. Boston. McGraw-Hill.

Tank, P.W., Gest, T.R. (2009) Atlas of Anatomy Lippincott, Williams & Wilkins.

1. **Learning and Teaching Methods, including the nature and number of contact hours and the total study hours which will be expected of students, and how these relate to achievement of the intended learning outcomes**

Total teaching hours for the module are 150 hours. The method of course delivery will include seminars and workshops and private study. Seminars will involve group discussion based on directed reading, workshops will involve practical group work where anatomical structures will be identified. The contact hours will total 22 hours (made up by the seminars and workshops) in which the intended learning outcomes will be covered. The course will be delivered by a 1 hour weekly seminar and subsequent directed study. The remainder of the time will be devoted to private study for reinforcement of knowledge.

The seminars and workshops will use practical group work to help students locate, identify and observe the bony and muscular structures of the human body. Practical group work will be followed up in the directed study using reading and online resources. These sessions will cover LO’s 12.1, 12,2 and 12.3.

1. **Assessment methods and how these relate to testing achievement of the intended learning outcomes**

Students will be assessed on their achievement through the completion of an end of year exam (ILO’s 12.1, 12.2, 12.3 GLO’s 13.1, 13.2, 13.3). Students will have the opportunity to practice this assessment in a formative assessment mid-way through the year. The weighting, the pass mark and the ILOs and GLOs are as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| Assessment Type | Weighting | Pass Mark | Learning Outcomes Assessed |
| Exam | 100% | 40% | 12.1, 12.2, 12.3  13.1, 13.2, 13.3 |

1. **Implications for learning resources, including staff, library, IT and space**

The module will be convened by an existing member of the School of Sport and Exercise Sciences. Library and IT resources will be mainly provided by using existing provision given that the Drill Hall Library already contains a good selection of books relevant to the module. Teaching will take place in existing seminar rooms and laboratories.

1. **The School recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s disability/dyslexia support service, and specialist support will be provided where needed.**
2. Campus(es) where module will be delivered[[2]](#footnote-2) **Medway**

***If the module is part of a programme in a Partner College or Validated Institution, please complete the following:***

1. Partner College/Validated Institution **N / A**
2. University School (for cognate programmes) or Faculty (for non-cognate programmes) responsible for the programme **N / A**

**SECTION 2: MODULE IS PART OF A PROGRAMME OF STUDY IN A UNIVERSITY SCHOOL**

**Statement by the School Director of Learning and Teaching/School Director of Graduate Studies (as appropriate):** "I confirm I have been consulted on the above module proposal and have given advice on the correct procedures and required content of module proposals"

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| --- | --- |
| ................................................................  Director of Learning and Teaching/Director of Graduate Studies (delete as applicable)  …………………………………………………  Print Name | ..............................................  Date |

**Statement by the Head of School:** "I confirm that the School has approved the introduction of the module and, where the module is proposed by School staff, will be responsible for its resourcing"

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| --- | --- |
| .................................................................  Head of School  …………………………………………………….  Print Name | ..............................................  Date |

**SECTION 3: MODULE IS PART OF A PROGRAMME IN A PARTNER COLLEGE OR VALIDATED INSTITUTION**

(Where the module is proposed by a Partner College/Validated Institution)

**Statement by the Nominated Officer of the College/Validated Institution** *(delete as applicable)***:** "I confirm that the College/Validated Institution*(delete as applicable)* has approved the introduction of the module and will be responsible for its resourcing"

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| .................................................................  Nominated Responsible Officer of Partner College/Validated Institution  ………………………………………………….  Print Name  …………………………………………………..  Post | ..............................................  Date |

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Partner College/Validated Institution

Module Specification Template  
Last updated November 2011

1. For the purposes of the Code integrated masters programmes are regarded as undergraduate programmes and Graduate Certificate and Graduate Diploma programmes as postgraduate programmes. [↑](#footnote-ref-1)
2. Required for information purposes only. Changes of campus will not require re-approval of the module specification. [↑](#footnote-ref-2)