



## Module Descriptor

|                     |                                      |  |        |
|---------------------|--------------------------------------|--|--------|
| Title               | Injury Prevention and Reconditioning |  |        |
| Session             | 2024/25                              | Status                                 | Active |
| Code                | SPOR 10049                           | SCQF Level                             | 10     |
| Credit Points       | 20                                   | ECTS (European Credit Transfer Scheme) | 10     |
| School              | Health and Life Sciences             |  |        |
| Module Co-ordinator | C Brow                               |  |        |

### Summary of Module

The aim of this module is to provide students -within their scope of practice- with relevant and contemporary knowledge and understanding of musculoskeletal injuries which occur within real-world sport, exercise and physical activity. Students will expand upon their previous knowledge obtained in sports, health and conditioning based modules.

The knowledge and attributes acquired in this module should present exercise, sports and physical activity-based students with critically reflective attributes to modify their practices to reduce the risk of injury and dysfunction for individuals and teams. Students will also gain applied knowledge and understanding towards a safer return to physical activity and sport for individuals (post medical clearance) and reduce risk(s) of injury and re-injury. Thus, aiming for full sporting return to previous physical activity participation levels via education, working with medical teams and problem solving.

On completion of this module students will be:

- 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.

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

| Learning Outcomes |  |
|-------------------|--|
| <b>L1</b>         | Demonstrate a critical understanding of the principals of musculoskeletal injury prevention (reduction of risks) in sport, physical activity and exercise. |
| <b>L2</b>         | Critically analyse the factors associated with the aetiology and of common sporting injuries which may develop during physical activity.                   |
| <b>L3</b>         | Critically evaluate the efficacy of reconditioning and training modifications aimed at prevention of injuries and/or re-injury.                            |
| <b>L4</b>         | Consider an evidence-based injury prevention or reconditioning with the aim of preventing an injury and/or reinjury.                                       |
| <b>L5</b>         |  |

| Employability Skills and Personal Development Planning (PDP) Skills |   |
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| <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><br>Demonstrate knowledge that covers and integrates most of the principled areas, features, boundaries, terminology and conventions of the subject discipline. |

<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

|   |   |
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|   | Demonstrate a critical understanding of the principal theories and concepts.  |
| <b>Practice: Applied Knowledge and Understanding</b>    | <p><b>SCQF 10</b></p> <p>Using a range of the principal skills, practices and/or materials associated with this subject discipline.</p> <p>Practicing in a range of professional level contexts that include a degree of unpredictability and/ or specialism.</p>   |
| <b>Generic Cognitive skills</b>                         | <p><b>SCQF 10</b></p> <p>Critically reviewing and consolidating knowledge, skills and practices.</p> <p>Offering professional insights, interpretations and solutions to problems.</p> <p>Demonstrating some originality and creativity in dealing with professional issues.</p>  |
| <b>Communication, ICT and Numeracy Skills</b>           | <p><b>SCQF 10</b></p> <p>Communicating with professional level peers senior colleagues and specialists.</p>   |
| <b>Autonomy, Accountability and Working with Others</b> | <p><b>SCQF 10</b></p> <p>Working effectively, under guidance, in a peer relationship with qualified practioners.</p> <p>Exercising autonomy and intuitive in professional duties and while working with others.</p> <p>Practicing in ways which show awareness of own and other roles and responsibilities.</p> <p>Recognise the limits of these codes and seek guidance where appropriate.</p> |

|                      |                    |                     |
|----------------------|--------------------|---------------------|
| <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>200</p> |  |
| <p><b>Learning Activities</b></p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>                                    | <p><b>Student Learning Hours</b></p> <p>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p> |
| Laboratory / Practical Demonstration / Workshop  | 20   |
| Asynchronous Class Activity  | 16   |
| Independent Study  | 164  |

|               |     |
|---------------|-----|
| Please select |     |
| Please select |     |
| Please select |     |
| <b>TOTAL</b>  | 200 |

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| <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>Houglum PA (2016); Therapeutic Exercise for Musculoskeletal Injuries; 2nd Edition; Human Kinetics.</p> <p>Norris C (2004); Sports Injuries. Butterworth and Heineman.</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> |

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| <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>Regular with preferably full attendance at classes both online and on-campus. It may be difficult to pass the assessment(s) if you are not in regular to full attendance with online and on-campus classes.</p> |

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| <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 UWS Equality, Diversity and Human Rights code, our modules are accessible and inclusive, with reasonable adjustments for different needs.</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

|   |   |
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| <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<br><p>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.</p> |
| <b>School Assessment Board</b>          | Health and Life Sciences  |
| <b>Moderator</b>                        | A. Dello Iacono   |

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|--|---|
| <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   |

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| <b>Assessment (also refer to Assessment Outcomes Grids below)</b>   |
| <b>Assessment 1</b>   |
| Written coursework  |
| <b>Assessment 2</b>   |
| Narrative Powerpoint presentation   |
| <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.<br>(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> |
| Essay                  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 50   |                                 |

| <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> |
| Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 50   |                                 |

| <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> |
|-------------|-------------|------------|
|-------------|-------------|------------|

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