



## Module Descriptor

Title	Global Issues in Sport Development		
Session	2024/25	Status	
Code	SPOR10025	SCQF Level	10
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	E. Macrae		
<b>Summary of Module</b>			
<p>This module will critically examine current global sport development issues, exploring key theoretical concepts, perspectives and practices.</p> <p>Students will build on the knowledge and understanding gained from earlier modules exploring global sport development topics, such as: sport and the media; LGBTQ+; racism in sport; sport tourism; sport for development and sport and peace.</p> <p>Although the module is holistic in approach, certain elements will be broken out and explored in depth e.g., examining why sport development is used as a catalyst for political, economic, socio-cultural and environmental purposes. In addition, the role of the media, including social, has various impacts which can be both positive and negative for sport development. For example, some governments can influence sport development by manipulating the media, the generation of output and its people.</p> <p>Students will develop various skills; transferable - gained by team and individual working, communication - through verbal presentations using a variety of media, academic posters, role play and debates. This encourages and empowers students to question and have open discussion with peers through informed opinion based on knowledge and understanding of global contemporary issues of sport development.</p> <p>This module also develops students in relation to the 'I am UWS' Graduate Attributes:</p> <p>Universal</p> <ul style="list-style-type: none"><li>• Critical Thinker</li><li>• Culturally aware</li><li>• Collaborative</li></ul> <p>Work Ready</p> <ul style="list-style-type: none"><li>• Problem-solver</li><li>• Effective communicator</li><li>• Potential Leader</li></ul> <p>Successful</p> <ul style="list-style-type: none"><li>• Innovative</li><li>• Imaginative</li></ul> <p>Daring</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 checked="" 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 checked="" type="checkbox"/>	Term 2	<input 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"/>

Learning Outcomes	
<b>L1</b>	Work with and show detailed understanding of contemporary global issues which impact on sport development using relevant current examples.
<b>L2</b>	Identify and critically analyse the potential political, economic, socio-cultural, media and environmental factors which impact on the delivery of global sport development.
<b>L3</b>	Critically evaluate formally and informally contemporary sport development issues via group tutorial presentation to informed audiences.
<b>L4</b>	
<b>L5</b>	

Employability Skills and Personal Development Planning (PDP) Skills	
<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 10</b>  Demonstrating and/or working with:  A critical understanding of the principal theories, concepts and principles.

<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

	<p>A detailed knowledge and understanding in one or more specialisms some of which is informed by or at the forefront of a subject/discipline.</p> <p>Knowledge and understanding of the ways in which the subject/discipline is developed.</p>
<b>Practice: Applied Knowledge and Understanding</b>	<p><b>SCQF 10</b></p> <p>Using a range of the principal professional skills, techniques, practices and/or materials associated with research in global sport development.</p> <p>Using a few skills, techniques, practices and/or materials that are specialised and/or advanced; or at the forefront of global sport development.</p>
<b>Generic Cognitive skills</b>	<p><b>SCQF 10</b></p> <p>Offering professional level insights, interpretations and solutions to problems and issues.</p> <p>Demonstrating some originality and creativity in dealing with professional level issues.</p>
<b>Communication, ICT and Numeracy Skills</b>	<p><b>SCQF 10</b></p> <p>Making formal presentations about specialised topics to informed audiences.</p> <p>Communicating with professional level peers, senior colleagues and specialists.</p>
<b>Autonomy, Accountability and Working with Others</b>	<p><b>SCQF 10</b></p> <p>Practising in ways which show a clear awareness of own and others' roles and responsibilities.</p> <p>Working with others to bring about change, development and/or new thinking.</p>

<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>Formal tutor-led lectures and student-led tutorials and seminars will be the main form of learning and teaching of this module alongside asynchronous online activities and content hosted on the VLE. However, it is hoped that invited guest lectures will also contribute to the "real life" understanding of issues that relate to contemporary global issues of sport development.</p>	
<p><b>Learning Activities</b></p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b></p> <p>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Asynchronous Class Activity	18

Tutorial / Synchronous Support Activity	18
Independent Study	164
Please select	
Please select	
Please select	
<b>TOTAL</b>	200

### Indicative Resources

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

Hinch T. & Higham J. (2011) 2nd Ed. Sport Tourism Development, Oxford: Butterworth-Heinemann

Houlihan B. & Malcom D. (2016) 3rd Ed. Sport and Society, London: Sage Publications

Palmer C. (2013) Global Sports Policy, London: Sage Publications

Jarvie, G, Thornton, J & Mackie, H. (2018) 3rd Ed. Sport, Culture and Society. 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. 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

<b>Divisional Programme Board</b>	<b>Sport Exercise Health</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 Exercise and Health
<b>Moderator</b>	J. Donnelly
<b>External Examiner</b>	S. Robson
<b>Accreditation Details</b>	N/A
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	1

### Assessment (also refer to Assessment Outcomes Grids below)

#### Assessment 1

Presentation

#### Assessment 2

Essay

#### 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
Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	2

### Component 2

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	0

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%	2 hours

### Change Control

What	When	Who