Module Descriptor

Title	Physical Activity, Health and Wellbeing		
Session	2026/27	**Status**	Published
Code	SPOR09038	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Harry Warburton		

Summary of Module

The module investigates the role of physical activity within society whilst considering the physical and mental health benefits physical activity can provide to individuals and population. The module investigates the contribution of government legislation and guidance within this area. In doing so, relevant academic research will be reviewed, particularly within the areas of developing physical activity practice for the benefit of public health and questioning areas of promotion, application and adherence. These will include health promotion, lifestyle behaviours and physical and mental health.

During the course of this module students will develop a range of knowledge regarding the relationship between physical activity and public health. This course will help create more informed students who are conscious of the issues and solutions available through the medium of physical activity. This experience allows students to develop communication, problem solving and critical thinking skills in an applied area of research which advances UWS graduate attributes as 'successful', 'universal' and 'work ready'.

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)

[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

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 how physical activity relates to health and wellbeing.
L2	Analyse how lifestyle factors and socio-environmental structures influence decisions for physical activity (and inactivity).
L3	Critically assess strategies used for the promotion of health and wellbeing through physical activities.
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 9** A critical understanding of the principal theories, concepts and principles. Detailed knowledge and understanding in one or more specialisms some of which is informed by or at the forefront of physical activity and health. Knowledge and understanding of the ways in which physical activity for health is developing.
Practice: Applied Knowledge and Understanding	**SCQF 9** Use a range of the principal skills, practices and/or materials associated with a physical activity and health. Advance practical skill set within a practical and collaborative environment.
Generic Cognitive skills	**SCQF 9** Use a range of approaches to address and consider the influence and appropriateness of theories and concepts in relation to designing a potential sport related product or service. Advance independent learning through reflective practice.
Communication, ICT and Numeracy Skills	**SCQF 9** Convey complex ideas in well-structured and coherent form. Use a range of forms of communication effectively in both familiar and unfamiliar contexts through individual and group work. Select and use standard ICT applications to process, obtain and display a variety of information and data.
Autonomy, Accountability	**SCQF 9**

and Working with Others	Exercise organisational skills, initiative and independence within a group work and develop an awareness of one's own and others' roles and responsibilities.

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 will be delivered via the delivery of lecture and tuturial content. Independent learning will be supported via material on the module VLE space.	
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	18
Tutorial / Synchronous Support Activity	18
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. J. H, Mutrie N. (2021). Psychology of physical activity: determinants, well-being and interventions (4th ed), London: Routledge Clow, A and Edmunds, S. (2014). Physical Activity and Mental Health. Human Kinetics, Leeds. Dishman, R, Heath, G, and Lee, I. (2013), Physical Activity Epidemiology, 92nd ed), 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:** 80% attendance of lecture and tutorial content.

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. IIn 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	Laura Wallace
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**
E&D and A&E as per SEH.	17/03/2025	Sarah Darroch
Module delivery changed from Hybrid to on-campus Asynchronous content removed and replaced by 18 hours for Lecture/Core content delivery Learning and teaching narrative changed to showcase on-campus delivery while attendance narrative chaged to showcase 80% attendance target.	12/03/2026	Harry Warburton