Module Descriptor

Title	Talent Development in Sport		
Session	2026/27	**Status**	Published
Code	SPOR10057	**SCQF Level**	10
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	**Health and Life Sciences**		
Module Co-ordinator	Raleigh Gowrie		

Summary of Module

The module will challenge and encourage students to critically explore and analyse three main aspects of talent development: i) the identification of talent, ii) the nurturing of talent, and iii) the talent development environment. Each aspect will be covered from a traditional and contemporary perspective, with case studies from across a variety of sports utilised to demonstrate the application of key theoretical concepts in the field. The module seeks to develop the student's critical analysis skills through the assessment, questioning and dissecting of historical and current approaches to each of the three areas. Upon completion of the module, students will understand the processes behind the identification of talent, the development of talent and the development environment and also be able to critically appraise and analyse the effectiveness of these areas with the support of academic literature.

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:

Universal: Critical Thinker, Collaborative, Culturally Aware, Socially Responsible

Work Ready: Knowledgeable, Motivated, Digitally Literate

Successful: Innovative, Creative, Imaginative

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	☐

[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

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	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.
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 knowledge of the scope, defining features, and main areas of the related disciplines of talent identification and development in sport. A discerning understanding of a defined range of core theories, concepts and principles and terminology.
Practice: Applied Knowledge and Understanding	**SCQF 10** Apply knowledge, skills and understanding: Using a range of professional skills, techniques, practices and/or materials associated with the disciplines, a few of which are advanced and/or complex. Carrying out routine lines of enquiry, development and investigation into professional level problems and issues. Adapting routine practices within accepted standards.
Generic Cognitive skills	**SCQF 10** Undertaking critical analysis, evaluation and synthesis of ideas, concepts and information and issues that are within the common understandings in the related discipline. Using a range of appraoches to formulate and critically evulate evidence-based solutions/responses to defined problems and issues.

Communication, ICT and Numeracy Skills	**SCQF 10** Presenting or conveying, formally and informally, information about contemporary issues in talent development. Using a range of ICT applications to support and enhance work at this level and adjust features to suit purposes. Intepreting, using and evaluating a wide range of numerical and graphical data to set and achieve goals/targets.
Autonomy, Accountability and Working with Others	**SCQF 10** Exercise autonomy and initiaitve in tutorials and workshops but also as part of a team.

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. This module will be delivered using a predominantly face-to-face approach which will provide you with a highly engaging, interactive and inclusive learning experience. Your learning and teaching activities will be delivered using a range of live timetabled and non-timetabled activities, primary learning activities will come in the form of face-to-face workshops which will be supported by engaging asynchronous content from 'real-world' video, audio and written resources. We will be adopting a Flipped Learning approach whereby we reverse the order of the traditional lecture format. Instead of delivering new information directly to students this information is instead provided in pre-class activities. This may include the review of videos, audio files or academic articles. This then leaves class time for more active and collaborative learning activities such as group discussions. Following workshops, students will engage in reflection activities that will consolidate learning from pre workshop and workshop activities.	
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)
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	6
Independent Study	82
n/a	
n/a	
n/a	
TOTAL	100

Indicative Resources
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 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	Matt Boulter
External Examiner	B Ives
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Presentation (Weighting 100%).
Assessment 2
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**
Presentation	☒	☒	☒	☐	☐	100	0.3

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0.3 hours

Change Control

What	**When**	**Who**
E&D and A&E as per SEH.	18/03/2025	Sarah Darroch

Hours amended to relfect UKVI	17/03/25	Raleigh Gowrie