Module Descriptor

Title	Development of Sport for Targeted Groups		
Session	2026/27	**Status**	Published
Code	SPOR09052	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Laura Wallace		

Summary of Module

Throughout this module students will investigate a range of targeted groups (e.g. girls and women, people with disabilities, people from areas of social deprivation, etc.).

Students will consider intersectionality, as they strive to fully understand the barriers that these groups face in relation to sports participation, and how interventions aim to reduce and remove them. This module will build on the theoretical underpinning and practical applications of this knowledge from the L7 module on the Foundations of Sport and Exercise, and L8 module of Sport Policy and Development, to enhance students' understanding of the challenges faced by these groups, and the work undertaken by various agencies to address these challenges.

During the course of this module students will develop an in-depth knowledge of targeted provision, as well as a range of transferrable skills including team working, communication skills, IT skills and problem solving.

This module allows students to gain "I Am UWS" graduate attributes: Universal: Inquiring, Culturally Aware, Socially Responsible

Work-Ready: Knowledgeable, Motivated, Ambitious

Successful: Autonomous, Resilient, Transformational

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	Identify and analyse barriers related to a specific target group and how these are addressed through policy development.
L2	Examine the application of targeted provision within the sport development and sport coaching industries.
L3	Plan a sport development programme targeted at a specific underrepresented group.
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 an understanding of the main areas and knowledge of the theory required within the subject area. Showing a critical understanding of a selection of theories, concepts, terminology.
Practice: Applied Knowledge and Understanding	**SCQF 9** Applying knowledge, skills and understanding within a range of professional contexts. Using a selection of the principal skills and techniques associated with addressing social issues through sport.
Generic Cognitive skills	**SCQF 9** Understanding critical analysis of information and issues related to targeted provision. Drawing on a range of sources in making judgements on the development of policy and integration of policy into practice.
Communication, ICT and Numeracy Skills	**SCQF 9** Using of a range of ICT applications to plan a suitable programme for targeted provision. Drawing on a range of sources to identify provision and present suitable solutions.
Autonomy, Accountability and Working with Others	**SCQF 9** Exercising autonomy in the choice of targeted groups and programmes chosen. Displaying an awareness of the skills and roles required working as part of a team to plan an appropriate programme.

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 learning and teaching approach .approach will involve weekly tutorials where staff will deliver fundamental theoretical information, before guiding students through structured tasks to further their understanding and application. Additional information, resources and directed learning materials will be provided on 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)
Tutorial / Synchronous Support Activity	36
Independent Study	164
n/a	
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: Core Text: Acred, C. (2014) Sport in our Society. Cambridge: Independence
(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	Michael Sup
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
Essay.
Assessment 2
Case Study.
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	☒	☐	☐	☐	☐	40	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Case study	☐	☒	☒	☐	☐	60	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
E&D and A&E as per SEH	February 2025	Laura Wallace