Title of Module: Global Issues in Sport Development			
Code: SPOR10025	**SCQF Level: 10** **(Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10** **(European Credit Transfer Scheme)**
School:	School of Health and Life Sciences		
Module Co-ordinator:	Ross Walker		

Summary of Module
This module will critically examine current global sport development issues, exploring key theoretical concepts, perspectives and practices. 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. 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. 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. This module also develops students in relation to the **'I am UWS**' Graduate Attributes: **U**niversal   - Critical Thinker   - Culturally aware   - Collaborative   **W**ork Ready   - Problem-solver   - Effective communicator   - Potential Leader   **S**uccessful   - Innovative   - Imaginative   - Daring

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**HybridO**	**Work-based Learning**
	✓				

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.
Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of

face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC
Online with mandatory face-to-face learning on Campus

HybridO
Online with optional face-to-face learning on Campus

Work-based Learning
Learning activities where the main location for the learning experience is in the workplace.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
	✓		✓			

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	✓	Term 2		Term 3	

Learning Outcomes: (maximum of 5 statements)

On successful completion of this module the student will be able to:

L1. Work with and show detailed understanding of contemporary global issues which impact on sport development using relevant current examples.

L2. Identify and critically analyse the potential political, economic, socio-cultural, media and environmental factors which impact on the delivery of global sport development.

L3. Critically evaluate formally and informally contemporary sport development issues via group tutorial presentation to informed audiences.

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 Level 10. Demonstrating and/or working with: A critical understanding of the principal theories, concepts and principles. A detailed knowledge and understanding in one or more specialisms some of which is informed by or at the forefront of a subject/discipline. Knowledge and understanding of the ways in which the subject/discipline is developed.
Practice: Applied Knowledge and Understanding	SCQF Level 10. Using a range of the principal professional skills, techniques, practices and/or materials associated with research in global sport development.

	Using a few skills, techniques, practices and/or materials that are specialised and/or advanced; or at the forefront of global sport development.
Generic Cognitive skills	SCQF Level 10. Offering professional level insights, interpretations and solutions to problems and issues. Demonstrating some originality and creativity in dealing with professional level issues.
Communication, ICT and Numeracy Skills	SCQF Level 10. Making formal presentations about specialised topics to informed audiences. Communicating with professional level peers, senior colleagues and specialists.
Autonomy, Accountability and Working with others	SCQF Level 10. Practising in ways which show a clear awareness of own and others' roles and responsibilities. Working with others to bring about change, development and/or new thinking.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

* Indicates that module descriptor is not published.

Learning and Teaching	
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.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Asynchronous Class Activity	18
Tutorial/Synchronous Support Activity	18
Independent Study	164
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	

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

Resources will be available online and these will be signposted as you progress through the module.

The following indicative resources are recommended:

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)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure

Supplemental Information

Programme Board	Sport and Exercise
Assessment Results (Pass/Fail)	No
Subject Panel	Sport & Exercise L7-11
Moderator	Raleigh Gowrie
External Examiner	S Robson
Accreditation Details	N/A
Version Number	1.10

Assessment: (also refer to Assessment Outcomes Grids below)
This module will be assessed through two components:
Assessment 1: Group Led Tutorial Delivery
Assessment 2: Essay

Assessment Outcome Grids (Footnote A.)

Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Presentation			✓	40	2	

Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Essay	✓	✓		60	0	
Combined Total For All Components				100%	2 hours	

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

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.

Please refer to the UWS Equality and Diversity Policy at the following link:

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)