



Module Descriptor

Title	Sport Policy & Development		
Session	2024/25	Status	
Code	SPOR08043	SCQF Level	8
Credit Points	30	ECTS (European Credit Transfer Scheme)	15
School	Health and Life Sciences		
Module Co-ordinator	Rebecca O'Hanlon		

Summary of Module

This module builds on students' understanding of how sport functions within society, the structures and organisations which have roles in this, and how sport is shaped by politics and policy. The module takes a historical and contemporary view of policy development and focuses on the relationship between political ideologies and the organisation of sport in society. Topics include the history and current development of UK sport policy and politics; government ideology and its impact on the sport policy trajectory; and sport policy and practice for key groups in society.

This module will allow students to develop key 'I am UWS graduate attributes', specifically:

Universal – Critical Thinker, Culturally Aware and Collaborative

Work-Ready – Digitally Literate, Effective Communicator and Potential Leader

Successful – Innovative, Creative, Transformational

Successful completion (including achieving a pass) of this module SPOR08043 Sport Policy & Development by BSc (Hons) Sport Development* students fulfils CIMSPA (the Chartered Institute for the Management of Sport and Physical Activity) endorsement for the professional standard: Aspiring Manager (along with several other modules across the duration of studies, including completion of L10, also required to achieve endorsement). CIMSPA have career advice and further learning resources available for members. UWS students receive a discounted rate in the student membership category. To use the professional standard in practice, practitioner membership is required.

*The Aspiring Manager professional standard is only available to BSc (Hons) Sport Development students as it aligns with several modules which are specific to this programme; students on other programmes can obtain CIMSPA professional standards across specific modules at L7 and L8.

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input checked="" type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1 <input type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input type="checkbox"/>	
Long-thin Delivery over more than one Term	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes	
L1	Review the historical and contemporary role of sport and discuss its implications in respect to policy and politics.
L2	Identify and discuss the application of sport policy in society.
L3	Interpret the interrelationships between sport policy and agencies/organisations involved with sport provision in the public, private and voluntary sectors
L4	N/A
L5	N/A

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 broad knowledge of the scope, defining features, and main areas of sport policy, with detailed knowledge in some areas
Practice: Applied Knowledge and Understanding	SCQF 8 Carrying out routine lines of enquiry, development or investigation into professional level problems and issues within sport policy and politics
Generic Cognitive skills	SCQF 8 Undertaking critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues that are within the common understandings in sport policy.

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

	Using a range of approaches to formulate and critically evaluate evidence-based solutions/responses to defined and/or routine problems and issues within the sector.
Communication, ICT and Numeracy Skills	<p>SCQF 8</p> <p>Using a wide range of routine skills and some advanced and specialised skills associated with this sector, for example:</p> <ul style="list-style-type: none"> - Conveying complex information to a range of audiences and for a range of purposes. - Using a range of standard ICT applications to process and obtain data
Autonomy, Accountability and Working with Others	<p>SCQF 8</p> <p>Exercising autonomy and initiative in some activities at a professional level within this sector.</p> <p>Practising in ways that show awareness of own and others' roles, responsibilities and contributions when carrying out and evaluating tasks.</p> <p>Working, under guidance, with others to acquire an understanding of current professional practice in the sport sector.</p>

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
<p>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.</p> <p>On-campus learning events focus on providing active and interactive learning, supported by readings, resources and other activities for students to prepare (pre-learning event) and consolidate learning (post-learning event)</p>	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36
Asynchronous Class Activity	18
Independent Study	246
n/a	
n/a	
n/a	
TOTAL	300

Indicative Resources

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

Henry I., and Ko, L.M. (2013) Handbook of Sport Policy. London: Routledge

Houlihan, B., Lindsey, I., (2013) Sport Policy in Britain. London: Routledge

Sherry E., Schulenkorf N, & Phillips P. (2016) Managing Sport Development. London:

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 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:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

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.

(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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded

Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	HLS
Moderator	Jordan Donnelly
External Examiner	Stephen Robson
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Essay
Assessment 2
Presentation
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
Essay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60	

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who