Module Descriptor

Title	Applied Sport Field Trip		
Session	2024/25	**Status**	
Code	SPOR10060	**SCQF Level**	10
Credit Points	10	**ECTS (European Credit Transfer Scheme)**	5
School	**Health and Life Sciences**		
Module Co-ordinator	R Gowrie		

Summary of Module

This elective module offers students the opportunity to expand their understanding of their specific sport degree discipline through in-depth exploration of pertinent topics within relevant industry contexts. Participants engage in practical learning by immersing themselves in relevant sport industry locations and gaining first-hand exposure to the workings of thriving sports-related industries. By translating theoretical concepts acquired in other modules into practical applications, students will deepen their comprehension of associated complexities and challenges, along with the competitive dynamics inherent in organizational operations. The module is designed to heighten students' awareness of cross-cultural processes and challenges, both within and beyond their academic focus. The successful completion of this module should enrich students' overall academic experience and enhance their employment prospects..

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

· Emotionally Intelligent

· Collaborative

Work Ready:

· Problem -solver

· Motivated

· Potential Leader

Successful:

· Innovative

· Resilient

· Transformational

Module Delivery Method	On-Campus[1] ☐		Hybrid[2] ☐		Online[3] ☐		Work -Based Learning[4] ☒
Campuses for Module Delivery	☒ Ayr ☐ Dumfries		☒ Lanarkshire ☐ London ☐ Paisley		☐ Online / Distance Learning ☒ Other (specify) Field Trip locations		
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	Analyze critically the complexities and challenges inherent in relevant industry settings.
L2	Demonstrate understanding of the competitive dynamics that influence organizational operations in relevant industry fields.
L3	N/A
L4	N/A
L5	N/A

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** Demonstrate a comprehensive knowledge of the sporting environments that the trip is structured around. Demonstrate a critical understanding of the cultural environments where the sporting institutions are placed.
Practice: Applied Knowledge and Understanding	**SCQF 10** Use a significant range of subject-based knowledge to evaluate the sporting environments visited on the trip Reflect on the philosophy of the sporting environments visited on the trip and design strategies that allow you to implement these constructs in your own sporting environment.

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[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

Generic Cognitive skills	**SCQF 10** Critically identify, define, conceptualise and analyse complex problems and issues relating to the sporting environments visited.
Communication, ICT and Numeracy Skills	**SCQF 10** Present or convey, formally and informally, information about contemporary issues seen on this sporting field trip. Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpos. Interpret, use and evaluate a wide range of numerical and graphical data to set and achieve goals/targets
Autonomy, Accountability and Working with Others	**SCQF 10** Students will work individually and as part of a team to acquire and present the information from the sporting institutions visited.

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. The teaching and learning strategy will be face-to-face delivery for the duration of the field trip. Much of the learning will be achieved through independent study tasks, group work and/or class discussion. Students also require to attend a designated field trip organised by the Division for Sport, Exercise & Health. The costs related to attending the trip are to be met by the students. A 10-credit module constitutes 100 hours of total learning and assessment time for the student.

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	1
Independent Study	70
Work-based Learning	28
Tutorial / Synchronous Support Activity	1
n/a	
n/a	
TOTAL	100

Indicative Resources

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

Andresen, L., Boud, D. and Cohen, R., (2020). Experience-based learning. In Understanding adult education and training. London: Routledge.

Chan, C.K.Y., (2012). Exploring an experiential learning project through Kolb's Learning Theory using a qualitative research method. European Journal of Engineering Education, 37(4), pp.405-415.

Fedesco, H.N., Cavin, D. and Henares, R., (2020). Field-based learning in higher education: Exploring the benefits and possibilities. Journal of the Scholarship of Teaching and Learning, 20(1).

Morris, T.H., (2020). Experiential learning–a systematic review and revision of Kolb's model. Interactive learning environments, 28(8), pp.1064-1077.

Moon, J (2013) A Handbook of Reflective and Experiential Learning. London: Routledge

Yaacob, A., Mohd Asraf, R., Hussain, R.M.R. and Ismail, S.N., (2020). Empowering learners' reflective thinking through collaborative reflective learning. International Journal of Instruction.

(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.

For the purposes of this module, academic engagement equates to the following:

 Attendance of teaching sessions (lectures, practical sessions, and tutorials), completion of asynchronous activities, and submission of assessments to meet the learning outcomes of the module. There is also a compulsory requirement for students to attend the field trip organised by the Division for Sport, Exercise and Health. Costs incurred for attending must be met by the student.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

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 and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

(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	V Unnithan
External Examiner	S Robson
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Presentation
Assessment 2
N/A
Assessment 3
N/A
(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**
Creative output	☒	☒	☐	☐	☐	100%	0

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
N/A	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
N/A	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	When	Who