



UNIVERSITY OF
PORTSMOUTH

COURSE SPECIFICATION

MSc Sport and Exercise Psychology (BPS Accredited)

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

September 2022

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Course specification for *MSc Sport and Exercise Psychology (BPS accredited)*

COURSE SPECIFICATION

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

Course Title	MSc Sport and Exercise Psychology (BPS Accredited)
Final Award	MSc Sport and Exercise Psychology (BPS Accredited)
Exit Awards	PGCertHE, PGDipHE, MSc
Course Code / UCAS code (if applicable)	C2443F/P
Mode of study	Full Time, Part Time
Mode of delivery	Campus
Normal length of course	1 year full time
Cohort(s) to which this course specification applies	September 2022 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/departments-of-sport-and-exercise-science/
Course webpage including entry criteria	http://www.port.ac.uk/courses/sports-science/msc-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	Level 7

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 [Course and Module Catalogue](#) for further information on the course structure and modules.

Educational aims of the course

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:

- Extend students' theoretical knowledge and understanding of sport and exercise psychology.
- Develop reflective probationary practitioners with the ability to critically apply theoretical knowledge and understanding.
- Enhance students' ability to question current thinking, develop alternative hypotheses and engage in independent research.
- Develop students' understanding of the planning, implementation and evaluation of a sport and/or exercise psychology support programme. Provide vocationally orientated education which helps prepare students who wish to work towards chartered status (British Psychological Society).

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:

L O	Learning outcome	Learning and Teaching methods	Assessment methods
A 1	Have the appropriate skills and capabilities to collect and analyse data relevant to sport and exercise psychology	Core knowledge mainly delivered via lectures, seminars and tutorials. Utilisation of workshop sessions to reinforce applied topic areas. These learning and teaching methods will enable students to develop a critical and reflective knowledge.	Essays, reports, presentations, infographics, project report. Assessments consist of both formative and summative elements.
A 2	Appraise and evaluate evidence relating to cognitive processes, developmental, and social processes in sport and / or exercise psychology	Lectures, seminars, workshops, group work. These methods will 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, infographics, presentations. 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.
A 3	Critically evaluate a range of psychological skills and strategies of relevance to sport and / or exercise psychology	Lectures, seminars, workshops, group work. Practical workshops are included within many of the taught units. These are supplemented with guest lectures and videos from professional bodies and societies.	Essays, reports, infographics, research project, presentations. The Applied Sport Psychology module provides practical, hands-on expertise in

			applied sport and exercise psychology and assesses skills relevant to practice.
A 4	Critical understanding of evidence relating to participation in sport and / or exercise and wellbeing	Lectures, seminars, workshops, group work. 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, laboratory and field practicals, tutorials.
A 5	Critical understanding of evidence relating to individual differences in sport and/or exercise psychology	Lectures, seminars, group work. Students will be encouraged to be intellectually curious, embrace challenges and seize opportunities for development. Additionally, these teaching methods will enhance students' ability to be proactive in recognising and addressing personal development needs, and be able to make informed career decisions.	Essays, reports, infographics, presentations. Review and application of knowledge assesses critical understanding.

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

L O	Learning outcome	Learning and Teaching methods	Assessment methods
B 1	Critically evaluating the current knowledge, theory and evidence base relevant to the discipline, and understand that this is an important first step for all work and activities	Lectures, seminars, workshops, group work. Students will be encouraged to be intellectually curious, embrace challenges and seize opportunities for development. These apply to all taught modules.	Essays, reports, infographics, presentations. Critical integration of theory and research is integrated within most of the modules and is assessed via a range of modes.
B 2	Identifying and developing skills and capabilities relevant to progression to sport and exercise psychology practice	Lectures, seminars, workshops, group work, tutorials. Students are frequently notified of professional developments, are encouraged to read new publications, and are taught about cutting edge developments within the field. Specifically, applied-relevant and research-relevant skills are integrated throughout the course.	Essays, reports, infographics, presentations, 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 and preparing them for further training.

B 3	Critically reflecting on and synthesising learning to inform their developing professional identity as a trainee sport and exercise psychologist	Lectures, seminars, workshops, group work. Students are 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. Professional ethics and codes of conduct are taught across the course.	Essays, reports, infographics, presentations. This learning outcome will be assessed across a variety of report assessments, but principally in the development of ethically-appropriate independent research projects and practical work that is within the BPS code of conduct.
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C. Practical (Professional or Subject) skills, able to:

L O	Learning outcome	Learning and Teaching methods	Assessment methods
C 1	Applying relevant ethical, legal and professional practice frameworks (e.g. BPS, HCPC), and maintaining appropriate professional boundaries	Lectures, seminars, workshops. Both research and practical learning are integrated into the course in a novel manner which challenges students to be critical, reflective and analytical, which mindful of ethical, legal, and professional codes. Debates and reflections reinforce this learning.	Reports, presentations, research project. Students must integrate reflections and considerations of the BPS code of conduct and professional practice frameworks via reports, and the research project, thus being challenges to be critical, reflective and analytical.
C 2	Using a range of techniques and research methods applicable to psychological enquiry	Lectures, seminars, workshops, 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. While such issues are considered in every module, the research-focused modules are the main conduit for such learning.	Reports, research project. Formative and summative assessments assess students regarding their safe, ethical, and academically-informed research and practical activities.
C 3	Disseminating their work appropriately in a range of appropriate written (e.g. professional reports, journal papers, conference posters) and oral (e.g. presentations, one-to-one feedback) formats.	Lectures, seminars, workshops, group work. 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 to be intellectually curious, embracing challenges and seizing opportunities for development by locating and accessing information, using current and emerging digital	Reports, infographics, research project, presentations.

		technologies contributing to the development of a range of employability skills. They will be supported in identifying innovative communication strategies, to be able to communicate clearly and effectively, in a range of forms and to different audiences.	
C 4	Communicating effectively (verbally and non-verbally) with colleagues, research supervisors, and a wider audience	Lectures, seminars, workshops, group work. Students engage in interactive sessions with staff and peers, and undertake group work to assist the development of effective team players, able to provide leadership and to support the success of others. Students are expected to reflect on and interact with academic and non-academic audiences/stakeholders.	Essays, reports, infographics, presentations, research project. Assessments will undertake formative and summative assessment. Individual contribution to research projects are assessed.

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

L O	Learning outcome	Learning and Teaching methods	Assessment methods
D 1	Illustrate competence in the use of IT and specialist software	Lectures, seminars, workshops, 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, infographics, 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.
D 2	Be an independent learner and demonstrate collaborative skills	Lectures, seminars, workshops. 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, presentations, research project.

Academic Regulations

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

A deviation from these regulations in line with the stipulations by PSRB (British Psychological Society) accreditation, students must achieve a minimum pass mark of 50 per cent for all modules that contribute to the accredited award where a quantified marking is employed. No compensation across modules is

permissible. As the University of Portsmouth operate a standard 40 per cent pass mark, Graduates who achieve a 40 per cent pass mark, but do not achieve the necessary 50 per cent pass mark for all modules contributing to the accredited degree will receive an alternative award to enable them to be distinguished from those who have achieved the expected standard. This alternative award will be MSc Sport and Exercise Psychology (not Accredited).

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 coordinators, 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 Vision 2030 and Strategy 2025](#)
- [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 Framework for Higher Education Qualifications](#)
- [Quality Assurance Agency Subject Benchmark Statement for **Psychology \(2016\)**](#)
- 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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