

University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Talent Development in Sport			
Code: SPOR10057	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:	Kieren Elder		
Summary of Module			
<p>This module adopts a multi-perspective approach to elite sport development. Possible perspectives of interest in this module include psycho-social, scientific, and policy and management aspects of athlete and talent development.</p> <p>This module will assist the student in the development of key 'I am UWS Graduate Attributes' to allow those that complete this module to be:</p> <p>Universal:</p> <ul style="list-style-type: none"> • Critical Thinker • Collaborative • Culturally aware • Socially responsible <p>Work Ready:</p> <ul style="list-style-type: none"> • Knowledgeable • Digitally literate • Motivated <p>Successful:</p> <ul style="list-style-type: none"> • Innovative • Creative • Imaginative 			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<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	Critique structural approaches to talent identification and development and reflect on their effectiveness.
L2	Examine multi-disciplinary research into the development of excellence in sport and evaluate critically the effectiveness of talent development pathways operated by sports' governing bodies.
L3	Appraise the rationales for investment in talented athletes.

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)	<p>SCQF Level 10 Demonstrating knowledge of the scope, defining features, and main areas of the related disciplines of talent identification and talent development in sport.</p> <p>A discerning understanding of a defined range of core theories, concepts, principles and terminology.</p> <p>Awareness and understanding of some major current issues and specialisms.</p> <p>Awareness and understanding of research and equivalent scholarly/academic processes.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 10 Apply knowledge, skills and understanding:</p>

	<p>Using a range of professional skills, techniques, practices and/or materials associated with the disciplines, a few of which are advanced and/or complex.</p> <p>Carrying out routine lines of enquiry, development and investigation into professional level problems and issues.</p> <p>Adapting routine practices within accepted standards.</p>	
Generic Cognitive skills	<p>SCQF Level 10</p> <p>Undertaking critical analysis, evaluation and synthesis of ideas, concepts, information and issues that are within the common understandings in the related disciplines.</p> <p>Using a range of approaches to formulate and critically evaluate evidence- based solutions/responses to defined problems and issues.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 10</p> <p>Presenting or conveying, formally and informally, information about contemporary issues in talent development.</p> <p>Using a range of ICT applications to support and enhance work at this level and adjust features to suit purpose.</p> <p>Interpreting, using and evaluating a wide range of numerical and graphical data to set and achieve goals/targets.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 10</p> <p>Exercising autonomy and initiative in tutorials & workshops but also work as part of a team.</p>	
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
<p>The teaching and learning approach will utilise a combination of asynchronous and synchronous delivery. Core theoretical content will be predominantly delivered through a series of online materials, including recorded lectures, interactive activities and required reading hosted on the VLE and completed in preparation for synchronous sessions. Synchronous sessions will comprise of interactive seminars, and</p>

workshop sessions. Much of the learning will be achieved through directed independent study tasks, group work and/or class discussion, applied workshop sessions and creative problem solving.

<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
<p>Tutorial/Synchronous Support Activity</p>	<p>9</p>
<p>Asynchronous Class Activity</p>	<p>9</p>
<p>Independent Study</p>	<p>82</p>
	<p>100 Hours Total</p>

****Indicative Resources: (eg. Core text, journals, internet access)**

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

Baker, J., Cobley, S., & Schorer, S. (2020) Talent Identification and Development in Sport: International Perspectives. Routledge, London.

Collins, D. & MacNamara, A. (2018). Talent Development: A Practitioner Guide. Routledge, London.

De Bosscher, V., Shibli, S., Westerbreek, H., & Van Bottenburg, M. (2015) Successful Elite Sport Policies. Meyer & Meyer, Maidenhead.

Sotiriadou, P, et al (2013). Managing High Performance Sport. Routledge, 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)

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.

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 and Health
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Sport, Exercise and Health
Moderator	Hayley McEwan
External Examiner	C Corsby
Accreditation Details	n/a
Changes/Version Number	1.01

Assessment: (also refer to Assessment Outcomes Grids below)

This module requires students to complete one integral mode of assessment.

Assessment 1 – Presentation

(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.)

Assessment Outcome Grids

	Component 1				
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	✓	✓	✓	100	0
	Combined Total for All Components			100%	0 hours