



## Module Descriptor

<b>Title</b>	Exercise Referral in Special Populations		
<b>Session</b>	2024/25	<b>Status</b>	
<b>Code</b>	SPOR10047	<b>SCQF Level</b>	10
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Health and Life Sciences		
<b>Module Co-ordinator</b>	M Sanderson		
<b>Summary of Module</b>			
<p>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.</p> <p>This module will assist the student in the development of key 'I am UWS Graduate Attributes', including:</p> <p>Universal:</p> <ul style="list-style-type: none"><li>• Critical Thinker</li><li>• Culturally aware</li><li>• Socially Responsible</li></ul> <p>Work-ready:</p> <ul style="list-style-type: none"><li>• Problem-solver</li><li>• Effective communicator</li><li>• Enterprising</li></ul> <p>Successful:</p> <ul style="list-style-type: none"><li>• Innovative</li><li>• Creative</li><li>• Transformational</li></ul>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input checked="" type="checkbox"/>	<b>Online<sup>3</sup></b> <input 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 checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input 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>	Critically evaluate the effectiveness of exercise programmes in the rehabilitation and management of health conditions.
<b>L2</b>	Apply evidence-based rationale, concepts and applied knowledge to design appropriate exercise programmes for specific populations
<b>L3</b>	Discuss the management of the exercise referral process and critically evaluate factors which may influence client engagement.
<b>L4</b>	N/A
<b>L5</b>	N/A

<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>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 10</b> Demonstrating a comprehensive knowledge of the effects and application of exercise referral in populations with specific health conditions
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 10</b> Applying knowledge, skills and understanding to the practical application of exercise prescription.
<b>Generic Cognitive skills</b>	<b>SCQF 10</b> Critically identifying, defining, conceptualising and analysing complex problems and issues

<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>Communication, ICT and Numeracy Skills</b>	<b>SCQF 10</b> 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.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 9</b> Exercising autonomy and initiative in practical sessions but also work as part of a team.

<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>	
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.  The teaching and learning approach will utilise a flexible, hybrid model of 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.	
<b>Learning Activities</b>  During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b>  (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
n/a	
n/a	
<b>TOTAL</b>	<b>200</b>

<b>Indicative Resources</b>
<b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b>  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) ACSM'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)**

### Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), 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.

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

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

### Equality and Diversity

**The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).**

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 and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

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

### 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  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>School Assessment Board</b>	Sport and Exercise
<b>Moderator</b>	S Robinson
<b>External Examiner</b>	A Tocknell
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
Essay
<b>Assessment 2</b>
Portfolio of practical work
<b>Assessment 3</b>
n/a
(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>							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60	

<b>Component 2</b>							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Portfolio of practical work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	6

<b>Component 3</b>							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

<b>Combined total for all components</b>	100%	6 hours
--	------	---------

**Change Control**

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