Module Descriptor

Title	Being a Sport Professional		
Session	2026/27	**Status**	Published
Code	SPOR09049	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Liz Carlin		

Summary of Module

This module is specifically designed to make students more employable by developing their understanding of current theory through the application to practice in the sports industry. This is facilitated through the provision of a meaningful and relevant work placement, with the module also introducing aspects of entrepreneurship and business development.

The module provides students with practical focus to address issues relating to securing employment and training beyond their studies. Practical work experience is supported by current and appropriate theoretical research, seminars, and guest lectures.

The module is delivered using a long-thin approach, with lectures and seminars over Terms 1 and 2. Module content is provided in conjunction with the local authority, who deliver a range of workplace training in T1 and support students on a number of different placements opportunities throughout the organisation. Students are also permitted to source their own placements, subject to approval.

This module develops students in relation to the 'I am UWS' Graduate Attributes:

Universal – Inquiring, Emotionally intelligent and Socially responsible

Work Ready – Digitally literate, effective communicator and Socially responsible

Successful – Innovative, Creative and Transformational

Successful completion (including achieving a pass) of this module SPOR09049 Being a Sport Professional by BSc (Hons) Sport Development* students partially 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. From September 2025, UWS students can receive free membership of the student 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-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☒
Campuses for Module Delivery	☒ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☒ Other (specify) Placement locations	

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	Identify and negotiate a programme of work with a suitable employer.
L2	Reflect on work placement experience from a personal and organisational perspective, incorporating relevant concepts and theories from academic sources.
L3	Demonstrate an understanding of sport employment and career progression, including personal pathways, goal-setting, and personal development planning.
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** Demonstrating and/or working with: A broad and integrated knowledge and understanding of the scope, main areas and boundaries of a subject/ discipline. A critical understanding of a selection of the principal theories, principles, concepts and terminology. 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 9**

[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 selection of the principal skills, techniques, practices and/or materials associated with a subject/discipline. Using a few skills, techniques, practices and/or materials that are specialised or advanced. Practicing routine methods of enquiry and/or research. Practicing in a range of professional level contexts that include a degree of unpredictability.
Generic Cognitive skills	**SCQF 9** Undertaking critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues. Identifying and analyse routine professional problems and issues. Drawing on a range of sources in making judgements.
Communication, ICT and Numeracy Skills	**SCQF 9** Using a range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline, for example: Make formal and informal presentations on standard/mainstream topics in the subject/discipline to a range of audiences. Using a range of IT applications to support and enhance work. Interpret, use and evaluate numerical and graphical data to achieve goals/targets.
Autonomy, Accountability and Working with Others	**SCQF 9** Exercising autonomy and initiative in some activities at a professional level. Taking some responsibility for the work of others and for a range of resources. Practicing in ways that take account of own and others' roles and responsibilities. Working, under guidance, with qualified practitioners. Dealing with ethical and professional issues in accordance with current professional and/or ethical codes or practices, seeking 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. This module adopts an on campus delivery approach and is specifically designed to continue empowering and inspiring the student to take control of their future employment development. The learning and teaching activities included within this module are wide ranging and consist of numerous formative (not marked or graded) activities such as individual employment research exercises, discussion forums where students may interact with each other and

individual reflective activities following recorded materials, tutorials and readings. This module will be delivered using a long, thin approach over Terms 1 and 2.

The module also addresses important career development aspects of networking within the sport development professional environment through an independently sourced work placement, lasting no less than sixty hours across both Terms.

This module requires the completion of a UWS PVG and any student who fails to complete both this and the tripartite agreement by the deadline risks withdrawal from the module.

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)
Tutorial / Synchronous Support Activity	24
Laboratory / Practical Demonstration / Workshop	3
Work-based Learning	60
Personal Development Plan	10
Independent Study	103
n/a	
TOTAL	200

Indicative Resources

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

Kauffman, Robert. P., (2020). Career Development in Recreation, Parks and Tourism: A Positioning Approach. Human Kinetics Library Core Collection; Champaign, IL

Thompson, C., (2022). Reflective Practice for Professional Development, A Guide for Teachers. Routledge, London. https://doi.org/10.4324/9781003056812

(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.

For the purposes of this module, academic engagement also includes entering required placement details onto InPlace by specified deadline, completion of PVG in advance of placement and completing required placement hours. Failure to do so will impact completion of the module.

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	Andrew Bailey
External Examiner	B Ives
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
A presentation on a relevant aspect of professional practice.
Assessment 2
A personal development plan aimed towards a specific area of employment.
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
Performance/ Studio work/ Placement/ WBL/ WRL assessment	☐	☐	☒	☐	☐	30	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio of written work	☒	☒	☒	☐	☐	70	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
On-campus delivery, L&T hours updated	19/03/2026	Liz Carlin