



Module Descriptor

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| Title | Adapted & Inclusive Sport & Physical Activity | | |
| Session | 2025/26 | Status | Published |
| Code | SPOR10040 | SCQF Level | 10 |
| Credit Points | 20 | ECTS (European Credit Transfer Scheme) | 10 |
| School | 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> <p>Analytical</p> <p>Emotionally intelligent</p> <p>Collaborative</p> <p>Ethically-minded</p> <p>Work Ready:</p> <p>Problem-solver</p> <p>Effective Communicator</p> <p>Digitally literate</p> <p>Successful:</p> <p>Innovative</p> <p>Resilient</p> <p>Transformational</p> | | | |

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| Module Delivery Method | On-Campus¹ <input type="checkbox"/> | Hybrid² <input checked="" type="checkbox"/> | Online³ <input type="checkbox"/> | Work -Based Learning⁴ <input type="checkbox"/> | | |
| Campuses for Module Delivery | <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) | |
| Terms for Module Delivery | Term 1 | <input type="checkbox"/> | Term 2 | <input checked="" type="checkbox"/> | Term 3 | <input type="checkbox"/> |
| Long-thin Delivery over more than one Term | Term 1 – Term 2 | <input type="checkbox"/> | Term 2 – Term 3 | <input type="checkbox"/> | Term 3 – Term 1 | <input type="checkbox"/> |

| Learning Outcomes | |
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| 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. |
| L3 | |
| L4 | |
| L5 | |

| Employability Skills and Personal Development Planning (PDP) Skills | |
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| 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 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 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. |

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

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| Generic Cognitive skills | <p>SCQF 10</p> <p>Critically identifying, analysing and evaluating physical, social and psychological variables which impact upon participation in sport and physical activity.</p> <p>Drawing on a range of sources to provide a critical insight into the issues faced by practitioners and professionals within real world sport contexts.</p> |
| Communication, ICT and Numeracy Skills | <p>SCQF 10</p> <p>Presenting or conveying, formally and informally, information about contemporary research and practical application of adapted and inclusive sport and physical activity.</p> <p>Using a range of IT applications to support and enhance work and communicate with a range of professionals within the field to enhance understanding.</p> <p>Interpreting, using and evaluating numerical and graphical data to achieve goals.</p> |
| Autonomy, Accountability and Working with Others | <p>SCQF 10</p> <p>Exercising autonomy and initiative in learning activities and assessment preparation during the module.</p> <p>Working in ways which take account of own and others' roles and responsibilities when working as a team.</p> <p>Managing complex ethical and professional issues with a strong underpinning of codes of ethical practice and considerations.</p> |

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| Prerequisites | Module Code | Module Title |
| | Other | |
| Co-requisites | Module Code | Module Title |

| Learning and Teaching | |
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| <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>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.</p> | |
| <p>Learning Activities</p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p> | <p>Student Learning Hours</p> <p>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p> |
| Tutorial / Synchronous Support Activity | 21 |
| Laboratory / Practical Demonstration / Workshop | 6 |
| Asynchronous Class Activity | 9 |

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| Independent Study | 164 |
| n/a | |
| n/a | |
| TOTAL | 200 |

Indicative Resources

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

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)

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:

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

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| Divisional Programme Board | Sport Exercise Health |
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| Overall Assessment Results | <input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded |
| Module Eligible for Compensation | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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 | Laura Forrest |
| External Examiner | R Pepperell |
| Accreditation Details | |
| Module Appears in CPD catalogue | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Changes / Version Number | 2 |

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| Assessment (also refer to Assessment Outcomes Grids below) |
| Assessment 1 |
| Written essay |
| Assessment 2 |
| Written assignment |
| Assessment 3 |
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| (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 |
| Review/ Article/ Critique/ Paper | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 40 | 0 |

| Component 2 | | | | | | | |
|----------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
| Review/ Article/ Critique/ Paper | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 60 | 0 |

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| Component 3 |
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| 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% | 0 hours |

Change Control

| What | When | Who |
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