Module Descriptor

Title	Interventions in Sport and Physical Activity		
Session	2026/27	**Status**	Published
Code	SPOR10032	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Angela Beggan		

Summary of Module

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.

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:

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

Upon successful completion, this module develops the following graduate attributes:

Universal – critical integration, creativity, judgement

Work ready – autonomy, self-awareness, initiative

Successful – complex problem solving, evaluation, ethical practice

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
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	Apply professional competencies/frameworks for delivering exercise interventions.
L2	Critically review and interpret evidence to develop theory of change.
L3	Desgin appropriate sport or PA solutions to health-related problems.
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 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 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

[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

	that are specialised; and in devising a defined project of design and development for relevant outcomes.
Generic Cognitive skills	**SCQF 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 professional issues. Making judgements where data/information is limited or comes from a range of sources.
Communication, ICT and Numeracy Skills	**SCQF 10** 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.
Autonomy, Accountability and Working with Others	**SCQF 10** 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.

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 teaching and learning approaches in this module employ both asynchronous and in-person modes. Asynchronous activities provide the basis for tutorial tasks, independent learning, and reflection on key content areas. Weekly on-campus tutorials allow students to deepen understanding through active, problem-based learning and other tasks.	
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)
Laboratory / Practical Demonstration / Workshop	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:

*American College of Sports Medicine (2021). ACSM's Guidelines for Exercise Testing and Prescription. 11th ed. Lippincott, Williams, and Wilkins: London.

Biddle, S; Mutrie, Nanette; Gorely, T; and Faulkner, G (2021), Psychology of Physical Activity: determinants, well-being and interventions. Routledge, New York.

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

Naidoo and Wills (2023). Foundations for Health Promotion, 5th ed. Elsevier, Edinburgh.

Mansfield, L and Piggin, J (2019). Sport, Physical Activity and Public Health. Routledge, 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)

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	Matt Boulter
External Examiner	S Robson
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	3

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Practical skills assessment/ Interview.
Assessment 2
Presentation.
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**
Clinical/ Fieldwork/ Practical skills assessment/ Debate/ Interview/ Viva voce/ Oral	☒	☐	☐	☐	☐	40	0.5

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**

Presentation	☐	☒	☒	☐	☐	60	1

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	1.5 hours

Change Control

What	**When**	**Who**
Hours and delivery mode	March 2026	Angela Beggan