Title of Module: Developing Outdoor Sport & Activity			
Code: SPOR10045	**SCQF Level: 10** (Scottish Credit and Qualifications Framework)	**Credit Points: 10**	**ECTS: 5** (European Credit Transfer Scheme)
School:	School of Health and Life Sciences		
Module Co-ordinator:	Rebecca O'Hanlon		

Summary of Module
This module will introduce students to sport and the outdoors exploring key theoretical concepts, perspectives and practices including the green and blue gym. Students will build on related topics gained from previous modules e.g., public, private and voluntary sectors; social-cultural impacts of sport; sport policy; sport education; conservation and sustainability of the environment. A variety of international and national perspectives will be explored in relation to the key concept of outdoor education. Students will also identify and analyse economic and political factors which can influence the delivery of outdoor sport and will explore how the outdoors can positively and negatively affect individuals mentally, physically, spiritually and socially.   This module will allow student to develop key Graduate Attributes', specifically: **U**niversal: - Inquiring   - Culturally Aware   - Collaborative   **W**ork-Ready: - Problem-solver   - Effective Communicator   - Motivated   **S**uccessful: - Innovative   - Creative   - Daring

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**HybridO**	**Work-based Learning**
	✓				

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.
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
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.
HybridC
Online with mandatory face-to-face learning on Campus
HybridO
Online with optional face-to-face learning on Campus
Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

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 the history and contemporary development of outdoor sport in the UK through a range of principles, principal theories, concepts and practices.
L2. Identify and critically examine the interrelationships between the outdoors, sport development and the delivery of outdoor sport by the public, voluntary and private sectors.

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 knowledge and understanding of the ways in which outdoor sport is developed. Showing or using a critical understanding of the principal theories, concepts and principles.
Practice: Applied Knowledge and Understanding	SCQF Level 10. Using a range of the principal skills, practices and materials associated with outdoor sport development.
Generic Cognitive skills	SCQF Level 10. Offering professional level insights, interpretations and solutions to problems and issues related to sport development and the outdoors.
Communication, ICT and Numeracy Skills	SCQF Level 10. Making formal presentations about specialised topics to informed audiences. Communicating with professional level peers, senior colleagues and specialists. Using a range of software to support and enhance work at this level.
Autonomy,	SCQF Level 10.

Accountability and Working with others	Exercising autonomy and initiative in professional/equivalent activities. Working with others to bring about change, development and/or new thinking.	
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 approach to delivery.? Core theoretical content will be predominantly delivered through a series of online materials, face to face lectures and applied practical sessions in tutorials. Much of the learning will be achieved through 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)
Asynchronous Class Activity	8
Tutorial/Synchronous Support Activity	10
Independent Study	82
	100 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: Ewart A. & Sibthorp J. (2014) Outdoor Adventure Education, Foundations, Theory and Research Leeds: Human Kinetics. Hinch T. & Higham J. (2011) Sport Tourism Development 2nd Ed, Butterworth-Heinemann: Oxford. Palmer C. (2013) Global Sports Policy, Sage Publications: London.
(**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: <u>Academic engagement procedure</u>

Supplemental Information

Programme Board	Sport and Exercise
Assessment Results (Pass/Fail)	No
Subject Panel	Sport & Exercise L7-11
Moderator	Dave Grant
External Examiner	M Moran
Accreditation Details	N/A
Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1: Portfolio of Written Work.
(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	
Portfolio of written work	✓	✓	100	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)