Module Descriptor

Title	Global Issues In Sport		
Session	2026/27	**Status**	
Code	JOUR10002	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Business and 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 provokations 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	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	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	
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** 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 10** Executing an investigation into issues of global sport and journalism. Interpretating and explaining complex policy issues relevant to global issues in sport
Generic Cognitive skills	**SCQF 10**

[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

	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 10** Communicating effectively and appropriately in speech and writing.
Autonomy, Accountability and Working with Others	**Please select SCQF Level** 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

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.	
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)
Asynchronous Class Activity	18
Lecture / Core Content Delivery	18
Independent Study	164
Please select	
Please select	
Please select	
TOTAL	200 hours

Indicative Resources
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 Lawerence, S. & Crawford, G. (2018) Digital Football Cultures: Fandom, Identities and Resistance, Routledge.

(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 and seminars 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.
(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 Media**
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	Arts and Media
Moderator	DAVID McGILLVIRAY
External Examiner	FIONA McKAY
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2.09

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
WRITTEN SUBMISSION - 40%
Assessment 2

SEMINAR PRESENTATION - 60%
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**
	☒	☐	☐	☐	☐	40	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☒	☒	☐	☐	60	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**