



Module Descriptor

Title	Applied Sport and Exercise Project		
Session	2025/26	Status	Published
Code	SPOR11024	SCQF Level	11
Credit Points	60	ECTS (European Credit Transfer Scheme)	30
School	Health and Life Sciences		
Module Co-ordinator	Hayley McEwan		
Summary of Module			
<p>Sport and Exercise Science practice is by nature complex, therefore creative problem-solving is a fundamental skill identified in practitioner. The Applied Sport and Exercise Science Project module aims to build upon the theoretical knowledge, applied knowledge, and reflective and evaluative skills gained across the programme, to investigate a self-constructed applied sport and exercise problem. In investigating this problem, you will define the problem, research current understanding and solutions, investigate the problem, and present practitioner-focussed solutions.</p> <p>You can choose between empirical, applied, or conceptual modes of investigation to best address the identified problem. Communication of complex problems can be a barrier to new knowledge being understood and integrated by practitioners. Therefore, students will both present their work in a practitioner-focussed presentation and traditional written dissertation. This format reflects a more vocationally relevant means of making a transition into the employment market or route to further academic engagement. On completion of this module, you will have developed the competence and confidence to address complex sport and exercise science problems and to generate evidence- and experience-based solutions.</p> <p>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:</p> <p>Universal:</p> <p>Critical Thinker, Emotionally Intelligent, Collaborative</p> <p>Work Ready:</p> <p>Problem -solver, Motivated, Potential Leader</p> <p>Successful:</p> <p>Innovative, Resilient, Transformational</p>			

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<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)	
Terms for Module Delivery	Term 1 <input type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input checked="" type="checkbox"/>	
Long-thin Delivery over more than one Term	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes	
L1	Demonstrate in-depth theoretical and applied knowledge in a focused area of sport and exercise science practice.
L2	Apply critical thinking to address an applied sport and exercise science problem.
L3	Critically analyse the project rationale, methods, findings, and outcomes in a written a format.
L4	Communicate the project rationale, methods, findings and critically defend the project outcomes verbally.
L5	Demonstrate in-depth problem-solving skills and show how these can be applied to a focused area of sport and exercise science practice.

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 11 Knowledge that covers and integrates most, of the main areas of the topic under investigation – including their features, boundaries, terminology and conventions. A critical understanding of the principal theories, concepts and principles under investigation. A critical awareness of current issues in the topic under investigation.
Practice: Applied Knowledge and Understanding	SCQF 11 Use a significant range of the principal professional skills, techniques, practices in completing this applied project.

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

	<p>Apply a range of standard and specialised research and/or equivalent instruments and techniques of enquiry.</p> <p>Plan and execute a significant project of research and demonstrate originality and creativity in the process.</p> <p>Practice in a wide and often unpredictable variety of professional level contexts.</p>
Generic Cognitive skills	<p>SCQF 11</p> <p>Apply critical analysis, evaluation and synthesis to a contemporary issue in sport and exercise science.</p> <p>Identify, conceptualise and define new and abstract problems and issues.</p> <p>Develop original and creative responses to problems and issues.</p> <p>Critically review, consolidate and extend knowledge, skills, practices and thinking in the topic under investigation.</p> <p>Deal with complex issues and make informed judgements in situations in the absence of complete or consistent information.</p>
Communication, ICT and Numeracy Skills	<p>SCQF 11</p> <p>Communication, using appropriate methods, to a range of audiences with different levels of knowledge/expertise.</p> <p>Communicate with peers, colleagues with expertise and specialists.</p> <p>Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit purpose.</p> <p>Undertake critical evaluations of a wide range of numerical and graphical data.</p>
Autonomy, Accountability and Working with Others	<p>SCQF 11</p> <p>Exercise substantial autonomy and initiative in professional and equivalent activities. Demonstrate initiative and make an identifiable contribution to new thinking. Manage complex professional issues and make informed judgement on issues not addressed by current professional practices.</p>

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching
<p>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.</p> <p>You will work independently on your individual applied sport and exercise science project. Supervisor support is provided to guide you through the research process and discuss context-specific phases of data collection and analysis. Additionally, you will receive tutor and peer support through learning activities. These activities will act as a platform for critical discussion, reflection, and review.</p>

Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial / Synchronous Support Activity	24
Independent Study	568
Personal Development Plan	8
n/a	
n/a	
n/a	
TOTAL	600

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Resources will depend on the specific nature of each applied project. Students will discuss this with their project supervisor.</p> <p>(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)</p>

Attendance and Engagement Requirements
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>100% Attendance at all module events and consistent weekly engagement with online materials.</p>

Equality and Diversity
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.</p> <p>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.</p> <p>(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)</p>

Supplemental Information

Divisional Programme Board	Sport Exercise Health
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	David Carless
External Examiner	J Salter
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1.2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Presentation (40%)
Assessment 2
Dissertation (60%)
Assessment 3
(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
Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	40	0.5

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Dissertation/ Project report/ Thesis	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60	0

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	0.5 hours

Change Control

What	When	Who
Academic engagement and Equality and Diversity sections amended to standard text.	14/02/25	Hayley McEwan