

Session: 2022/23

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Title of Module: Adapted & Inclusive Sport & Physical Activity			
Code: SPOR10040	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:	Liz Carlin		
Summary of Module			
<p>The module aims to facilitate a critical awareness of issues around inclusion and exclusion in sport and physical activity. It will support students in developing skills and knowledge of inclusive practices within sport development and coaching contexts. The students will explore various ways of adapting sport and physical activity to better serve the needs of diverse population groups e.g. people with disabilities, older people, children from areas of low SES, who may not otherwise be able to access or benefit from sport and physical activity.</p> <p>Universal</p> <ul style="list-style-type: none"> • Analytical • Emotionally intelligent • Collaborative • Ethically-minded <p>Work Ready:</p> <ul style="list-style-type: none"> • Problem-solver • Effective Communicator • Digitally literate <p>Successful:</p> <ul style="list-style-type: none"> • Innovative • Resilient • Transformational 			

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. Analyse and understand the ways in which sport and physical activity can be adapted to better suit the needs of diverse population groups. L2. Draw on research and theory to critically situate the challenges and opportunities of inclusion across a range of sport and physical activity contexts.	
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 a critical understanding of principle theories and models of inclusion and a detailed knowledge of the application of these. Critically evaluate programs and organisations and the provision of adaptive and inclusive sports.
Practice: Applied Knowledge and Understanding	SCQF Level 10. Applying inclusion theories and principles to real world sport contexts and to areas of professional practice. Using a range of data collection skills and techniques to evaluate sport and physical activity for targeted populations.
Generic Cognitive skills	SCQF Level 10. Critically identifying, analysing and evaluating physical, social and psychological variables which impact upon participation in sport and physical activity. Drawing on a range of sources to provide a critical insight into the issues faced by practitioners and professionals within real world sport contexts.
Communication, ICT and Numeracy Skills	SCQF Level 10. Presenting or conveying, formally and informally, information about contemporary research and practical application of adapted and inclusive sport and physical activity.

	Using a range of IT applications to support and enhance work and communicate with a range of professionals within the field to enhance understanding. Interpreting, using and evaluating numerical and graphical data to achieve goals.
Autonomy, Accountability and Working with others	SCQF Level 10. Exercising autonomy and initiative in learning activities and assessment preparation during the module. Working in ways which take account of own and others' roles and responsibilities when working as a team. Managing complex ethical and professional issues with a strong underpinning of codes of ethical practice and considerations.
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	
The teaching and learning approach will utilise a flexible, hybrid model of delivery. Core content will be predominantly delivered through a series of online materials, including recorded lectures and live online tutorials. Face to face sessions will comprise of workshops and tutorials. Much of the learning will be achieved through experiential tasks, directed independent study tasks, group work and/or class discussion, and creative problem solving.	
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)
Laboratory/Practical Demonstration/Workshop	6
Tutorial/Synchronous Support Activity	12
Asynchronous Class 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: Core text:	

Kasser, S.L and Lytle, R.K., (2013). Inclusive Physical Activity: Promoting Health for a Lifetime. Chicago, IL: Human Kinetics.

Additional texts:

Stidder, G. (2012). Equity and Inclusion in Physical Education and Sport. Routledge.

Carless, D. & Douglas, K. (2010). Sport and physical activity for mental health. Oxford, UK: Wiley-Blackwell.

Medcalf, R. & Mackintosh, C. (2019). Researching Difference in Sport and Physical Activity. 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	Chris Easton
External Examiner	M Moran
Accreditation Details	N/A
Version Number	1

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Assessment: (also refer to Assessment Outcomes Grids below)

The assessment will require students to complete a written assessment.

Assessment 1. Class test.

Assessment 2: Written assignment.

(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)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Class test (written)	✓		40	0	
Component 2					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Review/ Article/ Critique/ Paper		✓	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)