






**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

<b>Part 1: Basic Data</b>					
Module Title	Sport Psychology				
Module Code	UIS-XRV-15-2	Level	2	Version	1.1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Hartpury	Field	Sport Science		
Department	Sport	Module Type	Standard		
Contributes towards	BSc (Hons) Equestrian Sports Coaching BSc (Hons) Equestrian Sport Science BSc (Hons) Sport and Exercise Nutrition BSc (Hons) Sport and Exercise Nutrition (SW) BSc (Hons) Sports Coaching BSc (Hons) Sport Performance FdSc Sports Coaching FdSc Sport Performance MSci Sports Coaching Development				
Pre-requisites	UISXLE-15-1 Introduction to Sport and Exercise Psychology <i>or</i> UMOD63-15-1 Understanding Organisations and People	Co- requisites			
Excluded Combinations	None	Module Entry requirements	None		
Valid From	01 September 2015	Valid to	01 September 2021		

<b>CAP Approval Date</b>	16 February 2015
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<b>Part 2: Learning and Teaching</b>	
Learning Outcomes	On successful completion of this module students will be able to: <ol style="list-style-type: none"> <li>1. Compare and contrast different psychological perspectives in relation to sporting performance. (A)</li> <li>2. Appraise the major psychological factors relevant to peak performance in sport (A)</li> <li>3. Examine and analyse key contemporary themes in sports psychology (A)</li> <li>4. Combine relevant sport psychology research findings (A)</li> <li>5. Evaluate how psychological interventions and applications can have an impact on performance (A)</li> </ol>

Syllabus Outline	<ul style="list-style-type: none"> <li>Anxiety of sporting performance, needs analysis of athletes and teams, psychological skills training, cohesion, mental toughness, professional psychological skills and considerations, the psychological environment, contemporary athletic and performance considerations.</li> </ul>																														
Contact Hours	<p>36 hours scheduled contact time through lectures, seminars and practicals.</p> <p>Students will receive information and guidance via the virtual learning environment (Blackboard) and can book in for one-to-one tutorials with the module team.</p> <p>Indicative delivery modes:</p> <table data-bbox="411 510 1098 633"> <tr> <td>Lectures, guided learning, seminars etc</td> <td>33</td> </tr> <tr> <td>Self directed study</td> <td>3</td> </tr> <tr> <td>Independent learning</td> <td>114</td> </tr> <tr> <td><b>TOTAL</b></td> <td><b>150</b></td> </tr> </table>	Lectures, guided learning, seminars etc	33	Self directed study	3	Independent learning	114	<b>TOTAL</b>	<b>150</b>																						
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Teaching and Learning Methods	<p>Students will engage with the module leader to establish clear aims and objectives for this module which will be programme relevant. Participants will be allocated a tutor to guide and support them in their independent learning. Given the varied and eclectic nature of the module the learning approaches will be negotiated between the student and the supporting tutor. Contact time will be divided through a combination of lectures, seminars and practical sessions. Independent learning will include a combination of lone study and individual, pair and group work. Virtual learning environment (VLE), email and phone calls will be used to keep in touch with students between scheduled sessions.</p> <p><b>Scheduled learning</b> May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p><b>Independent learning</b> May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p><b>Virtual learning environment (VLE)</b> This specification is supported by a VLE where students will be able to find all necessary module information. Direct links to information sources will also be provided from within the VLE.</p>																														
Key Information Sets Information	<p>Key information sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="416 1617 1327 2011"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="border: 2px solid black; text-align: center;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> <tr> <td colspan="4"></td> <td style="text-align: center;"></td> </tr> </tbody> </table>	<b>Key Information Set - Module data</b>					<i>Number of credits for this module</i>									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150					
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	<p>The table below indicates as a percentage the total assessment of the module which constitutes:</p> <ol style="list-style-type: none"> <li>1 <i>Written exam:</i> Unseen written exam, open book written exam, In-class test.</li> <li>2 <i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project.</li> <li>3 <i>Practical exam:</i> Oral assessment and/or presentation, practical skills assessment, practical exam.</li> </ol> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="587 551 1278 786"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>100%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		100%		Practical exam assessment percentage		0%					100%
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Reading Strategy	<p><b>Essential readings</b></p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a print study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p><b>Further readings</b></p> <p>Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p><b>Access and skills</b></p> <p>Formal opportunities for students to develop their library and information skills are provided within the induction period and study skills sessions. Additional support is available through online resources. This includes interactive tutorials on finding books and journals, evaluation information and referencing. Sign up workshops are also offered.</p>																				
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms, including the module guide.</p> <p>Books</p> <p>Burton, D., and Raedeke, T. D. (Current Edition). <i>Sport Psychology for Coaches</i>. Champaign, USA: Human Kinetics</p> <p>Cotterill, S. (Current Edition). <i>Team Psychology in Sport</i>. Sussex: Routledge</p> <p>Hardy, L., Jones, G., and Gould, G. (Current Edition) <i>Understanding Psychological Preparation for Sport: Theory and Practice of Elite Performers</i>. Chichester: Wiley &amp; Sons</p>																				

	<p>Nicholls, A. R., and Jones, L. (Current Edition) <i>Psychology in Sports Coaching: Theory and Practice</i>. Sussex: Routledge.</p> <p>Weinberg, R.S. and Gould, D. (Current Edition) <i>Foundations of Sport and Exercise Psychology</i>. Champaign, USA: Human Kinetics.</p> <p>Journals</p> <p>The Sport Psychologist</p> <p>Journal of Sport and Exercise Psychology</p> <p>Journal of Applied Sport Psychology</p> <p>Websites</p> <p><a href="http://www.bps.org.uk">www.bps.org.uk</a> – British Psychological Society</p> <p><a href="http://www.journals.humankinetics.com/tsp">www.journals.humankinetics.com/tsp</a> - The Sport Psychologist Journal</p> <p><a href="http://www.journals.humankinetics.com/jsep">www.journals.humankinetics.com/jsep</a> - Journal of Sport and Exercise Psychology</p> <p><a href="http://www.tandfonline.com/loi/uasp20#.UswRObFFCpo">http://www.tandfonline.com/loi/uasp20#.UswRObFFCpo</a> – Journal of Applied Sport Psychology</p>
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<b>Part 3: Assessment</b>	
Assessment Strategy	<p>The module is assessed upon completion of a case study portfolio. Students will be required to gain approval for the subject of their case study and present their ideas to the lecturer prior to completion of the portfolio. This assessment will test the knowledge and understanding of the material studied throughout the module.</p> <p>The above describe summative assessment opportunities. Students will be given opportunities to reflect on what they have learnt at the end of sessions.</p> <p>In line with the College’s commitment to facilitating equal opportunities, a student may apply for alternative means of assessment if appropriate. Each application will be considered on an individual basis taking into account learning and assessment needs. For further information regarding this please refer to VLE.</p>

Identify final assessment component and element	<b>Portfolio</b>	
% weighting between components A and B (Standard modules only)	A:	B:
	<b>100%</b>	<b>0%</b>
<b>First Sit</b>		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Portfolio (equivalent to 2500 words)	100%	

<b>Resit (further attendance at taught classes is not required)</b>	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Portfolio (equivalent to 2500 words)	100%

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.