

# University of the West of Scotland

## Module Descriptor Template

Session: 2022/2023

<b>Title of Module: The Female Athlete</b>			
<b>Code: New Module</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>	Dr Laura Forrest		
<b>Summary of Module</b>			
<p>This module advances knowledge developed in previous physiological, sports conditioning and sociology of sport modules. Students will predominantly explore key physiological, but also sociological, factors that are unique to female athletes (e.g. the menstrual cycle, pelvic health, breast support, pregnancy and gender inequalities) and critically evaluate the impact these factors can have on performing in sport. The module will equip students with the theoretical knowledge and applied understanding that are required to support female athletes at different stages of their lifespan.</p> <p>This module will assist students to develop key '<b>I am UWS Graduate Attributes</b>' and will ensure that those who complete this module successfully will 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>• Influential</li> <li>• Potential Leader</li> </ul> <p><b>Successful:</b></p> <ul style="list-style-type: none"> <li>• Innovative</li> <li>• Resilient</li> <li>• Transformational</li> </ul>			

Module Delivery Method		
Face-To-Face	Blended	Fully Online
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 <b>normally</b> 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	Critically evaluate factors which can impact female athlete sporting performance.
L2	Develop evidence-based recommendations for female athletes
L3	Click or tap here to enter text.
L4	Click or tap here to enter text.

L5	Click or tap here to enter text.	
<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)	<p>SCQF Level <b>10</b></p> <p>Demonstrating a comprehensive knowledge of the physiological and sociological aspects which can affect female athletes.</p> <p>Demonstrating critical understanding of the impact that various factors can have on sporting performance.</p>	
Practice: Applied Knowledge and Understanding	<p>SCQF Level <b>10</b></p> <p>Translating the research into practical user-friendly recommendations for athletes and coaches.</p>	
Generic Cognitive skills	<p>SCQF Level <b>10</b></p> <p>Critically identifying, defining, conceptualising and analysing complex problems and issues</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level <b>10</b></p> <p>Presenting or conveying, formally and informally, information about contemporary issues in female athlete literature.</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 <b>10</b></p> <p>Exercising autonomy and initiative in individual and collaborative group tasks.</p>	
<b>Pre-requisites:</b>	Before undertaking this module, the student should have undertaken the following:	
	<b>Module Code:</b> TBC	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

<b>Learning and Teaching</b>	
<p>This module will adopt a hybrid learning and teaching approach. Core theoretical content will be predominantly delivered through a series of asynchronous online materials, including recorded lectures. Synchronous face-to-face sessions (both on campus and online) will be interactive learning sessions to allow the students to apply theories and concepts, complete problem-based learning activities, and receive peer and tutor interaction and feedback.</p>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): <small>(Note: Learning hours include both contact hours and hours spent on other learning activities)</small></p>
Tutorial/Synchronous Support Activity	9
Asynchronous Class Activity	9
Independent Study	82
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 100
<p><b>**Indicative Resources: (eg. Core text, journals, internet access)</b></p>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p><b>Recommended texts:</b></p> <p>Constantini, N. and Hackney, A.C. (2013) <i>Endocrinology of physical activity and sport</i> 2<sup>nd</sup> edn. New York: Humana Press</p> <p>Coakley, J. &amp; Pike, E. (2014) <i>Sports in Society: Issues and Controversies</i>. London: McGraw-Hill.</p>	

(\*\*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 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 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](#).

### 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)

### 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 and Exercise
<b>Moderator</b>	Dr Laura Graham
<b>External Examiner</b>	Charles Corsby
<b>Accreditation Details</b>	N/A
<b>Changes/Version Number</b>	1

**Assessment: (also refer to Assessment Outcomes Grids below)**

The assessment will require students to complete a presentation

**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 Handbook.)

**Assessment Outcome Grids (Footnote A.)**

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