Module Descriptor

Title	Adapted & Inclusive Sport & Physical Activity		
Session	2026/27	**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

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.

Universal

Analytical

Emotionally intelligent

Collaborative

Ethically-minded

Work Ready:

Problem-solver

Effective Communicator

Digitally literate

Successful:

Innovative

Resilient

Transformational

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	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	
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

Generic Cognitive skills	**SCQF 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 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 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.

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 approach will utilise an on campus model of delivery of workshops, tutorials and practical sessions. 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** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial / Synchronous Support Activity	27
Laboratory / Practical Demonstration / Workshop	9
Independent Study	164
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: 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 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	Laura Forrest
External Examiner	R Pepperell
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	3

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written essay critical comment.
Assessment 2
Written assignment (position stand).
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**
Review/ Article/ Critique/ Paper	☒	☐	☐	☐	☐	40	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Review/ Article/ Critique/ Paper	☐	☒	☐	☐	☐	60	0

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
Deliver method changed from Hybrid to On-campus Asynchronous hours removed and Tutorial and workshop hours increased Updated wording of the Learning & Teaching section	10.03.26	Liz Carlin