

Session: 2022/23

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Title of Module: Interventions in Sport and Physical Activity			
Code: SPOR10032	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:	Angela Beggan		
Summary of Module			
<p>This module examines the theory and practice of health and social intervention. Sport and Physical Activity (PA) have become integral components of the health and social care system. From global action plans to local authority strategies, sport and PA are both a target and a tool of health and behaviour intervention. Together they are used to prevent and treat non-communicable diseases, promote healthy behaviours, improve mental health, and impact a range of social problems.</p> <p>Using a student-centred approach, this module encourages learners to use reasoning and reflection to construct their own learning by working through cases or scenarios. Students will develop skills in critical thinking and synthesis and learn strategies for innovation. Students will learn about a range of topics that include but are not limited to:</p> <ul style="list-style-type: none"> Paradigms within intervention Ethical implications of intervention Levels of intervention Problem identification Theories of Change Design and evaluation of intervention Current and future developments in intervention <p>Upon successful completion, this module develops the following graduate attributes:</p> <ul style="list-style-type: none"> • Universal – critical integration, creativity, judgement • Work ready – autonomy, self-awareness, initiative • Successful – complex problem solving, evaluation, ethical practice 			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				
<p>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.</p> <p>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</p> <p>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.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

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. Critically evaluate the theory, practice and ethics of intervention L2. Distinguish evidence and approaches used in designing, delivering, and evaluating interventions L3. Devise appropriate sport and PA related solutions to health or social problems	
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. Showing knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions of intervention. Displaying detailed knowledge and understanding in one or more specialisms related to sport and PA intervention. Demonstrating knowledge and understanding of the ways in which sport and PA intervention is developed, including a range of established techniques of enquiry or research methodologies.
Practice: Applied Knowledge and Understanding	SCQF Level 10. Applying knowledge, skills and understanding: in using a range of the professional skills and practices associated with sport and PA intervention; in using a few skills, techniques, practices and/or materials that are specialised; and in devising a defined project of design and development for relevant outcomes.
Generic Cognitive skills	SCQF Level 10. Critically identifying, defining, conceptualising and analysing complex/professional problems and issues. Offering professional insights, interpretations and solutions to problems and issues. Demonstrating some originality and creativity in dealing with

	<p>professional issues.</p> <p>Making judgements where data/information is limited or comes from a range of sources.</p>				
Communication, ICT and Numeracy Skills	<p>SCQF Level 10.</p> <p>Using a range of routine skills and some advanced and specialised skills in support of established practices in sport and PA intervention. This could include: Presenting or conveying, formally and informally, information about specialised topics to informed audiences; Using a range of ICT applications to support and enhance work at this level and adjust features to suit purpose. Interpreting, using and evaluating a wide range of numerical, graphical, and/or textual data to set and achieve goals/targets.</p>				
Autonomy, Accountability and Working with others	<p>SCQF Level 10.</p> <p>Exercising autonomy and initiative in professional/equivalent activities. Practising in ways that show awareness of own and others' roles and responsibilities. Working with others to bring about change, development and/or new thinking. Considering complex ethical and professional issues in accordance with current professional and/or ethical codes or practices.</p>				
Pre-requisites:	Before undertaking this module the student should have undertaken the following:				
	<table border="1"> <tr> <td>Module Code:</td> <td>Module Title:</td> </tr> <tr> <td>Other:</td> <td></td> </tr> </table>	Module Code:	Module Title:	Other:	
	Module Code:	Module Title:			
Other:					
Co-requisites	<table border="1"> <tr> <td>Module Code:</td> <td>Module Title:</td> </tr> </table>	Module Code:	Module Title:		
Module Code:	Module Title:				

* Indicates that module descriptor is not published.

Learning and Teaching	
<p>The teaching and learning approach in this module will employ some recorded and some interactive lectures with extended tutorial time to allow students to deepen understanding through problem based learning and other tasks. Asynchronous activities will provide the basis for independent learning and reflection on key content areas.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Tutorial/Synchronous Support Activity	18
Asynchronous Class Activity	18
Independent Study	164
	200 Hours Total
<p>**Indicative Resources: (eg. Core text, journals, internet access)</p>	
<p>The following materials form essential underpinning for the module content and ultimately for the</p>	

learning outcomes:

Knowles, A; Shanmugam, V; Lorimer, R (2015) *Social Psychology of Sport: linking theory to practice*. Palgrave Macmillan, London.

Michie, S; Atkins, L; and West, R (2014). *The Behaviour Change Wheel: a guide to designing interventions*. Silverback, UK.

Naidoo and Wills (2016). *Foundations for Health Promotion*, 4th ed. Elsevier, Edinburgh.

Scriven, Angela (2017). *Ewles and Simnett's Promoting Health: A practical guide*, 7th ed. Elsevier, Edinburgh.

(**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	Hayley McEwan
External Examiner	S Robson
Accreditation Details	
Version Number	1.08

Assessment: (also refer to Assessment Outcomes Grids below)

The forms of assessment address the learning outcomes as follows: assessment 1 allows evidence synthesis, interpretation, critical analysis, and judgment, while assessment 2 incorporates creative, original application and/or design.

Assessment 1: Essay

Assessment 2: Presentation

(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 Handbook.)

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	
Essay	✓			40	0	
Component 2						
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Presentation		✓	✓	60	0	
Combined Total For All Components				100%	0 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)