University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Policy & Organisation of Sport			
Code: JOUR09004	**SCQF Level: 9 (Scottish Credit and Qualifications Framework)**	**Credit Points:20**	**ECTS: (European Credit Transfer Scheme)**
School:	School of Business & Creative Industries		
Module Co-ordinator:	Dr Kenneth Pratt		

Summary of Module

This module will examine the practical implications of delivering the ever-changing sports agendas of successive governments within the United Kingdom (UK) and Scotland. The module takes a chronological view of sport policy, political ideologies and the organisational development of sport. The delivery of sport policy is considered, with an emphasis on its theoretical debates in the UK and Scotland and how these policies cascade to devolved government, local authorities and sport governing bodies.

Further, the module will explore and examine the main role players from the public, private and voluntary sectors who influence the delivery of sport in a variety of ways to increase the levels of participation and performance from grassroots to elite.

Students will also identify and critically analyse how social-cultural, legal, economic and political factors

can influence and impact on the delivery of sport in Scotland and explore how sport can positively contribute to people and their communities. This will require students to create and produce professionally presented sport related analyses and reports.

Indicative content (using lectures, guest lectures and small group seminars) will be explored through reading of case studies, international peer reviewed journal articles, government sport policies and related laws. The relationship between the principles and practices of the many organisations that contribute to the delivery of sport will be further examined in relation to people and communities.

Overall, students will explore, examine and critically analyse the development and organisation of sport and its importance to the enhancement of society.

Topics to include:

Political Ideology

UK and Scottish Sport Policy

Sport Governing Bodies

Main role players from the public, private and voluntary sectors

Sport and the Law

Sport and Communities

Urban and Economic Regeneration

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	☐

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	Develop a critical understanding of the contemporary development and organisation of sport through a range of principles, principal theories, concepts and practices.
L2	Examine and communicate the interrelationships between sport, contemporary society and organisations in the public, voluntary and private sectors.

L3	Identify and analyse routine professional problems and issues in relation to the social-cultural, economic, legal and political factors that impact on the development of sport and communities.
L4	Appraise the process, planning and policy of sport, and interpret government policy and interaction with various agencies and governing bodies involved with sport provision in the UK and Scotland.
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)	Detailed knowledge and understanding in one or more specialisms some of which is informed by or at the forefront of a subject/discipline
Practice: Applied Knowledge and Understanding	SCQF Level **9** Use a range of the principal skills, practices and/or materials associated with a subject/discipline.
Generic Cognitive skills	SCQF Level **9** Offer professional level insights, interpretations and solutions to problems and issues
Communication, ICT and Numeracy Skills	SCQF Level **9** Make formal presentations about specialised topics to informed audiences. Communicate with professional level peers, senior colleagues and specialists. Use a range of software to support and enhance work at this level and specify refinements/improvements to software to increase effectiveness.
Autonomy, Accountability and Working with others	SCQF Level **9** Practise in ways which show a clear awareness of own and others' roles and responsibilities.

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. Teaching will comprise a series of lectures, tutorials and practical workshops. Students will receive a series of lectures discussing historical background and contemporary issues of UK sport policy and law in relation to the public, private and voluntary sport sectors within the UK. This is also supported by guest lecturers from the UK sport industry that will help you to explore and learn about the opportunities within the constantly changing sport environment. The module will engage with individual practical writing and production workshops with the production of a sport journalism industry standard team video piece.

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)
Lecture/Core Content Delivery	18
Asynchronous Class Activity	18
Independent Study	164
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours 200 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:

Boyle, R. (2006) Sports Journalism Concepts and Issues, Sage Publishing

Collins M. (2010) Examining Sports Development, London: Routledge

Henry I and Ko, LM (2013) Handbook of Sport Policy Routledge London

Houlihan B. & White A. (2002) The Politics of Sports Development, Basingstoke: Macmillan Houlihan B. (2014) The Government and Politics of Sport, London: Routledge

Click or tap here to enter text.

Click or tap here to enter text.

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:

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: Full attendance for all student presentations

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 & Media
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Arts & media
Moderator	Elizabeth McLaughlin
External Examiner	TBC
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	1.05

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 Individual portfolio of a range of written and audio reports (Weighting 50%, LO1 & 4)
Assessment 2 Assessment 2. Class based team video report and presentation based on a contemporary problem or issue related to the organisation of sport in the UK or Scotland (Weighting 50%, LO2 & 3)

Assessment 3 – Free Text
(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
	*			*		50	0

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
		*	*			50	0

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%	0 hours

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)