Programme Specification

Programme award and title: BA SPORTS STUDIES and a second subject

UCAS code: 

SCQF Qualification 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 in relation to the second subject.
• To contribute to a greater understanding of sport in society.
• To provide students with a broad and comparative knowledge of Sports Studies and a second subject.
• To provide students with a critical understanding and experience integral to the study of sport.
• To provide an understanding of sports management, sports policy and sports science.

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 in the categories below. Please consider the contribution made to the student’s personal development planning (PDP) and future employability.

Knowledge and understanding
• To provide an awareness of the extent to which sport contributes to, and is constitutive of, historical, social, political, economic and cultural forces.
• To provide a knowledge and critical understanding of sports policy, planning, management and delivery of sporting opportunities to the community.

Subject-specific skills and other attributes
• Synthesis of understanding and knowledge within Sports Management and Sport, Culture and Society.
• Assessment and analysis of literature in Sports Studies.
• Access and analysis of data in Sports Studies.

Generic skills (e.g. information skills, communication skills, critical, analytical and problem-solving abilities) and other attributes
• Effective written and oral communication skills through written assessments and oral presentations to seminar groups and module groups.
• Group working and collaboration skills through project work and discussion groups in seminars.
• Independent active participation and problem solving skills through reflective practice.
• Critical analytical skills from literature review and data collection.

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, seminars and laboratory practical sessions and e-learning worktasks are all used to promote knowledge and understanding of the Sports Studies subject areas. Seminars present an opportunity for oral communication skills, group interaction skills, and critical analysis skills to be developed. Group projects allow the development of problem solving skills, practical competence, team management skills and critical analysis skills. The overall aim
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 of the key skills is generally conducted using 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), multiple choice assessments, literature reviews, practical assessments and with both seen and unseen written examinations (mainly assessing knowledge and understanding, breadth and depth of understanding and critical reflection of the literature).

Most of the modules in Sports Studies are assessed with a combination of coursework (weighted at 50%) and examination (50%). However, some modules are exceptions such as half modules which are 100% coursework and one laboratory based module which is weighted as 60% coursework and 40% examination. Assessments are all graded according to the University of Stirling Common Grading Scheme.

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<th>Professional/statutory body accreditation or recognition:</th>
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**Further details:**

Entry requirements: [http://www.stir.ac.uk/undergraduate-study/entry-requirements/general-entry-requirements](http://www.stir.ac.uk/undergraduate-study/entry-requirements/general-entry-requirements)

Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)

Relevant Subject Benchmark statement: [http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx](http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx)


Introduction/revision date: 2010