



## Module Descriptor

<b>Title</b>	Development of Sport for Targeted Groups		
<b>Session</b>	2024/25	<b>Status</b>	
<b>Code</b>	SPOR09052	<b>SCQF Level</b>	9
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Health and Life Sciences		
<b>Module Co-ordinator</b>	Laura Wallace		
<b>Summary of Module</b>			
<p>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 Fundamentals 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.</p> <p>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.</p> <p>This module allows students to gain "I Am UWS" graduate attributes:</p> <p>Universal: Inquiring, Culturally Aware, Socially Responsible</p> <p>Work-Ready: Knowledgeable, Motivated, Ambitious</p> <p>Successful: Autonomous, Resilient, Transformational</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input checked="" type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input checked="" type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1 <input type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input type="checkbox"/>	
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

<b>Learning Outcomes</b>	
<b>L1</b>	Identify and analyse barriers related to a specific target group and how these are addressed through policy development
<b>L2</b>	Examine the application of targeted provision within the sport development and sport coaching industries
<b>L3</b>	Plan a sport development programme targeted at a specific underrepresented group
<b>L4</b>	
<b>L5</b>	

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 9</b> 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.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 9</b> 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.

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

<b>Generic Cognitive skills</b>	<b>SCQF 9</b> 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.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 9</b> 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.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 9</b> 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.

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
<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>The learning and teaching approach will use a combination of lectures, tutorials, guest speakers and practical delivery. Lectures will provide underpinning theoretical material which will be supplemented by visitors from local Sport Development departments, governing bodies and other relevant agencies. Tutorials will be used to support students in the application of theory to practice, with practical sessions allowing them to gain an understanding of the provision for targeted groups from industry professionals.</p> <p>Additional information, resources and directed learning materials will be provided on VLE.</p>	
<b>Learning Activities</b>	<b>Student Learning Hours</b>
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)
Tutorial / Synchronous Support Activity	16
Laboratory / Practical Demonstration / Workshop	8
Asynchronous Class Activity	12
Independent Study	164
Please select	
Please select	
<b>TOTAL</b>	<b>200</b>

<b>Indicative Resources</b>
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**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 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:**

Attendance at all teaching sessions on-campus (e.g., lectures, tutorials and practicals), in addition to completion of preparatory online activities and completion of assessments to meet the learning outcomes 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.

**(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**

<b>Divisional Programme Board</b>	<b>Please select</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>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.</b>
<b>School Assessment Board</b>	Sport and Exercise
<b>Moderator</b>	Liz Carlin
<b>External Examiner</b>	R Pepperell
<b>Accreditation Details</b>	TBC

<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	1.1

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
Essay
<b>Assessment 2</b>
Portfolio of written work
<b>Assessment 3</b>
(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.)

<b>Component 1</b>							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	0

<b>Component 2</b>							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Portfolio of written work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60	0

<b>Component 3</b>							
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"/>		
<b>Combined total for all components</b>						100%	hours

### Change Control

What	When	Who

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