

University of the West of Scotland

Module Descriptor Template

Session: 2023/24

<b>Title of Module: Mental Health, Sport and Physical Activity</b>			
<b>Code: SPOR10051</b>	<b>SCQF Level: 10</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 10</b>	<b>ECTS: 5</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Health and Life Sciences		
<b>Module Co-ordinator:</b>	David Carless		
<b>Summary of Module</b>			
<p>This module advances understanding of the relationships between sport/physical activity and mental health. Students will explore mental health and ill-health from a variety of theoretical perspectives with attention given throughout to lived experience and 'real world' scenarios in sport and physical activity contexts. The module will equip students with theoretical knowledge and practical skills to promote and support mental health in and through sport and physical activity.</p> <p>Students will learn about a range of topics that include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Contemporary understandings of mental health and ill-health</li> <li>• Physical activity and sport interventions for mental health</li> <li>• Supporting mental health in elite and professional sport</li> </ul> <p>This module will assist the student in the development of key '<b>I am UWS Graduate Attributes</b>' to allow those that complete this module to be:</p> <p><b>Universal:</b></p> <ul style="list-style-type: none"> <li>• Critical Thinker</li> <li>• Emotionally Intelligent</li> <li>• Collaborative</li> </ul> <p><b>Work Ready:</b></p> <ul style="list-style-type: none"> <li>• Problem-solver</li> <li>• Motivated</li> <li>• Potential Leader</li> </ul> <p><b>Successful:</b></p> <ul style="list-style-type: none"> <li>• Innovative</li> </ul>			

- Resilient
- Transformational

### Module Delivery Method

Face-To-Face	Blended	Fully Online
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<p><b>Face-To-Face</b> 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><b>Fully Online</b> 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><b>Blended</b> 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>		

### 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) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Add name

### Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Learning Outcomes: (maximum of 5 statements)

These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

L1	Critically evaluate the theory and practice of mental health promotion in sport and physical activity
L2	Design appropriate strategies to support mental health in sport/physical activity contexts

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>		
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:	
Knowledge and Understanding (K and U)	SCQF Level <b>10</b> Demonstrating a critical understanding of selected theories, concepts and principles in sport/physical activity and mental health.	
Practice: Applied Knowledge and Understanding	SCQF Level <b>10</b> Applying knowledge, skills and understanding in using a range of the professional skills and practices associated with mental health promotion through sport and PA.	
Generic Cognitive skills	SCQF Level <b>10</b> Critically identifying, defining, conceptualising and analysing complex problems and issues concerning mental health. Demonstrating some originality and creativity in dealing with mental health issues in sport or physical activity contexts.	
Communication, ICT and Numeracy Skills	SCQF Level <b>10</b> Using a range of routine skills and some advanced and specialised skills in support of practices in mental health promotion through sport and PA. 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 enhancing work at this level and adjust features to suit purpose.	
Autonomy, Accountability and Working with others	SCQF Level <b>10</b> 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.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

### Learning and Teaching

The teaching and learning approach will utilise a flexible approach to learning combination of asynchronous online activity alongside synchronous online tutorials. Core theoretical content will be predominantly delivered through a series of online materials and activities on the VLE including recorded lectures. Tutorials will allow students to deepen understanding through reflection, discussion, guided discovery, and problem-based learning.

<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 100 hours): <small>(Note: Learning hours include both contact hours and hours spent on other learning activities)</small>
Tutorial/Synchronous Support Activity	9
Asynchronous Class Activity	9
Independent Study	82
	Hours Total: 100
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	

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

Augustus, J., Bold, J., & Williams, B. (2019). *An Introduction to Mental Health*. London: Sage.

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

Douglas, K. & Carless, D. (2015). *Life story research in sport: Understanding the experiences of elite and professional athletes through narrative*. Abingdon, UK: 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 Procedure**

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 VLE, and complete assessments and submit these on time. Please refer to the [Academic Engagement Procedure at the following link: Academic engagement procedure](#)

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For the purposes of this module, academic engagement equates to the following: Attendance of teaching sessions (e.g., online or face-to-face tutorials and practicals), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module.

### **Equality and Diversity**

#### **UWS Equality and Diversity Policy**

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.

The UWS Equality and Diversity Policy is located here: [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)

### Supplemental Information

<b>Divisional Programme Board</b>	Sport and Exercise
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Sport & Exercise
<b>Moderator</b>	Angela Beggan
<b>External Examiner</b>	E Bradley
<b>Accreditation Details</b>	n/a
<b>Changes/Version Number</b>	1

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Assessment 1: Written assessment
(N.B. (i) <b>Assessment Outcomes Grids</b> 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 <b>indicative schedule</b> 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.)

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	x	X	100%	TBC
<b>Combined Total For All Components</b>			100%	TBC