Session: 2023/24

Title of Module: Exercise Referral in Special Populations			
Code: SPOR10038 (module currently suspended)	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Mark Sanderson		

Summary of Module

This module allows students to develop their knowledge of community-based exercise referral for the rehabilitation and/or management of health problems. Specifically, this module provides a critical understanding of how exercise prescription is used within an applied setting in populations with chronic health conditions, e.g. respiratory, neurological, cardiovascular, and musculoskeletal conditions. In addition to the critical review of the evidence base underpinning such exercise programmes, students will also have the opportunity to engage with these classes practically to supplement the theoretical knowledge and understanding.

This module will assist the student in the development of key **'I am UWS Graduate Attributes'**, including:

Universal:

- Critical Thinker
- Culturally aware
- Socially Responsible

Work-ready:

- Problem-solver
- Effective communicator
- Enterprising

Successful:

- Innovative
- Creative
- Transformational

Module Delivery Method

Face-To-Face	Blended	Fully Online
☐	☒	☐

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☐	☐	☐	☒	☐	☐	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☐	Term 2	☒	Term 3	☐

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.
At the end of this module the student will be able to:

L1	Critically evaluate the effectiveness of exercise programmes in the rehabilitation and management of health conditions.
L2	Apply evidence-based rationale, concepts and applied knowledge to design appropriate exercise programmes for specific populations

L3	Discuss the management of the exercise referral process and critically evaluate factors which may influence client engagement.
L4	Click or tap here to enter text.
L5	Click or tap here to enter text.

Employability Skills and Personal Development Planning (PDP) Skills

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level **10** Demonstrating a comprehensive knowledge of the effects and application of exercise referral in populations with specific health conditions
Practice: Applied Knowledge and Understanding	SCQF Level **10** Applying knowledge, skills and understanding to the practical application of exercise prescription.
Generic Cognitive skills	SCQF Level **10** Critically identifying, defining, conceptualising and analysing complex problems and issues
Communication, ICT and Numeracy Skills	SCQF Level **10** Presenting or conveying, formally and informally, information about exercise prescription. Using a range of ICT applications to support and enhance work at this level and adjust features to suit purpose. Interpreting, using and evaluating a wide range of numerical and graphical data to set and achieve goals/targets.
Autonomy, Accountability and Working with others	SCQF Level **10** Exercising autonomy and initiative in practical and group sessions but also work as part of a team

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

Learning and Teaching	
The teaching and learning approach will utilise a blended delivery. Core theoretical content will be predominantly delivered through a series of online materials, including recorded lectures. Synchronous sessions will comprise workshops and practical/shadowing sessions on campus and/or in the community. Learning will be achieved through directed independent study tasks, group work and/or class discussion, and practical sessions.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Laboratory/Practical Demonstration/Workshop	18
Asynchronous Class Activity	12
Practice Based Learning	6
Independent Study	164
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200
**Indicative Resources: (eg. Core text, journals, internet access)	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Recommended texts:

Ehrman J.K. et al. (2018) *Clinical Exercise Physiology.* 4th edn. Champaign, IL: Human Kinetics

American College of Sports Medicine (2021) ACSM Guidelines for Exercise Testing and Prescription. 11th edn. Wolters Kluwer

American College of Sports Medicine (2016) A*CSM's Exercise Management for Persons with Chronic Diseases and Disabilities*. 4th edn. Champaign, IL: Human Kinetics.

(**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)

Engagement Procedure

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the VLE, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure.

For the purposes of this module, academic engagement equates to the following:

Attendance of teaching sessions (practical and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

Equality and Diversity

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.

Please refer to the UWS Equality and Diversity Policy at the following link: UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)	

Divisional Programme Board	Sport and Exercise
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Sport and Exercise
Moderator	Samantha Donnelly
External Examiner	Alice Tocknell
Accreditation Details	NA
Changes/Version Number	2

Assessment: (also refer to Assessment Outcomes Grids below)
The assessment for this module comprises two components:
Assessment 1: Written assignment
Assessment 2: Portfolio of practical work
Assessment 3 Click or tap here to enter text.
(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1					
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Essay	X		x	60	0
Component 2					

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of practical work		x		40	TBC

Combined Total For All Components	100%	TBC hours

Footnotes

A. Referred to within Assessment Section above. 1. More than one assessment method can be used to assess individual learning outcomes.

B. Identified in the Learning Outcome Section above. Please choose assessment type from list below:

Exam - Unseen closed book (standard)
Exam - Seen closed book
Exam - Unseen open book
Exam - Seen open book
Case study
Class test (written)
Design/ Diagram/ Drawing/ Photograph/ Sketch
Dissertation/ Project report/ Thesis
Essay
Laboratory/ Clinical/ Field notebook
Portfolio of written work
Report of practical/ field/ clinical work
Review/ Article/ Critique/ Paper
Workbook/ Laboratory notebook/ Diary/ Training log/ Learning log
Class test (practical)
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral
Creative output/ Audiotapes/ Videotapes/ Games/ Simulations
Demonstrations/ Poster presentations/ Exhibitions
Performance/ Studio work/ Placement/ WBL/ WRL assessment
Portfolio of practical work
Presentation
Objective Structured Clinical Examinations (OSCEs)
Objective Structured Professional Examinations (OSPREs)

Change Control

What	When	Who
Further guidance on aggregate regulation and application when completing template		