



## Module Descriptor

<b>Title</b>	Identifying Injury in Sport and Exercise		
<b>Session</b>	2024/25	<b>Status</b>	active
<b>Code</b>	SPOR 10027	<b>SCQF Level</b>	10
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	1
<b>School</b>	Health and Life Sciences		
<b>Module Co-ordinator</b>	C Brow		

### Summary of Module

The aim of this module is to provide the student with knowledge of musculoskeletal injuries associated with common dysfunction in sport and exercise. This module will present the sports and exercise students with the opportunity to understand dysfunction associated with injury impairment and reasoning of injury to soft tissues such as; Ligaments Tendons, Cartilage (meniscus) and Muscle. The knowledge gained in this module will allow exercise and coaching students to develop their understanding of common musculoskeletal injuries that they will tend to encounter in real life situations. Hence be better placed to do no harm to others.

At the end of this module the student will be able to identify, recognise and help prevent common sports injuries that can develop through sport and exercise. Also, appropriately modify training for individuals when signs and symptoms of injury begin to develop. Students should be able to evaluate, within their scope of practice, the effects of common injuries related to sport and exercise and make effective use of knowledge underpinning functional and dysfunctional aspects with reference to sport and exercise participation.

Identifying injury causes and modifying physical activity is a key duty of care component for students involved in physical activity. This module will help student(s) to do no harm to others. Academically ready to deal with real-world problem solving and challenges imposed upon their working environments.

•A work ready individual who accepts responsibility within their scope of practice and Duty of Care for safer working practice(s).

This module will assist the student in the development of key 'I am UWS Graduate attributes to allow those who successfully engage and complete this module to be:

#### Universal

- Critical thinkers
- Emotionally intelligent
- Collaborative

#### Work ready:

- Problem solver
- Motivated
- Enterprising

#### Successful:

- Innovative
- Resilient
- Transformational

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input type="checkbox"/>	<b>Online<sup>3</sup></b> <input checked="" type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1 <input type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input type="checkbox"/>	
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

<b>Learning Outcomes</b>	
<b>L1</b>	Evaluate the role of a variety of key principles in the prevention of musculoskeletal injury in sport
<b>L2</b>	Analyse the key factors associated with aetiology of common sporting injuriesEvaluate training modifications in response to overtraining and signs and symptoms of injury
<b>L3</b>	Evaluate training modifications in response to overtraining and signs and symptoms of injury
<b>L4</b>	
<b>L5</b>	

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>

<sup>1</sup> Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

<sup>2</sup> The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

<sup>3</sup> Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

<sup>4</sup> Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 10</b> Knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of a subject discipline
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 10</b> Use a range of the principal skills, practices and/or materials associated with a subject/discipline.  Use a few skills, practices and/or materials which are specialised, advanced, or at the forefront of a subject/discipline.
<b>Generic Cognitive skills</b>	<b>SCQF 10</b> Critically review and consolidate knowledge, skills, practices and thinking in a subject/discipline
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 10</b> Communicate with professional level peers, senior colleagues and specialists
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 10</b> Work effectively, under guidance, in a peer relationship with qualified practitioners

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
<p>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</p> <p>To foster the independent learning required for level of award, the lecturer will provide foundational information in lectures where the student is expected to enhance topics in the form of further reading and analytical review of relevant academic material. The lectures will be supported by tutorials and problem solving workshops and where appropriate practical workshops. This module will encourage student reflection and will use 'real -life' scenarios to help develop problem solving and learning.</p>	
<b>Learning Activities</b>	<b>Student Learning Hours</b>
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial / Synchronous Support Activity	6
Laboratory / Practical Demonstration / Workshop	12
Asynchronous Class Activity	18
Independent Study	164
Please select	

Please select	
<b>TOTAL</b>	200

<b>Indicative Resources</b>
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Peterson L and Renstrom P; (2005) Sports Injuries: Their prevention and Management. (3rd Ed) London, Dunitz.</p> <p>Houglum PA (2005); Therapeutic Exercise for Musculoskeletal Injuries; 2nd Edition; Human Kinetics.</p> <p>Norris C (2004) Sports Injuries. Butterworth and Heinemann</p>
<p><b>(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)</b></p>

<b>Attendance and Engagement Requirements</b>
<p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.</p> <p><b>For the purposes of this module, academic engagement equates to the following:</b></p> <p>Completion and submission of assessments.</p>

<b>Equality and Diversity</b>
<p><b>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: <a href="#">UWS Equality, Diversity and Human Rights Code</a>.</b></p> <p>In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical learning or assessment, alternative formats and/or roles will be provided for students with physical disabilities which impact participation.</p>
<p><b>(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)</b></p>

### Supplemental Information

<b>Divisional Programme Board</b>	<b>Sport Exercise Health</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <p><b>If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.</b></p>

<b>School Assessment Board</b>	Health and Life Sciences
<b>Moderator</b>	M Mckenna
<b>External Examiner</b>	E Bradley
<b>Accreditation Details</b>	N/A
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	1.14

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
A written type assignment on topic area(s) introduced in the module
<b>Assessment 2</b>
An Academic Poster
<b>Assessment 3</b>
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
critical essay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	0

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
poster	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	2

<b>Component 3</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	hours

#### Change Control

<b>What</b>	<b>When</b>	<b>Who</b>
