

Unit 28: Sports Injuries

Unit code:	R/502/5746
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to provide learners with an overview of injury prevention, identification and basic treatment. The unit also explores differing rehabilitatory interventions for common sports injuries.

● Unit introduction

Injuries are often a common occurrence for those participating in sport. It is therefore important that those involved in sport appreciate of the main factors that can cause injuries, as well as those that play a part in preventing them, and how effective treatment and rehabilitation can reduce the amount of time spent out of normal participation.

Some risk factors are integral to participation and cannot be removed, so learners need to appreciate both the physiological and psychological mechanisms of injury in terms of occurrence, treatment and subsequent rehabilitation.

While this unit is not designed to make learners into accomplished therapists, it does provide a basic understanding of how injury occurs and what can be done to help promote recovery.

The first part of this unit concentrates on the importance of injury prevention, and looks at the main factors that can lead to injuries occurring or to a performer being pre-disposed to suffering an injury. Having identified these factors, learners will then look at the different methods used to minimise risk.

Learners who enter the sports industry will undoubtedly encounter the issue of sports injuries in some capacity, from maintaining safety within a sporting environment to suffering some form of injury themselves. The second part of this unit will help give learners a greater understanding of the problems associated with injury prevention, and will build on existing knowledge of how to recognise the onset of injury.

This unit is imported from the BTEC Nationals in Sport.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know how common sports injuries can be prevented by the correct identification of risk factors
- 2 Know about a range of sports injuries and their symptoms
- 3 Know how to apply methods of treating sports injuries
- 4 Be able to plan and construct treatment and rehabilitation programmes for two common sports injuries.

Unit content

1 Know how common sports injuries can be prevented by the correct identification of risk factors

Extrinsic risk factors: coaching eg poor coaching/leadership, communication, ensuring adherence to rules and governing body guidelines; incorrect technique eg lifting and handling equipment; environmental factors eg effects of weather on surfaces; clothing and footwear eg protective, sport-specific, specific to surface; safety hazards eg the importance of safety checks, environment safety checks, equipment safety checks, misuse of equipment, first-aid provision, safety checklists, risk assessments

Intrinsic risk factors: training effects eg muscle imbalance, poor preparation, level of fitness, overuse; individual variables eg age, fitness level, growth development, previous injury history, flexibility, nutrition, sleep; postural defects eg lordosis, kyphosis, scoliosis, overuse

Preventative measures: role of the coach eg up-to-date knowledge of sport/performer, qualifications, adapt coaching style to performer's ability/age/fitness level, communication; equipment and environment eg checking equipment, risk assessments, protective equipment, appropriate usage

2 Know about a range of sports injuries and their symptoms

Physiological responses: damaged tissue eg primary damage response, healing response, the clotting mechanism; the importance of scar tissue control in the re-modelling process; specific to injury eg sprain/strain (signs and symptoms of first, second and third degree), haematomas (inter/intra)

Psychological responses: response to injury eg anger, anxiety, depression, frustration, isolated from team mates; response to treatment and rehabilitation eg anxiety, frustration, need for motivation, use of goal setting

3 Know how to apply methods of treating sports injuries

Types of sports injury: hard tissue damage eg fracture, dislocation, stress fracture, shin splints; soft tissue damage eg haematoma, abrasion, sprain, strain, concussion, tendonitis (achilles, shoulder), tendon rupture, blister, cramp, tennis elbow, back pain, cartilage damage, friction burns

First aid: emergency/immediate treatment eg priorities, resuscitation, shock, bleeding, unconscious casualty, fractures, prevention of infection, summon qualified assistance, accident report forms

Common treatments: eg PRICED – protect, rest, ice, compression, elevation, diagnosis by professional, SALTAPS – (stop, ask, look, touch, active, passive strength), taping, bandaging, tubigrip, splints, hot/cold treatments, pain sprays, limb supports, electrotherapy; medical referral for specialist help as appropriate

4 Be able to plan and construct treatment and rehabilitation programmes for two common sports injuries

Treatment: based on accurate diagnosis eg immediate and long term, use of specialist help and advice

Rehabilitation: identification of stages of rehabilitation eg stages 1-5, acute stage to re-establishing functional activity, strengthening exercises, ongoing treatments, gradual increase in activity

Programme: methods to improve the lost range of motion eg flexibility stretching (passive, active, proprioceptive neuromuscular facilitation – PNF); strengthening and coordination exercises; psychological considerations during rehabilitation eg goal setting (short term, long term); the need for a careful structured approach to rehabilitation eg motivation and anxiety within the rehabilitation programme; recording documentation and tracking of treatment eg medical conditions, allergies, injury history, up-to-date and accurate information, appropriate forms, timescales and review dates, measurable objectives

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe extrinsic and intrinsic risk factors in relation to sports injuries	M1 explain how risk factors can be minimised by utilisation of preventative measures	
P2 describe preventative measures that can be taken in order to prevent sports injuries occurring		
P3 describe the physiological responses common to most sports injuries	M2 explain the physiological and psychological responses common to most sports injuries	D1 analyse the physiological and psychological responses common to most sports injuries
P4 describe the psychological responses common to sports injuries		
P5 describe first aid and common treatments used for four different types of sports injury		
P6 design a safe and appropriate treatment and rehabilitation programme for two common sports injuries, with tutor support. [IE1, IE2, IE4, TW1, TW4, EP4, RL5]	M3 independently design a safe and appropriate treatment and rehabilitation programme for two common sports injuries.	D2 evaluate the treatment and rehabilitation programme designed, justifying the choices and suggesting alternatives where appropriate.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Tutors delivering this unit should use as wide a range of techniques as possible, such as lectures, discussions, seminar presentations, practical workshops, video/live practical sessions/performances, external visits and visiting speakers. Delivery should stimulate, motivate, educate and enthuse learners. Whichever delivery methods are used, it is essential that tutors stress the importance of injury prevention being the first and foremost priority and that treatment and subsequent rehabilitation programmes are a necessity for those injuries that are not preventable by nature. It should be emphasised that learners will not become qualified sports injury specialists or first aiders without additional study outside of, and in addition to, this unit.

Risk assessment is vital to any sports environment and ultimately to any person involved within the sports industry. This should be reinforced throughout delivery of this unit, as it is envisaged that learners undertaking this qualification will be involved, in some capacity, with sport already and are considering progressing further within the industry. Tutors should consider timing delivery of this unit with related units within this and/or other qualifications. As the content of the unit shows, there is scope for good contextualised linkage to other areas such as anatomy, physiology, coaching, equipment and facilities, health and safety, instructing, leadership/leading, organising, practical sport, psychology, work experience, biomechanics, training and fitness and sports massage. The areas on the relationship between identification of risk factors and prevention of sports injuries are closely linked. Delivery techniques should look to incorporate theory with practice as much as possible. Learners should have the opportunity to undertake risk assessments of sports facilities/environments, and watch coaching sessions or competitive performances to identify issues relating to learning outcomes 1 and 2. It is expected that formal lectures, discussions and presentations by learners will form part of the delivery of the unit.

The content covering the treatment of injury will require formal delivery and, wherever possible, learners should be encouraged to put theory into practice using role play and practical workshops. Although it is not a requirement of this unit, treatment of injury may be covered by undertaking a recognised first aid qualification. The *Unit content* covering the planning and construction of treatment and rehabilitation programmes aims to build upon the knowledge gained in the three previous learning outcomes and look further into injury management and recovery to full fitness. Much of the delivery should take place via formal lectures and enable learners to research the advancement of treatment and rehabilitation techniques via primary sources wherever possible. The use of visiting speakers such as sports therapists, physiotherapists, sports coaches and performers who have experienced injury, should highlight the importance of the *Unit content* in relation to the 'real world' of sport, and help bring the unit to a rounded conclusion.

Visits to appropriate environments (a sports injury clinic based in the NHS, local sports facilities or professional sports grounds) could also support the unit. Tutors should guide learners to select two different injuries as the focus for the treatment and rehabilitation programmes, in order to maximise their potential to achieve the higher grading criteria.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit.
Assignment 1: Prevention of Sports Injuries (P1, P2, M1). Tutor introduces the assignment brief.
Identification of the different types of risk factors and their associated preventative measures using formal input combined with practical activities to possibly include risk assessment, role play etc.
Assignment 2: Common Sports Injuries – Symptoms and Treatment (P3, P4, P5, M2, D1). Tutor introduces the assignment brief.
Physiological response to injury: tissue response in general and related to common sports injuries – using group discussion, film footage in conjunction with formal input.
Identification of common injury treatment for physiological responses: emergency first aid and basic first aid techniques to help with the physiological response to injury – learner practical activities, techniques and role play.
Psychological response to injury: participants' response to treatment and rehabilitation of sustained injury – consideration of a range of techniques to help participants deal with these issues.
Identification of techniques when dealing with common psychological responses to injury treatment and rehabilitation – group discussion and individual research.
Assignment 3: Injury Rehabilitation Programmes (P6, M3, D2). Tutor introduces the assignment brief.
Treatment and rehabilitation: identification of acknowledged procedures with opportunities for learners to engage in practical activities to increase range of movement.
Recording injury and treatment through to full recovery: group discussion on importance and methods of how to manage successfully.
Treatment and rehabilitation programmes: opportunity for formal input, group work and individual research giving learners sufficient information to develop two different programmes.
Review of reflective practice of unit and assessment.

Assessment

The unit is assessed by the centre and will be subject to external verification by Edexcel.

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind.

The theoretical aspects of assessment for this unit can be achieved through learners completing centre-devised assignments, a portfolio of evidence or through adaptation of Edexcel assignments where available. Practical assessment criteria will require observation and completion of relevant documentary evidence by the assessor.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be made in the assessment documentation, to ensure the criteria have been met.

For P1, learners will be expected to describe extrinsic and intrinsic risk factors as listed in the *Unit content*. For P2, learners will be expected to correctly describe sports injury prevention methods as identified in the *Unit content*. P1 and P2 could be assessed via a booklet produced by learners describing risk factors and

the related preventative methods. The depth of information given in the booklet would indicate whether or not learners had sufficient coverage to meet M1, which requires an explanation of how risk factors can be minimised by adopting preventative measures. The content would need to explain the relationship rather than purely describe the issues as for P1 and P2.

P3 and P4 aim to address the issue of occurrence of sports injuries and the resulting symptoms, both physiological and psychological, as identified within the related content of the unit. If an explanation of both issues is detailed and contextualised sufficiently to the concept of sports injury then M2 and D1 (analysis) could be achieved. It may be possible to assess this via the booklet mentioned previously, or for learners to give a presentation on the issues supported by a tutor witness statement/observation record to confirm achievement.

For P5, learners must describe first aid and common treatments used for four different types of sports injury. For P6, learners must select two specific sports injuries and plan safe and appropriate treatment and rehabilitation programmes accordingly, with tutor support. Tutors may provide advice and guidance on selecting injuries. The injuries should be selected with care and reasoned thought, as appropriate selection will provide scope for learners to cover P6, M3 and D2. A poor selection, for example a simple bruise, which needs little treatment and hardly any rehabilitation, limits the research available to learners. However, a fracture of the tibia and fibula or the rupture of the anterior cruciate ligament allows for depth of evidence and the use of primary sources.

The treatment and rehabilitation programme can be presented in any format. However, as specified in the *Unit content*, it should clearly state the treatment and rehabilitation, methods to improve the lost range of motion, strengthening and coordination exercises, psychological considerations, the need for a carefully structured approach to rehabilitation and relevant documentation and tracking of the treatment and rehabilitation programme.

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. The theoretical aspects of this unit can be cross-unit assessed.

It is recommended good practice for tutors to hold regular assignment workshops where learners bring in their assignment work and work on it, consulting with the tutor when necessary.

Signed witness testimonies and observation records must be retained for verification purposes. Supplementary evidence in the form of photographs and consultation record cards could also be provided.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1	Prevention of Sports Injuries	Having gained a work placement with a sports physiotherapist, you identify risk factors relating to sports performance and their associated preventative measures.	Presentation and witness statement or booklet marked and authenticated by the tutor.
P3, P4, P5, M2, D1	Common Sports Injuries – Symptoms and Treatment	Research common sports injuries with a practical exploration of basic sports injury treatment.	Practical observations and assessment. Observation record. Written report marked and authenticated by the tutor.

Criteria covered	Assignment title	Scenario	Assessment method
P6, M3, D2	Injury Rehabilitation Programmes	You have had the opportunity to observe a number of treatments and rehabilitation programmes in progress. Plan a rehabilitation programme for two different types of common sports injuries.	Written report marked and authenticated by the tutor.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Sport sector suite and the BTEC Sport and Exercise Sciences sector suite. This unit has particular links with the following unit titles in the BTEC Sport suite and the BTEC Sport and Exercise Sciences suite:

Level 2 Sport	Level 3 Sport	Level 3 Sport and Exercise Sciences
Anatomy and Physiology for Sport	Principles of Anatomy and Physiology in Sport	Anatomy for Sport and Exercise
Effects of Exercise on the Body Systems	The Physiology of Fitness	Sport and Exercise Physiology
Planning and Leading Sports Activities	Fitness Testing for Sport and Exercise	Fitness Testing for Sport and Exercise
Practical Sport	Assessing Risk in Sport	Fitness Training and Programming
Outdoor and Adventurous Activities	Fitness Training and Programming	Instructing Physical Activity and Exercise
Exercise and Fitness Instruction	Sports Coaching	Sports Injuries
Sport and Leisure Facility Operations	Outdoor and Adventurous Activities	Sports Coaching
Leading Outdoor and Adventurous Activities	Instructing Physical Activity and Exercise	Outdoor and Adventurous Activities
Expedition Experience	Exercise for Specific Groups	Exercise for Specific Groups
Work Experience in the Sports Industry	Sports Injuries	Work Experience in Sport
	Organising Sports Events	Sport and Exercise Massage
	Equipment and Facilities for Outdoor and Adventurous Activities	
	Skills for Land-based Outdoor and Adventurous Activities	
	Skills for Water-based Outdoor and Adventurous Activities	
	Work Experience in Sport	
	Sport and Exercise Massage	

This unit links with the Level 3 National Occupational Standards (NOS) for:

- Achieving Excellence in Sports Performance
- Coaching, Teaching and Instructing
- Instructing Physical Activity and Exercise.

Essential resources

Learners will need access to information on current sports injury research and issues, including treatment and rehabilitation strategies.

Employer engagement and vocational contexts

This unit focuses on the practical aspects of sports injury prevention, identification and rehabilitation and will give learners the background knowledge and some important skills needed to work in a sports environment.

Centres are encouraged to develop links with sports therapists, physiotherapists and coaches. This could be via talks, first aid courses, practical treatment workshops, or visits to sports facilities to look at risk assessment and preventative measures.

Indicative reading for learners

Textbooks

Anderson M K – *Fundamentals of Sports Injury Management 2nd Edition* (Lippincott Williams and Wilkins, 2003) ISBN 9780781732727

Barker, R et al. *BTEC National Sport: Book 1 (2nd edition)* (Heinemann, 2007) ISBN 9780435465155

Barker, R et al. *BTEC National Sport: Book 2 (2nd edition)* (Heinemann, 2007) ISBN 9780435465155

Flegel M J – *Sport First Aid 4th Edition* (Human Kinetics, 2008) ISBN 9780736076012

Gill W – *A Practical Guide to Sports First Aid* (Lotus Publishing, 2004) ISBN 9780954318864

Shamus E and Shamus J – *Sport Injury Prevention and Rehabilitation* (McGraw-Hill Medical, 2001) ISBN 9780071354752

Journals and magazines

British Journal of Sports Medicine (British Association of Sport and Exercise Medicine)

Journal of Athletic Training (National Athletic Trainer's Association)

Medicine and Science in Sports and Exercise (American College of Sports Medicine)

Research Quarterly for Exercise and Sport (Ingenta Connect Publications)

Websites

www.1st4sport.com

www.culture.gov.uk/about_us/sport/default.aspx

www.disabilitysport.org.uk/

www.efds.co.uk/

www.epodiatry.com

www.pponline.co.uk

www.sportsinjuryclinic.net

www.sportdevelopment.org.uk

www.sportengland.org/

www.uksport.gov.uk

Coachwise Limited

Department for Culture, Media and Sport

Disability Sport Events

English Federation of Disability Sport

E-Podiatry

Peak performance

The Virtual Sports Injury Clinic

Sports development reference material for learners and practitioners

Sport England is the brand name of the English Sports Council

UK Sport works in partnership to lead sport in the UK

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	designing a safe and appropriate treatment and rehabilitation programme for two common sports injuries, with tutor support [IE1, IE2, IE4]
Reflective learners	designing a safe and appropriate treatment and rehabilitation programme for two common sports injuries, with tutor support [RL5]
Team workers	designing a safe and appropriate treatment and rehabilitation programme for two common sports injuries, with tutor support [TW1, TW4]
Effective participators	designing a safe and appropriate treatment and rehabilitation programme for two common sports injuries, with tutor support. [EP4]

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	researching different risk factors and preventative measures [IE2] researching physiological and psychological responses to injury [IE2] researching common types of injury and methods of treatment [IE2] researching rehabilitation techniques and programmes [IE2]
Creative thinkers	presenting research findings relating to injury prevention [CT3] producing two rehabilitation programmes [CT3]
Reflective learners	evaluating the rehabilitation programmes devised [RL5] analysing the responses to common injuries [RL1]
Team workers	discussing the treatment of sports injuries via role play [TW1]
Effective participators	discussing the treatment of sports injuries via role play. [EP1]

● Functional Skills – Level 2

Skill	When learners are ...
ICT – using ICT	
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	researching preventative measures, common sports injuries and their associated responses, rehabilitation programmes and techniques and identifying appropriate treatment for common injuries planning a presentation on the prevention of sports injuries planning two programmes for differing sports injuries
ICT – finding and selecting information	
Select information from a variety of sources to meet requirements of a complex task	researching preventative measures, common sports injuries and their associated responses, rehabilitation programmes and techniques and identifying appropriate treatment for common injuries
ICT – developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	planning a presentation on the prevention of sports injuries planning two programmes for differing sports injuries
Combine and present information in ways that are fit for purpose and audience	designing an appropriate presentation method for presenting research findings on the prevention of injury
English – Speaking, Listening and Communication	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	assessing a casualty and giving appropriate instruction during treatment of injury presenting findings on prevention of sports injuries
English – Reading	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	researching preventative measures, common sports injuries and their associated responses, rehabilitation programmes and techniques and identifying appropriate treatment for common injuries
English – Writing	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	preparing a presentation on sports prevention producing a report on responses to injury and two rehabilitation programmes.