Programme Specification

Programme award and title: B.Sc. in Sport and Exercise Science

UCAS code: CC61

SCQF Level: 8-10  SCQF Credit Value: 480

Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

• To deliver a flexible, accessible and high quality programme in Sports Studies.
• To contribute to a greater understanding of human biology and its application to sport and exercise.
• To provide students with a broad and comparative knowledge of responses and adaptations to exercise.
• To provide students with a critical understanding and experience integral to the study of Sport and Exercise Science.
• To provide students with an education in Sport and Exercise Science that adds to the value of the graduate as a member of the scientific community in terms of both their general ability and their specialist abilities related to Sport.

Intended programme learning outcomes:
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed as:

Knowledge and understanding
• To provide students with a knowledge and understanding of the relationship between sport, exercise and health in the general population and in specialist groups (older adults and athletes).

Subject-specific skills and other attributes
• Synthesis of understanding and knowledge within Sport and Exercise Science, particularly exercise physiology and sport and exercise psychology.
• Assessment and analysis of literature in Sport and Exercise Science.
• Laboratory and field skills for assessment of general fitness and extremes of human performance.
• Research methods, collection and analysis of data in Sport and Exercise Science.

Generic skills and other attributes
• Effective written and oral communication skills through written assessments and oral presentations to seminar groups and module groups.
• Group working skills through project work and discussion groups in seminars.
• Independent active participation in learning through reflective practice.
• Critical analytical skills from literature review and data collection and analysis.

Learning, teaching and assessment strategies:
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

Teaching and learning strategies used include lectures, seminars, group projects, and laboratory practical work. Lectures and seminars are the primary teaching strategy to promote knowledge and
understanding of the subject area. Seminars also present an opportunity for oral communication skills, group interaction skills, and critical analysis skills to be developed. Group projects develop problem solving skills, practical competence, team management skills and critical analysis skills. The overall aims of teaching and learning strategies is to promote an active involvement in learning through stimulating students to explore topics in greater depth and with a critical mind.

Assessment strategies: Assessment of achievement of skills is generally conducted using a range of methods including: essay submissions (knowledge and understanding, critical analysis of literature); group project work (group work skills and oral and written presentation skills); laboratory reports (practical understanding, written communication skills, report preparation, critical analysis skills); and also with unseen written examinations (mainly assessing knowledge and understanding, breadth and depth of understanding and critical reflection upon literature).

Professional/statutory body accreditation or recognition:

Further details:
Entry requirements: http://www.external.stir.ac.uk/undergrad/entry_reqs/index.php
Programme structure: http://www.calendar.stir.ac.uk/2004-2005/Index/SubjectListIndex.htm
Relevant Subject Benchmark statement: http://www.qaa.ac.uk/crntwork/benchmark/honours.htm
Scottish Credit and Qualifications Framework: http://www.scqf.org.uk/the_framework.asp
Introduction/revision date: March '06