Module Descriptor

Title	Injury Prevention and Reconditioning		
Session	2026/27	**Status**	Published
Code	SPOR 10049	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Colin 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 opportunites for all.

Module Delivery Method	**On-Campus**[1] ☒	**Hybrid**[2] ☐	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

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

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 10** Demonstrate knowledge that covers and integrates most of the principled areas, features, boundaries, terminology and conventions of the subject discipline.

[1] 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.

[2] 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.

[3] 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.

[4] 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

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

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
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 an active learning approach. The sessions will comprise mainly of applied practical / workshop sessions and lectures, supplemented with theoretical content available via online education materials. The focus will be on active learning and consolidating knowledge. Much of the learning will be achieved through critical discussions, directed independent study, some group work and debate with a problem-solving focus.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)

Lecture / Core Content Delivery	16
Laboratory / Practical Demonstration / Workshop	20
Independent Study	164
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Houglum PA (2016); Therapeutic Exercise for Musculoskeletal Injuries; 2nd Edition; Human Kinetics. Norris C (2004); Sports Injuries. Butterworth and Heineman.
(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** 100% Attendance at all module events and consistent weekly engagement with VLE materials.

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 learning or assessment, alternative formats and/or roles will be provided for students with physical disabilities which impact participation.
(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

Divisional Programme Board	**Sport Exercise Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**

Module Eligible for Compensation	☐ **Yes** ☒ **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.**
School Assessment Board	Sport, Exercise & Health
Moderator	Antonio Dello Iacono
External Examiner	E Bradley
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written coursework (Essay).
Assessment 2
Narrative Powerpoint practical presentation.
Assessment 3
(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.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☐	☒	☒	☐	☐	50	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral	☒	☐	☐	☒	☐	50	0

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
E&D and A&E as per SEH.	February 2025	Colin Brow
L&T hours and now on-campus delivery mode	March 2026	Colin Brow