

University of the West of Scotland

Module Descriptor

Session: 2024-25

Title of Module: GLOBAL ISSUES IN SPORT			
Code: JOUR10002	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: (European Credit Transfer Scheme) 10
School:	School of Business & Creative Industries		
Module Co-ordinator:	Elizabeth McLaughlin		
Summary of Module			
Global Issues in Sport will study, analyse and evaluate the keys issues surrounding the world of sport, issues such as: doping concerns, funding of sports and sporting events. Students will be expected to debate, discuss and critically evaluate the role of sport in the wider social, political and cultural world and in particular how these issues are reported by the mass media. Students will also be expected to consider the ethical issues surrounding global issues in sport, for example: the arguments about performance enhancing drugs in sport, how different countries monitor and police drug taking in sport, Olympic Games bidding scandals. Through a series of student-centred discussions and presentation, co-created with the students and lecturer, you will be expected to evaluate global sports issues through media examples. You will also examine the rules and regulations surrounding sport, paying particular attention to the bodies that govern sport in the UK and the layers of governance that concentrate on sports development. Teaching will include pre-recorded provocations and tutorials around the key issues and theories in the area of globalization and guest speakers will also be engaged with the learning. Engagement with symposia and international conferences will be part of the authentic assessment criteria. Key content/scope covered in this module are: Globalisation of Sport Contemporary issues within the world of sport and sports journalism Ability to read and research a range of academic materials which looks at the global impact of sport Understanding of governing bodies of sport both UK and global Globalisation of Sport Contemporary issues within the world of sport and sports journalism Ability to read and research a range of academic materials which looks at the global impact of sport Understanding of governing bodies of sport both UK and global			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☐	☒	☐	☐	☐	☐

See Guidance Note for details.

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	☐
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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 discuss key concepts and theories surrounding the surrounding the production and consumption of sport, globally.
L2	Critically evaluate the role of the media in communicating global issues in sport.
L3	Critically evaluate a range of information resources relevant to issues of sport at a global level.
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 11 Critically evaluate a range of information resources relevant to issues of sport at a global level demonstrating detailed knowledge in one or more areas of global sport and the media.

Practice: Applied Knowledge and Understanding	SCQF Level 10 Executing an investigation into issues of global sport and journalism. Interpreting and explaining complex policy issues relevant to global issues in sport.	
Generic Cognitive skills	SCQF Level 10 Critically identifying and defining complex issues in global sport. Demonstrating some originality and creativity in discussing controversial professional issues.	
Communication, ICT and Numeracy Skills	SCQF Level 10 Communicating effectively and appropriately in speech and writing.	
Autonomy, Accountability and Working with others	SCQF Level 10 Working effectively, together with others in groups or teams, taking a leadership role where appropriate. Dealing with complex issues in accordance with current professional practice.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

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.	
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)
Asynchronous Class Activity	18
Lecture/Core Content Delivery	18
Independent Study	164

Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Brittain, I., Bocarro, J., Byers, T & Swart, K (2020) Legacies and Mega Events: Fact or Fairy Tales?, London, Routledge Giulianotti, R (2015) Sport: A Critical Sociology, 2nd Edition, Wiley Lawrence, S. & Crawford, G. (2018) Digital Football Cultures: Fandom, Identities and Resistance, Routledge. Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE. Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.	
(**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: Attending all lectures Engaging with TV production sessions	

Taking part in formative discussions and debates

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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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	Arts and Media
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Arts and Media
Moderator	David McGillivray
External Examiner	TBC
Accreditation Details	e.g. ACCA Click or tap here to enter text .
Changes/Version Number	2.08

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text](#).

Assessment 1 Written submission
Assessment 2 – Seminar 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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Written	X					40	

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation		X	X			60	

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)