



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Sport Psychology				
Module Code	UISXRV-15-2	Level	2	Version	1
Owning Faculty	Hartpury	Field	Sport Science		
Contributes towards	BSc (Hons) Sports Coaching FdSc Sports Coaching BSc (Hons) Sport Performance FdSc Sport Performance BSc (Hons) Equestrian Sports Science				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	Introduction to Sport and Exercise Psychology (UISXLE-15-1); <i>or</i> Understanding Organisations and People (UMOD63-15-1)		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01 September 2014		Valid to	01 September 2020	

CAP Approval Date	17 February 2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1 Compare and contrast different psychological perspectives in relation to sporting performance (A, B). 2 Appraise the major psychological factors relevant to peak performance in sport (A, B). 3 Examine and analyse key contemporary themes in sports psychology (A, B). 4 Interpret relevant sport psychology research findings (B). 5 Evaluate how psychological interventions and applications can have an impact on performance (A, B).
Syllabus Outline	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.

Contact Hours	<p>Indicative delivery modes:</p> <table border="0"> <tr> <td>Lectures, guided learning, seminars etc</td> <td style="text-align: right;">33</td> </tr> <tr> <td>Self directed study</td> <td style="text-align: right;">3</td> </tr> <tr> <td>Independent learning</td> <td style="text-align: right;">114</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: right;">150</td> </tr> </table>	Lectures, guided learning, seminars etc	33	Self directed study	3	Independent learning	114	TOTAL	150										
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Teaching and Learning Method	<p>Scheduled learning May include lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops.</p> <p>Independent learning May include hours engaged with essential reading, case study preparation, assignment preparation and completion etc.</p> <p>Virtual learning environment (VLE) 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> <p>Key Information Set – Module Data</p> <p>Number of credits for this module 15</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 15%;">Hours to be allocated</th> <th style="width: 25%;">Scheduled learning and teaching study hours</th> <th style="width: 25%;">Independent study hours</th> <th style="width: 20%;">Placement study hours</th> <th style="width: 15%;">Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <ol style="list-style-type: none"> 1 <i>Written Exam</i>: Unseen written exam, open book written exam, in-class test. 2 <i>Coursework</i>: Written assignment or essay, report, dissertation, portfolio, project. 3 <i>Practical Exam</i>: Oral Assessment and/or presentation, practical skills assessment, practical exam. <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> <p>Total assessment of the module:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: right;"> <tr> <td style="width: 70%;">Written exam assessment percentage</td> <td style="width: 30%; border: 1px solid black;">50%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black;">50%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black;">0%</td> </tr> <tr> <td></td> <td style="border: none;">100%</td> </tr> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150	Written exam assessment percentage	50%	Coursework assessment percentage	50%	Practical exam assessment percentage	0%		100%
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Practical exam assessment percentage	0%																		
	100%																		

Reading Strategy	<p>Core readings 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>Further readings 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>Access and skills 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> <ul style="list-style-type: none"> • Burton, D., & Raedeke, T. D. (Current Edition). <i>Sport Psychology for Coaches</i>. Champaign: Human Kinetics. • Cotterill, S. (Current Edition). <i>Team Psychology in Sport</i>. London: Routledge. • Hardy, L., Jones, G., and Gould, G. (Current Edition) <i>Understanding Psychological Preparation for Sport: Theory and Practice of Elite Performers</i>. Chichester: Wiley & Sons. • Nicholls, A. R., & Jones, L. (Current Edition) <i>Psychology in Sports Coaching: Theory and Practice</i>. London: Routledge. • Weinberg, R.S. & Gould, D. (Current Edition) <i>Foundations of Sport and Exercise Psychology</i>. Champaign: Human Kinetics. <p>Journals:</p> <ul style="list-style-type: none"> • The Sport Psychologist. • Journal of Sport and Exercise Psychology. • Journal of Applied Sport Psychology. <p>Websites:</p> <ul style="list-style-type: none"> • British Psychological Society www.bps.org.uk. • The Sport Psychologist Journal www.journals.humankinetics.com/tsp. • Journal of Sport and Exercise Psychology www.journals.humankinetics.com/jsep. • Journal of Applied Sport Psychology http://www.tandfonline.com/loi/uasp20#.UswRObFFCpo.

Part 3: Assessment

Assessment Strategy	<p>The module is assessed using a written examination to assess knowledge and understanding, whilst the written assessment will allow for development of knowledge and intellectual and transferable skills, particularly focusing on the practical application of theoretical principles.</p> <p>The above describe summative assessment opportunities. Students will be given opportunities to reflect on what they have learnt at the end of timetabled sessions. Learning will also be supported through the use of formative assessment throughout the module.</p> <p>The written assignment will assess the development of key subject knowledge and communication skills.</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 the VLE.</p>
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Identify final assessment component and element	Written examination.
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% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%

First Sit

Component A (controlled conditions) Description of each element	Element weighting
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1 Unseen written examination (1.5 hours)	100%
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Component B Description of each element	Element weighting
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1 Written assignment (1,500 words)	100%
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Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting
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1 Unseen written examination (1.5 hours)	100%
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Component B Description of each element	Element weighting
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1 Written assignment (1,500 words)	100%
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If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.