Module Descriptor

Title	Psychoscial Aspects of Sport and Exercise		
Session	2026/27	**Status**	Published
Code	SPOR08041	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Samantha Robinson		

Summary of Module

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.

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

Successful completion (including achieving a pass) of the module SPOR08041 Psychosocial Aspects of Sport and Exercise, has endorsement by CIMSPA (the Chartered Institute for the Management of Sport and Physical Activity) for the professional standard: Working with Inactive People. CIMSPA have career advice and further learning resources available for members. From September 2025, UWS students can receive free membership of the student category. To use the professional standard in practice, practitioner membership is required.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	☐

[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

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	Demonstrate an understanding of theories, concepts and principles of psychology and sociology in relation to sport and exercise.
L2	Discuss the sociological, and psychological factors that influence behaviour and participation in a sport & exercise environment.
L3	Discuss and apply evidence-based psychosocial solutions for complex exercise and sport participation related-problems.
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 8** Demonstrating a developing understanding of principal theories, concepts and principles within the discipline. Obtaining knowledge that is detailed in some areas and/or knowledge of one or more specialisms that are informed by forefront developments.
Practice: Applied Knowledge and Understanding	**SCQF 8** Using a range of the principal skills and practices associated with the discipline. Practice in a range of professional level contexts, which include a degree of unpredictability and/or specialism.
Generic Cognitive skills	**SCQF 8** Identifying, defining, conceptualising, and analysing complex professional level problems and issues. Offering professional level insights, interpretations and solutions to problems and issues. Critically reviewing knowledge, skills, practices and thinking in psychosocial aspects of sport and exercise. Demonstrating some originality and creativity in dealing with professional level issues. Making judgments where data/information is limited or comes from a range of sources.

Communication, ICT and Numeracy Skills	**SCQF 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 Making formal presentations about specialised topics to informed audiences. Communicating with professional level peers, senior colleagues and specialists. Using a range of software to support and enhance work in psychosocial aspects of sport and exercise.
Autonomy, Accountability and Working with Others	**SCQF 8** Exercising autonomy and initiative in professional activities. Taking significant responsibility for the work of others and for a range of resources. Practicing in ways which show a clear awareness of own and others' roles and responsibilities. Working with others to bring about change, development and/or new thinking. 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.

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. The teaching and learning approach in this module will employ on-campus lectures and tutorials 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. Classes provide the opportunity to share literature, and to learn from peers and other exercise-related practitioners. 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.	
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)

Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	24
Independent Study	164
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Biddle, S.; Mutrie, N.; Gorely T. (2015). Psychology of Physical Activity: Determinants, well-being, and interventions, 3rd ed. Routledge, Abingdon.

Buckworth, J.; Dishman, R.K.; O'Connor, P. J.; and Tomporowski, P. (2013). Exercise Psychology, 2nd ed. Human Kinetics, Leeds.

Carless, D. & Douglas, K. (2010). Sport and physical activity for mental health. Oxford, UK: Wiley-Blackwell.

Clow, A. and Edmunds, S. eds (2014). Physical Activity and Mental Health. Human Kinetics, Leeds.

Knowles, A.; Shanmugam, V.; Lorimer, R. (2015). Social psychology in sport and exercise linking theory to practice. Palgrave MacMillan, London.

Walker, Paul; John, Marie, eds (2012). From Public Health to Wellbeing: the new driver for policy and action. Palgrave Macmillan, Basingstoke.

Zhu, W and Owen, N eds (2017). Sedentary behaviour and health: concepts, assessments, and interventions. Human Kinetics, Leeds.

(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.

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	Angela Beggan
External Examiner	R Pepperell
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Class Test.
Assessment 2
Written Assignment.
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**
Class test (written)	☒	☐	☐	☐	☐	40	1

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	☐	☒	☒	☐	☐	60	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	1 hours

Change Control

What	When	Who
Hybrid to on-campus, Module hours updated, Version number updated to 2	10th March	SR