Module Descriptor

Title	Sport and Exercise Placement		
Session	2026/27	**Status**	Published
Code	SPOR11030	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Hayley McEwan		

Summary of Module

In Sport and Exercise Placement, you will work closely with a supervisor to develop a needs analysis and learning plan for you as a sport and exercise practitioner. You will engage in work-based learning (WBL) in a placement relevant to your development. As part of your learning, you will be embedded within your chosen context allowing you to choose a professionally relevant focus of development.

You will work with a supervisor to develop reflection and critical thinking in relation to your own learning aligned with your personal, professional and academic interests and needs.

You will be provided with opportunities to observe and apply skills in the chosen discipline area to find innovative and creative solutions to sport and exercise science-related problems. This investigation will be completed with a view to informing future research in the programme of study.

This WBL module can be situated with your existing employer or an alternative employer. You can also access a wide range of partner organisations from UWS to enable you to gain experience in your chosen role.

UWS collaborates with several sports organisations all of whom have provided WBL opportunities to our students (e.g., professional sports teams and organisations, Sports Performance Schools, and National Governing Bodies of Sport).

This module will assist the student in the development of key 'I am UWS Graduate

Attributes' to allow those that complete this module to be:

Universal:

Critical Thinker, Emotionally Intelligent, Collaborative

Work Ready:

Problem -solver, Motivated, Potential Leader

Successful:

Innovative, Resilient, Transformational

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) Placement locations	

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	Evaluate personal and professional objectives within a work-based learning setting which address a sport and exercise science-related area for development that is aligned to strategic organisation/professional demands.
L2	Critically analyse relevant theories, frameworks and principles in consideration of your work as a sport practitioner.
L3	Critically appraise reflective models and appropriate theories to suggest how the practical skills and knowledge gained develop your current competence as a sport and exercise practitioner.
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 11** Demonstrate: Critical understanding of relevant theories, frameworks and principles in consideration of application to current practice.
Practice: Applied Knowledge and Understanding	**SCQF 11** Apply knowledge, skills and understanding: Apply critical analysis, evaluation and synthesis to issues which are at the forefront of current practice.

[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

Generic Cognitive skills	**SCQF 11** Apply critical analysis, evaluation and synthesis to issues which are at the forefront of current practice.
Communication, ICT and Numeracy Skills	**SCQF 11** Communication, using appropriate methods, to a range of audiences with different levels of knowledge/expertise.
Autonomy, Accountability and Working with Others	**SCQF 11** Exercising substantial autonomy and initiative in professional activities.

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. This module adopts on-campus delivery and is specifically designed to continue empowering and inspiring the student to take control of their future employment development. The learning and teaching activities included within this module are wide ranging and consist of numerous formative (not marked or graded) activities such as individual employment research exercises, discussion forums where students may interact with each other and individual reflective activities following recorded materials, tutorials and readings. This module is delivered across two academic terms; term 1 and term 2. The longer delivery period will allow students to spend more time in real-world settings, working in a discipline closely aligned to their desired area of study. T1 cohort students take this module across T1 and T2, and T2 cohort students take this module across T2 and T1 (with no delivery in T3). This module requires the completion of a UWS Protecting Vulnerable Groups (PVG) scheme application and any student who fails to complete both this and the tripartite agreement by the deadline risks withdrawal from the module.	
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)
Tutorial / Synchronous Support Activity	24
Work-based Learning	80
Personal Development Plan	10
Independent Study	86
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Cropley, B., Knowles, Z., Miles, A., and Huntley, E. (2023). Reflective Practice in the Sport and Exercise Sciences: Critical perspectives, Pedagogy, and Applied Case Studies. Routledge. French, D., Ronda, L.T. (2022). NSCA's essentials of sport science. Human Kinetics. Whitehead, A., and Coe, J. (2021). Myths of sport coaching. Sequoia Books. Thelwell, R., Harwood, C., and Greenlees, I. (2017). The Psychology of Sport Coaching. Abingdon: 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 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 online materials. For the purposes of this module, academic engagement also includes entering required placement details onto InPlace by the specified deadline, completion of PVG in advance of placement and completing required placement hours. Failure to do so will impact completion of the module.

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	Mark McGuigan
External Examiner	J Salter
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Portfolio of written work (100%).
Assessment 2
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**
Portfolio of written work	☒	☒	☒	☐	☐	100	0

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

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
Updated Attendance and Engagement requirements, and Equality and Diversity statements.	14/02/25	Hayley McEwan
Additional clarity re terms of delivery added	14/03/25	Sarah Darroch
Updated from hybrid to on-campus; updated contact hours; spelling out PVG.	13/03/26	Hayley McEwan