

University of the West of Scotland

Module Descriptor

Session: 2022/23

Last modified: 11/07/2022 12:43:35

Status: Published

Title of Module: Fundamentals of Sport & Exercise
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Code: SPOR07021	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 60	ECTS: 30 (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Mia Burleigh		

Summary of Module

This threshold module will introduce students to their Personal Tutor and provide an orientation to UWS. It will be the starting point in the journey where students begin to focus on their Academic, Personal and Professional Development (APPD). Specific focus is also given to ADDP in the Coaching and Practice module which students undertake in term two.

Key 21st century meta skills and attributes, such as, academic, and digital skills, personal development planning and data handling processes will be developed in this module. This approach will give students a range of skills which are necessary for successful progress of their undergraduate studies (e.g. searching for academic literature, writing, referencing, conducting basic descriptive statistics and data presentation). These key skills will be developed whilst introducing students to a range of concepts within sport and exercise which encourage them to recognise the connections between the themes of mind, body and society through an integrated approach (e.g. study of psychology, movement, and social structures). These common themes will be contextualised through the lens of different populations in society (e.g. children, athletes, aging and disability groups) with students having the opportunity to apply theory into practice.

This approach will allow students to understand the fundamentals of sport and exercise from the perspective of their chosen degree pathway and ensure that they develop an appreciation of the role other professionals play in the industry.

This module will be predominately delivered on-campus. On-campus sessions will be supported by delivery of asynchronous activities.

- Appropriate student support will be in place within the module.
- This module will assist students to develop key 'I am UWS Graduate Attributes' and will ensure that those who complete this module successfully will be:
 - Universal: Emotionally Intelligent Culturally aware Collaborative
 - Work Ready: Digitally literate Problem-solver Motivated
 - Successful: Autonomous Resilient Driven

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities,</p>					



student support and feedback. A programme may be considered “blended” if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

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)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
	✓		✓			

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
✓		

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

- L1. Identify the key physiological, anatomical and movement development components in various population groups.
- L2. Identify factors that influence individual and group behaviour in sport and exercise.
- L3. Identify the various organisational structures in sport and exercise and the aspects which influence these.
- L4. Develop skills in personal and professional development planning through personal goal setting, action planning and reflective practice.
- L5. Explain the fundamental concepts of sport and exercise from the perspectives of mind, body, and society and demonstrate a range of skills required for effective learning, including academic writing, the analysis and display of scientific data.

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 7. Demonstrate a basic knowledge of fundamental concepts within sport and exercise. Demonstrate a basic understanding of data handling and academic skills.
Practice: Applied Knowledge and Understanding	SCQF Level 7. Recognise and problem solve contextual scenarios in sport and exercise.

	Apply a range of transferable academic and data handling skills.
Generic Cognitive skills	SCQF Level 7. Identify, define and explain information and ideas that are routine to sport and exercise.
Communication, ICT and Numeracy Skills	SCQF Level 7. Use a range of ICT applications to support, process, obtain and present a variety of information at this level.
Autonomy, Accountability and Working with others	SCQF Level 7. Exercise some initiative and independence in carrying out defined activities. Take account of own and others' roles and responsibilities in carrying out collaborative group tasks.

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	
Teaching and learning approaches will utilise a combination of blended and face-to-face delivery. Core theoretical content will be predominantly delivered through a series of online materials, including recorded lectures. Face-to-face sessions will comprise of applied practical sessions in the laboratory and supporting tutorials. Much of the learning will be achieved through practical challenges, directed independent study tasks, group work and/or class discussion, and problem solving.	
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	54
Tutorial/Synchronous Support Activity	39
Laboratory/Practical Demonstration/Workshop	15
Independent Study	417
Personal Development Plan	75
	600 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:

The latest editions of the following books:

Armour, K. Sport Pedagogy: An Introduction for Teaching and Coaching. Routledge.

Behnke, R.S. Kinetic Anatomy. Champaign, IL. Human Kinetics.

Cottrell, S. The study skills handbook. Basingstoke: MacMillan.

Hylton, K, Bramham, P, Jackson D and Nesti M. Sports Development: policy, process and practice. Routledge,

London.

McArdle, W.D., Katch, F.I., and Katch, V.L. Exercise Physiology: Nutrition, Energy, and Human Performance. Baltimore: Lippincott Williams and Wilkins.

Weinberg, R. & Gould, D. Foundations of Sport and Exercise Psychology. Leeds: Human Kinetics.

(**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)

Engagement Requirements

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](#)

Supplemental Information

Programme Board	Sport and Exercise
Assessment Results (Pass/Fail)	No
Subject Panel	Sport & Exercise L7-11
Moderator	Juan Escobar
External Examiner	S Robson
Accreditation Details	N/A
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)

The assessments will require students to complete an online class test (40%) and written workbook (60%).

Assessment 1: A portfolio of written material which will be created through individual and group work.

Assessment 2: A series of short focused written class tests.

(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

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
Portfolio of written work				✓	✓	60	0

Component 2

Assessment Type	Learning	Learning	Learning	Learning	Learning	Weighting	Timetabled
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(Footnote B.)	Outcome (1)	Outcome (2)	Outcome (3)	Outcome (4)	Outcome (5)	(%) of Assessment Element	Contact Hours
Class test (written)	✓	✓	✓			40	0
Combined Total For All Components						100%	0 hours

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

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.

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)