



Undergraduate Programme Specification

Session	2025/26	Last Modified	2022
Named Award Title	BSc (Hons) Sport Development		
Award Title for Each Award	BSc (Hons) Sport Development BSc Sport Development DipHE Sport Development CertHE Sport Development		
Date of Approval	March 2022		
Details of Cohort Applies to	All new and existing cohorts		
Awarding Institution	University of the West of Scotland	Teaching Institution(s)	University of the West of Scotland
Language of Instruction & Examination		English	
Award Accredited by			
Maximum Period of Registration			
Duration of Study			
Full-time	4 years	Part-time	8 years
Placement (compulsory)	Yes		
Mode of Study	<input checked="" type="checkbox"/> Full-time <input checked="" type="checkbox"/> Part-time		
Campus	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)
School	Health and Life Sciences		
Divisional Programme Board	Sport Exercise Health		
Programme Leader	Raleigh Gowrie		

Admissions Criteria

Candidates must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in Chapter 2 of the University Regulatory Framework together with the following programme requirements:

SQA National Qualifications:

Standard entry: 120 UCAS Tariff points, grades AABB including a science subject or PE
Minimum entry: 108 UCAS Tariff points, grades BBBB including a science subject or PE.

Science subjects include human biology; biology; geography, psychology, sociology, chemistry, maths, physics or modern studies.

Maths must be at standard grade 3 or above, Intermediate 2 or National 4.

Or GCE

Year 1 entry:

104 UCAS Tariff points, A-level grades BCC, including a science subject PE.

Year 2 entry:

120 UCAS Tariff points, A-level grades BBB including a science subject or PE.

Science subjects include Maths, Human Biology, Biology, Chemistry, Physics, or Psychology.

Or SQA National Qualifications / Edexcel Foundation

Year 1 entry:

HNC Coaching and developing sport; Fitness, health & exercise; Sport & recreation management; Physical activity & health (for SQA HNC, with grade B in the graded unit).

Year 2 entry:

HNC Coaching and developing sport; Fitness, health & exercise; Sport & recreation management; Physical activity & health (for SQA HNC, with grade A in the graded unit).

Year 3 entry:

HND Applied sports science GUAA; Coaching & developing sport GU AA; Fitness, health & exercise GU AA; Sport & recreation management GU AA; Physical activity & health GU AA. (N.B. Any HND adopting a single GU approach requires a result of GU A.)

Other HNC/HND (or equivalent) awards in a relevant subject area may be considered for entry.

Other Required Qualifications/Experience

Volunteer or work experience in sport, health or exercise environments.

Recognition of Prior Learning (RPL)

An applicant who has successfully completed a programme of certificated learning at a recognised UK awarding institution shall be considered for admission with specific credit, at an appropriate point on the programme of study for which entry is being sought.

International Baccalaureate (IB)

Year 1: 27 points with 3 subjects at H4 including a science subject.

Year 2: 30 points with 3 subjects at H4 including English, sports, exercise & health science, and one other science subject.

Irish Leaving Certificate (ILC)

Year 1 entry: H1H1H2H2 including a science subject or PE.

Scottish Widening Access Programme (SWAP)

Access to STEM ABB;

Access to Life Sciences BBB;

Access to Humanities ABB

Other qualification awards in relevant subject areas may be considered for entry.

Mature applicants will be considered on an individual basis where they can demonstrate relevant/extensive experience in conjunction with suitable qualifications

Further desirable skills pre-application

Applicants are expected to submit a strong personal statement and reference.

Protecting Vulnerable Groups scheme (PVG)

Successful applicants who gain a place on this course will need to register on the PVG Scheme, managed and delivered by Disclosure Scotland. Application will be managed through the University once you have accepted your offer, and further guidance will be provided during induction. There is a fee for joining the scheme or to apply for a PVG with a new group and the appropriate fee is covered by the student. Those students already part of the scheme may apply for an update which incurs a reduced fee if for the same group.

Current fees are available at <https://www.mygov.scot/apply-for-pvg>

In line with our Admission Procedure, Criminal Convictions and Charges Procedure and Regulatory Framework, there may be implications to your programme enrolment in not disclosing Criminal Convictions.

General Overview

Introduction

The BSc (Hons) Sport Development programme explores sport as a social science, highlighting the two key roles of sport development: Development of sport; and Development through sport.

Students learn a range of theoretical perspectives for understanding sport and physical activity as complex parts of lives and societies. Using professional practical skills, they apply this knowledge in addressing real-world problems using sport and physical activity to impact health, promote social change, and develop community cohesion.

The programme aims to:

- balance vocational relevance with academic rigour in growing the discipline and practice of sport development
- produce critical graduates who are ready for the workplace or further study and can demonstrate a wide range of specialist and transferable skills
- extend the local, national, and global reach of sport development through research-led teaching and world-changing graduates.

The knowledge, skills and abilities our students gain open a range of career opportunities across sport, exercise, fitness and health industries. Our students commonly find employment in local authorities; professional sport organisations; the NHS; sports' governing bodies, commercial and government organisations; and within the voluntary sector. A significant number of students also progress to postgraduate study each year.

The programmes across the Division of Sport, Exercise and Health collectively address key UN Sustainable Development Goals, including SDG 3: Good Health and Well-being, SDG 4: Quality Education, SDG 5: Gender Equality, SDG 10: Reduced Inequalities, and SDG 11: Sustainable Cities and Communities. Through a focus on promoting physical activity, inclusive coaching, and community-based sport development, these programmes equip graduates to advance health, equity, and education across diverse populations and settings.

Typical Delivery Method

The teaching approach is flexible and hybrid, and is designed from a student-centred perspective with levels of interaction that mirror authentic professional practice. The programme design supports the different trajectories of all our students, including supporting the needs of lifelong learners. Students will be given support to develop a self directed approach to their learning as they progress through the programme, with the balance between independent and directed learning remaining appropriate to the level of study.

The modules presented within the programme will successfully allow students to integrate what they learn at university with what they will experience in the sport development industry. Assessments are authentic, developmental, and aligned with real-world learning outcomes. Our learning and teaching strategy is supported by the UWS Curriculum Framework. The hybrid approach is holistic, enabling students to master a range of competencies in flexible and contemporary ways.

Our programme's mode of delivery is designated hybrid, indicating our programme combines mandatory face-to-face learning on campus with online learning modalities. Through the key features of threshold and capstone modules linked by Academic, Personal and Professional Development (APPD) modules, the programme provides a central spine of support for student success, wellbeing, and employability. This begins with embedded threshold content in level 7, progressing through professional development and work-based learning modules at levels 8 and 9, and culminating in our capstone module at level 10, which allows our students to holistically demonstrate the learning they have gained.

The learning and teaching strategy is designed to help students master the learning outcomes and also to allow them to demonstrate their highest level of competency. A number of modules contain learning outcomes that are practical in nature. Students will acquire practical knowledge and understanding through a variety of activities that simulate workplace practices and procedures. This promotes gradually increasing student autonomy and active learning that allow students to apply both knowledge and practical skills at progressively higher levels throughout the programme. The theoretical aspects of the programme are developed through online asynchronous activities, workshops and tutorial settings. This approach enables students to engage with theories, concepts and principles in a critical and evaluative way and to develop their own critical, analytical and reflective skills as they progress through the levels of the programme.

Learning activities, assessment and feedback will, where appropriate, provide students with choice to allow them to focus on their personal needs and learning goals. The design of the modules on the BSc (Hons) Sport Development degree programme includes purposefully designed opportunities for students to access support from academics, peers, and student services. UWS provides innovative, digitally enabled physical learning spaces aimed at meeting the needs and expectations of our students, and the programme staff are inclusive and welcoming to create a sense of learning community and belonging.

The programme delivery makes use of a range of teaching and learning methods suggested in the QAA benchmark statement. These include: tutorials and seminars; one to one interaction, practical workshops and exercises in a simulated work environment; small group teaching and group project work; online learning; peer learning through discussion of colleagues work; independent learning and external work experience (work related/ based learning).

Many of the modules contain learning outcomes that are practical in nature. Here, students will acquire practical knowledge and understanding through a variety of real world learning activities and assessments that simulate workplace practices and procedures. This promotes gradually increasing student autonomy and active learning, and supports differing learning styles that allow students to apply both knowledge and practical skills at progressively higher levels throughout the programme.

Students are expected to undertake independent study both to supplement and consolidate what is being taught in formal classes. Much of the teaching is supported by online virtual learning environments (VLE) and other online materials developed by staff. The framework provided to students for independent study diminishes as students become increasingly more autonomous in their learning.

Assessment Strategy

The assessment strategy is in line with the current QAA Subject Benchmark Statement for Sport, ensuring that assessments are appropriate to intended learning processes, the learning context, and the needs and stages of student progression. A range of assessment methods are utilised that are appropriate to the level and subject, and take into account developments in the sport development sector, higher education and advances in technology. Learning outcomes are assessed by a variety of methods aimed at enhancing the student experience. These methods include, but are not exclusive to, the following: group and individual work, multiple-choice exams, reflective practice reports, essays, open-book exams, poster presentations, oral presentations, case study deconstruction, programme planning, debate & discussion, reflective learning logbooks, seen question examinations, research production and reviews. Assessments are digitally enabled where appropriate. Work assessed through presentations and oral exams will be recorded in order to allow for both internal and external moderation.

Any additional costs

Students are required to pay the cost of PVG membership, see 'Admissions Criteria' section for further details.

Students are required to meet the expenses (e.g., travel) relating to placement/internship (work-based learning) modules and to external facilities used for teaching.

Costs associated with the optional L10 module SPOR10060 Applied Sport Field Trip are the responsibility of the student.

Students may choose to pay to join CIMSPA (Chartered Institute of Management, Sports & Physical Activity).

Students may choose to purchase Division of Sport, Exercise & Health branded sports kit.

All costs are subject to change.

Graduate Attributes, Employability & Personal Development Planning

The programme is designed in line with the 'I am UWS' graduate attributes. These graduate attributes are prominent throughout the 4 years of the course with the purpose of making students:

Universal – globally relevant with comprehensively applicable abilities, skills and behaviours.

Work Ready – dynamic and prepared for employment.

Successful – a solid foundation on which to continue succeeding and realising their potential.

These graduate attributes have been carefully mapped throughout the programme and it is of great importance to us that graduates embody them as they move into employment in the sport development industry.

Employability is embedded and developed throughout the programme. This commences at Level 7 where students develop their vocational skills by gaining industry awards and develop their networks within sports organisations. This develops students' understanding of professional requirements in sport development. The knowledge developed through the programme is focussed on the needs of the industry and the skills and attributes acquired by the students are clearly linked to these. Students work closely with professional partners from Level 7 to Level 10. These partners are employers in our most regular graduate destinations of: Active Schools and sport development; academia/lecturing/teaching (particularly physical education); sports coaching; disability sport development; facilities management / operations; national governing bodies of sport.

Core to embedding employability are the formal and informal ways in which the range of the students' skills are developed across both the academic and practical modules in the programme. These skills and achievements are developed in areas such as data analysis, problem solving and effective communication, self-reflection, decision-making, time management and effective learning and working behaviours. This all takes place with the emphasis on preparing students for future employment and/or study at a higher level.

The Sport Development honours programme recognises the importance of enhancing students' learning experience by embedding employability throughout the curriculum. The foundation for this has been laid using the QAA Subject Benchmark Statements along with the SCQF levels 7-10 qualification descriptors in the programme development at both a programme and a modular level. Vocational elements have been influenced by Skills Active, the sector skills council for active learning and leisure as it is their remit to address skills, gaps, and shortages in active leisure industries, of which sport is one. In addition to these measures, the teaching staff, through their affiliations with various sport organisations, feed the programmes a constant stream of up-to-date information on the evolving profession of sport.

PDP in the BSc Sport Development programme is an integral part of students' learning experience and is a significant contributory factor to developing a student's employability. There are two distinct themes to PDP; 'generic' aspects are all the skills and abilities students develop in an HE programme and which are transferable to future employments - such as IT skills, and the ability to research, critically appraise and report on information, both in written and oral formats. The 'planning' aspect of PDP encourages students to take control of their learning, rather than to be passive consumers of the educational process. Taking control involves making active, informed choices about their path through the Sport Development programme. PDP that will maximise the benefit of the programme to a student's personal and professional development include learning how to prioritise time, how to deal with subject areas that seem particularly difficult, and how to become involved in extracurricular activities that can enhance personal development and employment potential.

CIMSPA endorsement

Successful completion (including achieving a pass) of certain modules have endorsement by CIMSPA (The Chartered Institute for the Management of Sport and Physical Activity) for specific professional standards, see module descriptors for further details. From September 2025, UWS students can receive free membership of the student category. To use the professional standard in practice, practitioner membership is required.

Work Based Learning/Placement Details

The BSc (Hons) Sport Development programme offers students the opportunity to take part in effective work-based learning (WBL) modules. The interaction between employers and higher education providers is a fundamental part of sport programmes. We are committed to providing structured learning experiences for students through exposure to a range of occupations and career options, as well as class-based and community activities that incorporate employers as speakers, advisors, instructors, and career mentors. Our WBL programme addresses three key components: career awareness; career exploration; and career preparation. Students are provided experiences that are commensurate with their knowledge, skills, and abilities, and with their development stage via the core APPD spine:

Threshold Module (APPD 1): L7 – Fundamentals of Sport and Exercise (T1) and Coaching Theory and Practice 1 (T2)

APPD Module 2: L8 - Sport and Exercise Experience

APPD Module 3: L9 – Being a Sport Professional

Capstone Module: L10 – Sport and Exercise Dissertation (or Sport and Exercise Internship, not available in AY25-26)

Elective Module: L10 - Applied Sport Field Trip

These credit-bearing modules allow students to gain WBL relevant to their areas of interest, where possible. All students are provided training by our industry partners in house at UWS; however students can select their own placement after completion of training. Most students choose to work with our partners.

Students are required to meet the expenses (e.g. travel) relating to the WBL modules.

The Division of Sport, Exercise and Health have a range of branded sports kit available for purchase by students via our provider's online store. Purchase of such kit is not a mandatory part of the course, however, it is advised that attending placement in branded kit will increase the professional appearance of students whilst representing the university. Any kit purchased is at the personal cost to each student.

Attendance and Engagement

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 programme, academic engagement equates to the following:

100% Attendance at all module events and consistent weekly engagement with online materials. For the purposes of this programme, academic engagement also includes entering required placement details onto InPlace by specified deadline, completion of PVG in advance

of placement and completing required placement hours. Failure to do so will impact programme progression.

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.

Programme structures and requirements, SCQF level, term, module name and code, credits and awards ([Chapter 1, Regulatory Framework](#))

Learning Outcomes	
-------------------	--

SCQF LEVEL 7	
Learning Outcomes	
Knowledge and Understanding	
A1	Demonstrate knowledge of physiology and anatomy in relation to the human body.
A2	Demonstrate knowledge of the fundamentals of coaching practice and human movement.
A3	Demonstrate knowledge of fundamentals of psychology and social structures contextualised to sport, exercise and health.
A4	
A5	
Practice - Applied Knowledge and Understanding	
B1	Demonstrate competence in utilising a client-centred approach to supporting physical activity, health and exercise.
B2	Exhibit the capacity to record data accurately and demonstrate the ability to perform basic data analysis.
B3	Apply basic discipline-specific knowledge in a practical/work-related context.
B4	Demonstrate competency in core academic skills.
B5	
Communication, ICT and Numeracy Skills	
C1	Collect, interpret and communicate verbally and in written form information using a standard range of applications and procedures such as Word, Excel, PowerPoint and Video recording.
C2	Carry out basic manipulation of data including some statistical analysis.
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Undertake an objective approach to problem identification and solution, using evidence-based approaches and own initiative.
D2	Read and evaluate information from appropriate academic resources in order to support arguments.
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	

E1	Accept responsibility for planning the achievement of identified goals both on their own as part of a group.
E2	Prioritise, manage time and work to deadlines.
E3	Exercise initiative in undertaking laboratory reports and other written material.
E4	
E5	

Level 7 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
7	SPOR07021	Fundamentals of Sport and Exercise	60	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	SPOR07020	Coaching: Theory and Practice 1	30	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
7	SPOR07022	Physical Activity, Health and Fitness	30	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Core Modules							

Level 7 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Option Modules							

Level 7

Criteria for Progression and Award

Please refer to [UWS Regulatory Framework](#) for related regulations

Progression to SCQF Level 8 is available to students who fulfil the university progression requirements as detailed in line with the Regulatory Framework.

Students who have accrued a minimum of 120 credit points at SCQF Level 7 or above from the modules within this programme, including all core modules, may choose to exit with an award of CertHE Sport Science.

This is in accordance with UWS Regulatory Framework.

Distinction shall be awarded in line with UWS Regulatory Framework.

SCQF LEVEL 8	
Learning Outcomes	
Knowledge and Understanding	
A1	Explain and compare a variety of pedagogical and observational techniques in a coaching context.
A2	Demonstrate awareness of current government policy and its influences on sporting and health-related practices, institutions, organisations and funding across local, regional, national, international and global levels.
A3	Appreciate the psychosocial influences on sport and exercise participation.
A4	Understand and apply the theories, concepts and principles of management functions within sport events and tourism.
A5	
Practice - Applied Knowledge and Understanding	
B1	Deliver and evaluate a selection of coaching and development activities.
B2	Undertake the collection and interpretation of routine data.
B3	Apply subject-specific knowledge to a work based environment.
B4	
B5	
Communication, ICT and Numeracy Skills	
C1	Further develop skills in relation to collation of complex information, interpretation and communication, verbally and in written form, using a standard range of applications and procedures (e.g. Word, Excel, PowerPoint, Video recording and analysis, Technique Analysis Applications).
C2	Develop an appreciation of quantitative and qualitative methods of data collection and analysis.
C3	Convey complex information to a range of audiences and for a range of purposes.
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Demonstrate critical analysis, evaluation, and or synthesis of ideas, concepts, and information relative to common issues in sport development.
D2	Undertake problem identification and formulation of evidence-based solutions.
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Exercise autonomy for identifying own learning needs.
E2	Take responsibility for planning the achievement of identified goals either on their own or as part of a group.
E3	Prioritise, manage time and work to deadlines.

E4	
E5	

Level 8 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
8	SPOR08036	Coaching: Theory and Practice 2	30	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	SPOR08044	Sports' Events & Tourism	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	SPOR08042	Sport and Exercise Experience	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8	SPOR08041	Psychosocial Aspects of Sport and Exercise	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8	SPOR08043	Sport Policy and Development	30	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Core Modules							

Level 8 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Option Modules							

Level 8

Criteria for Progression and Award

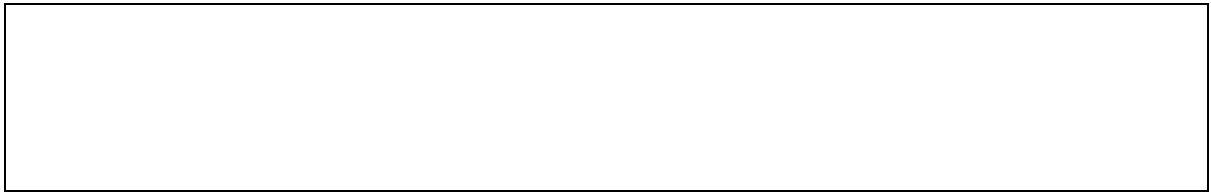
Please refer to [UWS Regulatory Framework](#) for related regulations

Progression to SCQF Level 9 is available to students who fulfil the university progression requirements as detailed in line with the UWS Regulatory Framework.

Students who have accrued 240 credit points of which a minimum of 90 are at SCQF Level 8 or above, including all core modules, may choose to exit with an award DipHE Sport Development.

This is in accordance with UWS Regulatory Framework.

Distinction shall be awarded in line with the UWS Regulatory Framework.



SCQF LEVEL 9	
Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Exhibit a detailed knowledge of the social, political, and cultural theories pertinent to sport and their influence on individuals and societies.
A2	Understand and apply various sport development functions in a range of public and commercial contexts.
A3	Display a broad understanding of the role of sport and physical activity in improving population health and critically appraise the effects of sport and exercise intervention on the participant.
A4	Demonstrate a critical appreciation of the role of reflective practice in at least one vocational context.
A5	
Practice - Applied Knowledge and Understanding	
B1	Apply knowledge of research process and design.
B2	Engage in context-specific reflective practice and link to research.
B3	Present a comprehensive work and evidence-based portfolio on industry required attributes.
B4	Review organisational objectives and management methods and undertake a needs analysis for relevant organisations incorporating a variety of views and approaches.
B5	
Communication, ICT and Numeracy Skills	
C1	Further develop skills in relation to collation of complex information, interpretation and communication verbally and in written form, using a standard range of applications and procedures (e.g. Word, Excel, PowerPoint, Video recording and analysis, Technique Analysis Applications).
C2	Use advanced data analysis skills related to a specific research methodology including the use of statistical and/or textual analysis software where appropriate.
C3	
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Take an objective, mono and multidisciplinary and critical approach to problem identification and solution, using evidence-based approaches and own initiative.
D2	Further develop problem solving skills using evaluation and/or research processes.
D3	
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Critically evaluate, identify and develop own learning needs through independent, group, and guided goal setting.
E2	Take responsibility for planning the achievement of identified goals either on their own or as part of a group.

E3	Manage workload through advanced planning and deadline setting especially with larger pieces of work.
E4	
E5	

Level 9 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
9	SPOR09054	Social Issues in Sport	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	SPOR09053	Physical Activity and Health	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	SPOR09049	Being a Sport Professional	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	SPOR09056	Sport Research and Evaluation	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	SPOR09055	Sport Management and Enterprise	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	SPOR09051	Contemporary Issues in Physical Education	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Core Modules							

Level 9 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
8	LLNG08002	Next Steps at University	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	*
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Option Modules							
*Next Steps at University is an additional credit for Direct Entry students.							

Level 9

Criteria for Progression and Award

Please refer to [UWS Regulatory Framework](#) for related regulations

Progression to SCQF Level 10 is available to students who fulfil the university progression requirements as detailed in line with UWS Regulatory Framework.

Students who have accrued 360 credit points, including all core modules, of which a minimum of 90 are at SCQF Level 9 or above, may choose to exit with an award of BSc Sport Development.

This is in accordance with UWS Regulatory Framework.

Distinction shall be awarded in line with the UWS Regulatory Framework.

SCQF LEVEL 10	
Learning Outcomes (Maximum of 5 per heading)	
Knowledge and Understanding	
A1	Relate fundamental concepts of sport development to complex issues and problems.
A2	Appraise the use of sport development in global socio-economic, political and environmental contexts.
A3	Demonstrate critical understanding of the key principles underpinning sport operations, facilitation, and entrepreneurship.
A4	Critically appreciate the relationship between sport and exercise activity and intervention in a variety of participant groups; this could include special populations such as older adults, disabled people, people with a chronic disease, and children. Demonstrate a critical understanding of contemporary issues in sport.
A5	
Practice - Applied Knowledge and Understanding	
B1	Conduct independent research on a sport-related topic and/or apply evidence-based synthesis.
B2	Collect, analyse and interpret data from an original research project or portfolio of work.
B3	Develop an intervention plan for a sport or physical activity related problem.
B4	Produce a sport business plan.
B5	
Communication, ICT and Numeracy Skills	
C1	Utilise skills in an applied context in relation to collation of complex information, interpretation and communication verbally and in written form, using a standard range of applications and procedures (e.g. Word, Excel, PowerPoint, Video recording and analysis, Technique Analysis Applications).
C2	Design, produce, and deliver a creative output (e.g. visual presentation of research, interactive workshop, business pitch, etc).
C3	Communicate with peers, senior colleagues, and/or specialists on a professional level.
C4	
C5	
Generic Cognitive Skills - Problem Solving, Analysis, Evaluation	
D1	Demonstrate some originality and creativity in dealing with applied sport development issues.

D2	Critically identify, define, conceptualise and analyse complex problems in sport development.
D3	Offer insights, interpretations, and make judgements of and with original data and/or information from a range of sources.
D4	
D5	
Autonomy, Accountability and Working with Others	
E1	Take responsibility for, and identify own learning needs, develop and apply strategies for further self-development within and without the programme.
E2	Prioritise, manage time and work to both externally set and self-imposed deadlines.
E3	Take responsibility for planning the achievement of identified goals both independently and as part of a group.
E4	Manage ethical and professional issues in accordance with current professional and/or ethical practice codes.
E5	

Level 10 Modules

CORE

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	SPOR10025	Global Issues in Sport Development	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	SPOR10053	Sport and Exercise Dissertation	40	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10	SPOR10054	Sport Business Operations	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Footnotes for Core Modules							

Level 10 Modules

OPTION

SCQF Level	Module Code	Module Title	Credit	Term			Footnotes
				1	2	3	
10	SPOR10032	Interventions in Sport and Physical Activity	10	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	SPOR10045	Developing Outdoor Sport & Activity	10	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	SPOR10051	Mental Health, Sport and Physical Activity	10	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	SPOR10057	Talent Development in Sport	10	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

10	SPOR10060	Applied Sport Field Trip	20	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10	SPOR10040	Adapted & Inclusive Sport & Physical Activity	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
10	SPOR10047	Exercise Referral in Special Populations	20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Footnotes for Option Modules

OR - Any other suitable module from the University catalogue subject to timetabling restrictions, pre-requisite requirements and in agreement with the programme leader.

Students require to select optional modules from those listed that equate to 40 credits in total (20 credits in term 1, and 20 credits in term 2). SPOR10060 is delivered over terms 1 & 2, but counts as a term 1 module for option selection.

Costs associated with attending the field trip as part of SPOR10060 Applied Sport Field Trip must be met by the students. Completion of this module is optional, and students are advised to consider the costing prior to selecting the module. Any queries pertaining to costs should be directed to the module co-ordinator in advance of selecting the module.

SPOR10051 is delivered online.

Level 10

Criteria for Award

Please refer to [UWS Regulatory Framework](#) for related regulations

Individuals who successfully complete and pass 480 credits (with a minimum of 90 credits at SCQF Level 10), including all core modules, will be eligible to receive the award of BSc (Hons) Sport Development.

This is in accordance with UWS Regulatory Framework.

The classification of Honours shall be awarded in line with the UWS Regulatory Framework.

Regulations of Assessment

Candidates will be bound by the general assessment regulations of the University as specified in the [University Regulatory Framework](#).

An overview of the assessment details is provided in the Student Handbook and the assessment criteria for each module is provided in the module descriptor which forms part of the module pack issued to students. For further details on assessment please refer to Chapter 3 of the Regulatory Framework.

To qualify for an award of the University, students must complete all the programme requirements and must meet the credit minima detailed in Chapter 1 of the Regulatory Framework.

Combined Studies

For students studying BA, BAcc, or BD awards the award will be BA Combined Studies.
For students studying BEng or BSc awards, the award will be BSc Combined Studies.

Change/Version Control

[illegible]