**Module Descriptor**

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|---|---|---|---|
| **Title** | Applied Sport Field Trip | | |
| **Session** | 2026/27 | **Status** | Published |
| **Code** | SPOR10060 | **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**

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<br>☐ Dumfries | ☒ Lanarkshire<br>☐ London<br>☐ Paisley | ☐ Online / Distance Learning<br>☒ Other (specify)<br>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** | |
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| **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** | |
| **L4** | |
| **L5** | |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **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**<br>Demonstrate a comprehensive knowledge of the sporting environments that the trip is structured around.<br>Demonstrate a critical understanding of the cultural environments where the sporting institutions are placed. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 10**<br>Use a significant range of subject-based knowledge to evaluate the sporting environments visited on the trip<br>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. |

[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

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| **Generic Cognitive skills** | **SCQF 10**<br>Critically identify, define, conceptualise and analyse complex problems and issues relating to the sporting environments visited. |
| **Communication, ICT and Numeracy Skills** | **SCQF 10**<br>Present or convey, formally and informally, information about contemporary issues seen on this sporting field trip.<br>Use a range of ICT applications to support and enhance work at this level and adjust features to suit purpos.<br>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**<br>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** | |
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| 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.<br>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, failure to complete the field trip will prevent successful completion of the module. The costs related to attending the trip are to be met by the students.<br>A 10-credit module constitutes 100 hours of total learning and assessment time for the student. | |
| **Learning Activities**<br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture / Core Content Delivery | 2 |
| Tutorial / Synchronous Support Activity | 2 |
| Laboratory / Practical Demonstration / Workshop | 14 |
| Independent Study | 82 |
| n/a | |
| n/a | |
| **TOTAL** | 100 |

| Indicative Resources |
|---|
| **The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**<br><br>Andresen, L., Boud, D. and Cohen, R., (2020). Experience-based learning. In Understanding adult education and training. London: Routledge.<br><br>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.<br><br>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).<br><br>Morris, T.H., (2020). Experiential learning–a systematic review and revision of Kolb's model. Interactive learning environments, 28(8), pp.1064-1077.<br><br>Moon, J (2013) A Handbook of Reflective and Experiential Learning. London: Routledge<br><br>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 |
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| **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.**<br><br>**For the purposes of this module, academic engagement equates to the following:**<br><br>100% Attendance at all module events and consistent weekly engagement with online materials. |

| Equality and Diversity |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.**<br><br>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**

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| **Divisional Programme Board** | **Sport Exercise Health** |

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| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br>**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** | Mia Burleigh |
| **External Examiner** | B Ives |
| **Accreditation Details** | |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | 3 |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| Creative output. |
| **Assessment 2** |
| |
| **Assessment 3** |
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| (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.<br>(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/ Audiotapes/ Videotapes/ Games/ Simulations | ☒ | ☒ | ☐ | ☐ | ☐ | 100 | 0 |

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

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

**Change Control**

| What | When | Who |
|---|---|---|
| Delivery hours updated.<br>Assessment task revised. | 11/03/2026 | Raleigh Gowrie |
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