

**Session: 2022/23**

Last modified: 19/07/2022 12:00:29

<b>Title of Module: Psychosocial Aspects of Sport and Exercise</b>			
<b>Code: SPOR08041</b>	<b>SCQF Level: 8</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	Samantha Donnelly		
<b>Summary of Module</b>			
<p>Exploring psychosocial influences on sport and exercise participation is crucial in understanding who takes part and why, who may be excluded, and how we work towards addressing any potential barriers. This module will encourage students to engage with theories of behaviour change, social and personal identity, and facilitating positive sport and exercise environments.</p> <p>This module develops students in relation to the "I Am UWS" Graduate Attributes:          Universal – Inquiring, Culturally Aware, Socially Responsible          Work-Ready – Knowledgeable, Motivated, Ambitious          Successful – Autonomous, Resilient, Transformational</p>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>HybridO</b>	<b>Work-based Learning</b>
	✓				
<p><b>Face-To-Face</b> 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><b>Blended</b> A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, 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</p> <p><b>Fully Online</b> 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.</p> <p><b>HybridC</b> Online with mandatory face-to-face learning on Campus</p> <p><b>HybridO</b> Online with optional face-to-face learning on Campus</p> <p><b>Work-based Learning</b> Learning activities where the main location for the learning experience is in the workplace.</p>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
<b>Paisley:</b>	<b>Ayr:</b>	<b>Dumfries:</b>	<b>Lanarkshire:</b>	<b>London:</b>	<b>Distance/Online Learning:</b>	<b>Other:</b>
	✓		✓			

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1		Term 2	✓	Term 3	

Learning Outcomes: (maximum of 5 statements)	
<p>On successful completion of this module the student will be able to:</p> <p>L1. Demonstrate an understanding of theories, concepts and principles of psychology and sociology in relation to sport and exercise.</p> <p>L2. Discuss the sociological, and psychological factors that influence behaviour and participation in a sport &amp; exercise environment.</p> <p>L3. Discuss and apply evidence-based psychosocial solutions for complex exercise and sport participation related-problems.</p>	
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)	<p>SCQF Level 8. Demonstrating a developing understanding of principal theories, concepts and principles within the discipline.</p> <p>Obtaining knowledge that is detailed in some areas and/or knowledge of one or more specialisms that are informed by forefront developments.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 8. Using a range of the principal skills and practices associated with the discipline.</p> <p>Practice in a range of professional level contexts, which include a degree of unpredictability and/or specialism.</p>
Generic Cognitive skills	<p>SCQF Level 8. Identifying, defining, conceptualising, and analysing complex professional level problems and issues.</p> <p>Offering professional level insights, interpretations and solutions to problems and issues.</p> <p>Critically reviewing knowledge, skills, practices and thinking in psychosocial aspects of sport and exercise.</p> <p>Demonstrating some originality and creativity in dealing with professional level issues.</p> <p>Making judgments where data/information is limited or comes from a range of sources.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 8. Using a wide range of routine skills and some advanced and specialised skills in support of established practices and interventions in a subject/discipline.</p>

	<p>Making formal presentations about specialised topics to informed audiences.</p> <p>Communicating with professional level peers, senior colleagues and specialists.</p> <p>Using a range of software to support and enhance work in psychosocial aspects of sport and exercise.</p>				
Autonomy, Accountability and Working with others	<p>SCQF Level 8. Exercising autonomy and initiative in professional activities.</p> <p>Taking significant responsibility for the work of others and for a range of resources.</p> <p>Practicing in ways which show a clear awareness of own and others' roles and responsibilities.</p> <p>Working with others to bring about change, development and/or new thinking.</p> <p>Dealing with complex ethical and professional issues in accordance with current professional and/or ethical codes or practices. Recognising the limits of these codes and seek guidance where appropriate.</p>				
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:				
	<table border="1"> <tr> <td><b>Module Code:</b></td> <td><b>Module Title:</b></td> </tr> <tr> <td><b>Other:</b></td> <td></td> </tr> </table>	<b>Module Code:</b>	<b>Module Title:</b>	<b>Other:</b>	
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<b>Co-requisites</b>	<table border="1"> <tr> <td><b>Module Code:</b></td> <td><b>Module Title:</b></td> </tr> </table>	<b>Module Code:</b>	<b>Module Title:</b>		
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\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<p>The teaching and learning approach in this module will employ asynchronous online activities combined with interactive tutorial time (some online and some face-to-face) to allow students to deepen their understanding through problem-based learning and discussion of case studies. Students will be encouraged to engage with contemporary psychosocial sciences and to apply this towards improving exercise and sport participation environments.</p> <p>Classes provide the opportunity to share literature, and to learn from peers and other exercise-related practitioners.</p> <p>Learning activities to be utilised throughout the module include guest speakers, case study review, student led activities and peer review, as well as use of the University's VLE.</p>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Tutorial/Synchronous Support Activity	18

Asynchronous Class Activity	18
Independent Study	164
	200 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Biddle, S.; Mutrie, N.; Gorely T. (2015). Psychology of Physical Activity: Determinants, well-being, and interventions, 3rd ed. Routledge, Abingdon.</p> <p>Buckworth, J.; Dishman, R.K.; O'Connor, P. J.; and Tomporowski, P. (2013). Exercise Psychology, 2nd ed. Human Kinetics, Leeds.</p> <p>Carless, D. &amp; Douglas, K. (2010). Sport and physical activity for mental health. Oxford, UK: Wiley-Blackwell.</p> <p>Clow, A. and Edmunds, S. eds (2014). Physical Activity and Mental Health. Human Kinetics, Leeds.</p> <p>Knowles, A.; Shanmugam, V.; Lorimer, R. (2015). Social psychology in sport and exercise linking theory to practice. Palgrave MacMillan, London.</p> <p>Walker, Paul; John, Marie, eds (2012). From Public Health to Wellbeing: the new driver for policy and action. Palgrave Macmillan, Basingstoke.</p> <p>Zhu, W and Owen, N eds (2017). Sedentary behaviour and health: concepts, assessments, and interventions. Human Kinetics, Leeds.</p>	
<p>(**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)</p>	
<b>Engagement Requirements</b>	
<p>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: <a href="#">Academic engagement procedure</a></p>	

### Supplemental Information

<b>Programme Board</b>	Sport and Exercise
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Sport & Exercise L7-11
<b>Moderator</b>	Liz Carlin
<b>External Examiner</b>	M Moran

<b>Accreditation Details</b>	<b>CIMSPA – Working with Inactive People</b>
<b>Version Number</b>	1

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Assessment 1: Class test
Assessment 2: Written assignment
(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> 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.)

<b>Component 1</b>						
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>	
Class test (written)	✓			40	0	
<b>Component 2</b>						
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>	
Portfolio of written work		✓	✓	60	0	
<b>Combined Total For All Components</b>				100%	0 hours	

### Footnotes

- A. Referred to within Assessment Section above  
 B. Identified in the Learning Outcome Section above

Note(s):
<ol style="list-style-type: none"> <li>More than one assessment method can be used to assess individual learning outcomes.</li> <li>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 &amp;/or Professional requirements.</li> </ol>

## **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.

Please refer to the UWS Equality and Diversity Policy at the following link:

**[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)