



UNIVERSITY OF
PORTSMOUTH

COURSE SPECIFICATION

BSc (Hons) Sport and Exercise Psychology

**Academic Standards, Quality and Partnerships
Department of Student and Academic Administration**

March 2018

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COURSE SPECIFICATION

Please refer to the [Course Specification Guidance Notes](#) for guidance on completing this document.

| | |
|---|---|
| Course Title | BSc (Hons) Sport and Exercise Psychology |
| Final Award | BSc (Hons) Sport and Exercise Psychology |
| Exit Awards | CertHE, DipHE, BSc |
| Course Code / UCAS code (if applicable) | C2605S; C2605P (C600) |
| Mode of study | Full Time, Part Time |
| Mode of delivery | Campus |
| Normal length of course | 3 years, 4 years with placement |
| Cohort(s) to which this course specification applies | September 2019 intake onwards |
| Awarding Body | University of Portsmouth |
| Teaching Institution | University of Portsmouth |
| Faculty | Faculty of Science & Health |
| School/Department/Subject Group | School of Sport, Health and Exercise Science |
| School/Department/Subject Group webpage | http://www.port.ac.uk/department-of-sport-and-exercise-science/ |
| Course webpage including entry criteria | http://www.port.ac.uk/courses/sports-science/bsc-hons-sport-and-exercise-psychology/ |
| Professional and/or Statutory Regulatory Body accreditations | British Psychology Society |
| Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level | Levels 6 |

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the [Module Web Search](#) for further information on the course structure and modules.

Educational aims of the course

The [Course Specification Guidance Notes](#) include advice on what to include in this section.

The global aim for this programme is to provide students with a multidisciplinary approach as to the role of psychology in sport and exercise settings:

Specific aims:

- To produce a scientific understanding of the mind, brain, behaviour and experience, and the interactions between these
- To provide a broad education presenting multiple perspectives of psychology and its contexts in a way that fosters critical evaluation and engagement with its specialised subject areas.
- To enable an understanding of real life applications of theory to the full range of experience and behaviour.
- To develop an understanding of the role of empirical evidence in the creation and constraint of theory, and also in how theory guides the collection and interpretation of empirical data.
- To facilitate students' knowledge and competence in a range of research skills and methods for investigating experience and behaviour, culminating in an ability to conduct research independently.
- To provide students with an educational environment that integrates academic knowledge and practical skills through scientific research.
- To provide students with knowledge and experience of the practical and ethical issues involved in conducting research and the application of ethical codes and procedures.
- To provide an opportunity for students to gain experience and skills relevant to employment (or further study) within psychology or related subject areas by choosing relevant work placement/work based learning/study options and/or completion of an optional sandwich year.
- Develop students' theoretical knowledge and understanding of sport and exercise psychology.
- Provide vocationally orientated education which helps prepare students who wish to work towards chartered status (British Psychological Society) or registered practitioner psychologist status (Health and Care Professions Council).

Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The [Quality Assurance Agency for Higher Education \(QAA\)](#) sets out a national framework of qualification levels, and the associated standards of achievement are found in their [Framework for Higher Education Qualifications](#) document.

The Course Learning Outcomes for this course are outlined in the tables below.

A. Knowledge and understanding of:

| LO | Learning outcome | Learning and Teaching methods | Assessment methods |
|----|---|--|--|
| A1 | The range of approaches to understanding psychological phenomena (and the links between them) including biological psychology, cognitive psychology, individual differences, developmental psychology and social psychology, as | Lectures, seminars, laboratory work, group work, placement opportunities. These learning and teaching methods will enable students to develop a critical and reflective knowledge. | Essays, reports, portfolios, presentations, exams. Assessments consist of both formative and summative elements. |

| LO | Learning outcome | Learning and Teaching methods | Assessment methods |
|----|--|--|--|
| | well as cultural and historical perspectives. | | |
| A2 | Major theoretical frameworks and research methodologies used in sport and exercise science and how theory and research findings are applied to real world problems and practice. | Lectures, seminars, laboratory work, group work. The methods will also enhance students' ability to be proactive in recognising and addressing personal development needs, and be able to make informed career decisions. Students will be encouraged to be intellectually curious, embrace challenges and seize opportunities for development by locating and accessing information, using current and emerging digital technologies contributing to the development of a range of employability skills. | Essays, reports, portfolios, presentations, exams. Assessments present a mixture of the integration of research and theory into problem-based learning, practical skills, and recall in examination scenarios, thereby encouraging students to be critical and apply fundamental theories. |
| A3 | The different research methodologies used to investigate psychological phenomena, and the range of measurement and analytical techniques, used to interpret different forms of psychological data. | Lectures, seminars, laboratory work, group work. Although relevant to all modules containing a practical component, attention to ethical considerations and health and safety issues are promoted specifically in the Research Project module. Students will be encouraged to be proactive in identifying ethical considerations and to develop their problem-solving skills via the design of their research protocol thereby contributing to the development of relevant employability skills. | Essays, reports, portfolios, research project, presentations. Formative assessment of a research proposal and ethical application will be facilitated primarily via individual tutorials leading to the eventual summative assessment of the research project. |
| A4 | The conventions and presentation styles used for reporting on academic literature, scientific findings and delivering oral presentations to facilitate effective communication and cogent argumentation. | Lectures, seminars, laboratory work, group work, placement opportunities. Students will engage in interactive learning opportunities and debate taught content. These methods will promote independent study skills, group/practical work will aid students' ability to work proactively with others. Additionally, by locating and accessing information, using current and emerging digital technologies, students will develop a range of communication and employability skills. | Lectures, seminars, tutorials. Formative and summative assessments will assess students' adherence to the stylistic and format conventions, with the support of generic templates for research reports and presentations. |
| A5 | The professional roles and responsibilities relating to specialised areas or applications of psychology (namely, within sport and exercise). | Lectures, seminars, group work, placement opportunities. Students will be encouraged to be intellectually curious, embrace challenges and seize opportunities for development. Additionally, these teaching methods | Essays, reports, portfolios, presentations. |

| LO | Learning outcome | Learning and Teaching methods | Assessment methods |
|----|------------------|---|--------------------|
| | | will enhance students' ability to be proactive in recognising and addressing personal development needs, and be able to make informed career decisions. | |

Add additional rows as required.

B. Cognitive (Intellectual or Thinking) skills, able to:

| LO | Learning outcome | Learning and Teaching methods | Assessment methods |
|----|--|---|---|
| B1 | Generate and explore creative ideas and apply multiple perspectives to psychological issues. | Lectures, seminars, laboratory work, group work, placement opportunities | Essays, reports, portfolios, presentations, exams. |
| B2 | Develop and sustain reasoned arguments using theory and empirical findings, to formulate and appreciate different opinions. | Lectures, seminars, laboratory work, group work, tutorials. Cognitive elements are integral components of each of the modules within the programme and these each require specific methodological research and analysis strategies unique to the domain involved. At the same time, they also encourage students to synthesise the available methods supporting health-related and or sports performance change. The learning and teaching methods will enable students to think independently, analytically, and engage with new areas of investigation becoming informed citizens and developing a sense of responsibility and commitment to ethical practice thereby contributing to the development of employability skills. | Essays, reports, portfolios, presentations, exams, research project. Assessments require a mixture of problem-based learning, practical skills, and literature research and evaluation skills, thereby encouraging students to apply relevant knowledge to practical and theoretical situations. |
| B3 | Evaluate and reflect on different practical, theoretical and ethical issues involved in psychological research with different methodologies. | Lectures, seminars, laboratory work, group work, placement opportunities. Students will be supported toward becoming informed citizens, with a sense of responsibility allied to a commitment to ethical practice and social justice issues, such as equality, respect and sustainability. | Essays, reports, portfolios, presentations, exams. This learning outcome will be assessed across a variety of report assessments, but principally in the development of ethically-appropriate independent research projects. |
| B4 | Identify and focus on pertinent issues. | Lectures, seminars, laboratory work, group work, placement opportunities. Students will be supported to be able to locate, access and critically engage with information. | Essays, reports, portfolios, presentations, exams. |

Add additional rows as required.

C. Practical (Professional or Subject) skills, able to:

| LO | Learning outcome | Learning and Teaching methods | Assessment methods |
|----|--|---|--|
| C1 | Communicate psychological ideas and research findings by written, oral and visual means. | Lectures, seminars, laboratory work, group work, placement opportunities. Each module requires the application of relevant scientific principles to the domain involved and these skills are transferable across modules. The format of the course will facilitate students to communicate for a range of audiences using many different media. | Essays, reports, portfolios, presentations, exams, research project, newsletters. Students' will be required to develop work specifically for academic or non-academic audiences and consider the nuances of such communication. |
| C2 | Reason scientifically using a range of statistical and non-statistical methods with confidence to understand the nature of psychological evidence. | Lectures, seminars, laboratory work. Research methods are integrated into the Level 4 provision in a novel manner which challenges them to be critical, reflective and analytical. Moreover, tutorials and seminars which require independent and group work will reinforce this learning at Levels 5 and 6. | Reports, research project. Students must integrate are assessed on their integration of research methods via reports, and the research project, thus being challenges to be critical, reflective and analytical |
| C3 | Conduct independent psychological research, through practical activities, under appropriate supervision. | Lectures, seminars, laboratory work, group work. Students will engage with practical and research activities throughout their programme. They will be appropriately supervised and ethical independence will be promoted throughout. | Reports, research project. Formative and summative assessments will assess students regarding their safe, ethical, and academically-informed research and practical activities |
| C4 | Be aware of ethical principles, behaviours and as they apply to research and practice. | Lectures, seminars, laboratory work, group work. Students will engage with practical and research activities throughout their programme. They will be appropriately supervised and ethical independence will be promoted throughout. | Reports, research project, presentations. Formative and summative assessments will assess students regarding their safe, ethical, and academically-informed research and practical activities |

Add additional rows as required.

D. Transferrable (Graduate and Employability) skills, able to:

| LO | Learning outcome | Learning and Teaching methods | Assessment methods |
|----|--|--|--|
| D1 | Gather, retrieve and synthesise information effectively. | Lectures, seminars, laboratory work, group work, placement opportunities. Students' will be encouraged to discover and search widely to facilitate their learning using a variety of resources ranging from journal, blogs, podcasts, and books. Students' will be encouraged to work independently as well as in groups and | Essays, reports, portfolios, presentations, exams, research project, newsletters. Assessments will require students to undertake relevant research into the topics being assessed and will include formative as well |

| | | | |
|----|--|--|--|
| | | to be intellectually curious, embracing challenges and seizing opportunities for development by locating and accessing information, using current and emerging digital technologies contributing to the development of a range of employability skills. | as summative assessment. Students' may choose to do this independently or in groups embracing a wide range of digital and non-digital resources. |
| D2 | Communicate clearly through a range of media, visually, orally and written in a manner appropriate to their audience. | Lectures, seminars, laboratory work, group work, placement opportunities. Students will develop scientific and professional skills throughout their studies. This will include communicating methodologies, techniques, and results and applying them to research or support in sport and exercise psychology. | Essays, reports, portfolios, presentations, exams, research project, newsletters. Assessments consist of both formative and summative elements and will consist of a mixture of novel written, practical and oral assessment modes. |
| D3 | Demonstrate an ability to use IT effectively, including word-processing, spreadsheets, data analysis software, electronic bibliographic databases and other online resources relevant to psychology. | Lectures, seminars, laboratory work, group work. Students' will be required to use a range of IT packages during the course. This will include IT packages to research and complete assignments as well as qualitative and quantitative analyses to interpret collected data. This will enhance students' employability skills. | Essays, reports, portfolios, presentations, exams (online), research project. Assessments consist of both formative and summative elements and will consist of a mixture of written, practical and oral assessment modes which require a range of IT packages and knowledge. |
| D4 | Demonstrate effective team-working skills, being sensitive to environmental and interpersonal aspects. | Seminars, laboratory work, group work. Across many educational methods, students will engage in activities that encourage the development of effective team players, able to provide leadership and to support the success of others. | Presentations, research project. |
| D5 | Take charge of own learning, reflecting and evaluating personal strengths and weaknesses for future learning. | Lectures, seminars, laboratory work. Students' will be encouraged to complete preparatory material/work and assessed work in an appropriate time frame ensuring deadlines are met. This will require students to manage and plan their time effectively and do so for multiple modules simultaneously. This will enhance students' time management and organisation skills, which are critical employability skills. | Essays, reports, portfolios, research project. |

Add additional rows as required.

Academic Regulations

The current University of Portsmouth [Academic Regulations](#) will apply to this course.

Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the [MyPort](#) student portal.

In addition to these University support services this course also provides:

- Laboratory/specialist teaching facilities.
- Support prior to, during and following WBL and/or placements (including study abroad). Include roles of tutors, placement co-ordinators, administrators, supervisors and mentors as appropriate. Refer to learning support resources that will be available to students whilst off-campus. There are handbooks and/or other resources available that are of specific relevance to the WBL and/or placement experience.

Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our [Policy for Listening to and Responding to the Student Voice](#) where you can also find further information.

Reference Points

The course and outcomes have been developed taking account of:

Insert additional reference points or delete as required

- [University of Portsmouth Curriculum Framework Specification](#)
- [University of Portsmouth Education Strategy 2016 - 2020](#)
- [University of Portsmouth Code of Practice for Work-based and Placement Learning](#)
- [Quality Assurance Agency UK Quality Code for Higher Education](#)
- [Quality Assurance Agency Qualification Characteristic Statements](#)
- [Quality Assurance Agency Subject Benchmark Statement for **Psychology \(2016\)**](#)
- [Quality Assurance Agency Framework for Higher Education Qualifications](#)
- Requirements of Professional and/or Statutory Regulatory Bodies: **British Psychological Society**
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff
- National Occupational Standards

Disclaimer

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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