

**CDA4 Programme Design Template  
Module specification (with KIS) 2014-15**



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

| Part 1: Basic Data    |  |                           |                   |             |     |
|-----------------------|--|---------------------------|-------------------|-------------|-----|
| Module Title          | Sport Psychology in Action   |                           |                   |             |     |
| Module Code           | UISV4A-15-3  | Level                     | 3                 | 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               | Project           |             |     |
| Contributes towards   | BSc (Hons) Equestrian Sports Coaching<br>BSc (Hons) Equestrian Sports Science<br>BSc (Hons) Sport and Exercise Sciences<br>BSc (Hons) Sport and Exercise Sciences (SW)<br>BSc (Hons) Sports Coaching<br>BSc (Hons) Sport Performance<br>BSc (Hons) Sports Studies (Top-Up) |                           |                   |             |     |
| Pre-requisites        | None   | Co- requisites            | None              |             |     |
| Excluded Combinations | None   | Module Entry requirements | None              |             |     |
| Valid From            | 01 September 2016  | Valid to                  | 01 September 2021 |             |     |

|                          |                 |
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| <b>CAP Approval Date</b> | 12 January 2015 |
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| Part 2: Learning and Teaching |  |
|-------------------------------|--|
| Learning Outcomes             | On successful completion of this module students will be able to: <ol style="list-style-type: none"> <li>1. Systematically evaluate the roles and responsibilities of a sport psychologist with a particular consideration of ethical issues and practice boundaries. (A)</li> <li>2. Appraise complex and unpredictable applied sport psychology situations. (A)</li> <li>3. Critically appraise and construct sport psychology interventions for use with high performers. (A)</li> <li>4. Breakdown and demonstrate key professional and transferable skills in sport and exercise psychology. (A)</li> </ol> |
| Syllabus Outline              | The nature of the module is to give students a real picture of applied sport psychology in practice and it endeavours to 'tell the story' of working with clients, from developing key relationships, considering ethical concerns to building, monitoring and evaluating applied interventions.<br><br>Module content includes:   |

|  | <ul style="list-style-type: none"> <li>• Research methods in sport psychology</li> <li>• Psychological frameworks</li> <li>• Psychological philosophies and ethics</li> <li>• Needs analysis and building interventions</li> <li>• Neuro sport psychology.</li> </ul>  |  |   |                          |                       |                        |     |              |            |     |   |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|---|--------------------------|-----------------------|------------------------|-----|--------------|------------|-----|---|-----|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Contact Hours                              | <p>Indicative delivery modes:</p> <table border="0" style="width: 100%;"> <tr> <td style="padding-left: 20px;">• Lectures, guided learning, seminars etc.</td> <td style="text-align: right;">33</td> </tr> <tr> <td style="padding-left: 20px;">• Self directed learning</td> <td style="text-align: right;">3</td> </tr> <tr> <td style="padding-left: 20px;">• Independent learning</td> <td style="text-align: right;">114</td> </tr> <tr> <td><b>TOTAL</b></td> <td style="text-align: right;"><b>150</b></td> </tr> </table>   | • Lectures, guided learning, seminars etc. | 33  | • Self directed learning | 3                     | • Independent learning | 114 | <b>TOTAL</b> | <b>150</b> |     |   |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • Lectures, guided learning, seminars etc. | 33   |  |   |                          |                       |                        |     |              |            |     |   |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • Self directed learning                   | 3  |  |   |                          |                       |                        |     |              |            |     |   |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| • Independent learning                     | 114  |  |   |                          |                       |                        |     |              |            |     |   |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| <b>TOTAL</b>                               | <b>150</b>   |  |   |                          |                       |                        |     |              |            |     |   |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Teaching and Learning Methods              | <p>Teaching will be formulated around case study examples, role play opportunities and using literature to critically evaluate intervention selection. Essentially, lecture structure will follow a narrative from introducing key topics, combining and critiquing contemporary research literature, examining the topics in case study practice before then having an opportunity to try out the skills learnt.</p> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, project supervision.</p> <p><b>Independent learning</b> includes 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" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Hours to be allocated</th> <th style="padding: 5px;">Scheduled learning and teaching study hours</th> <th style="padding: 5px;">Independent study hours</th> <th style="padding: 5px;">Placement study hours</th> <th style="padding: 5px;">Allocated Hours</th> <th style="padding: 5px;"></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">150</td> <td style="padding: 5px;">36</td> <td style="padding: 5px;">114</td> <td style="padding: 5px;">0</td> <td style="padding: 5px;">150</td> <td style="padding: 5px;"></td> </tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test<br/> <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project<br/> <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> | Hours to be allocated                      | Scheduled learning and teaching study hours | Independent study hours  | Placement study hours | Allocated Hours        |     | 150          | 36         | 114 | 0 | 150 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hours to be allocated                      | Scheduled learning and teaching study hours  | Independent study hours                    | Placement study hours                       | Allocated Hours          |                       |                        |     |              |            |     |   |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 150  | 36   | 114  | 0   | 150                      |                       |                        |     |              |            |     |   |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |   |                          |                       |                        |     |              |            |     |   |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |   |                          |                       |                        |     |              |            |     |   |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |   |                          |                       |                        |     |              |            |     |   |     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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:

|                                      |  |      |      |
|--------------------------------------|--|------|------|
| Total assessment of the module:      |  |      |      |
| Written exam assessment percentage   |  | 0%   |      |
| Coursework assessment percentage     |  | 100% |      |
| Practical exam assessment percentage |  | 0%   |      |
|                                      |  |      | 100% |

|                                |  |
|--------------------------------|--|
| <p>Reading Strategy</p>        | <p><b>Essential readings</b><br/>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><br/>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 their academic literature.</p> <p><b>Access and skills</b><br/>Formal opportunities for students to develop their library and information skills are provided within the induction period and student 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> |
| <p>Indicative Reading List</p> | <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>Butler, R. J. (Current Edition) <i>Sports Psychology in Action</i>. Oxford: Butterworth-Heinemann Ltd</p> <p>Vickers, J. N. (Current Edition) <i>Perception, cognition and decision training</i>. Champaign, IL: Human Kinetics</p> <p>Journals</p> <p>Journal of Applied Sport Psychology</p> <p>Journal of Sport and Exercise Psychology</p> <p>Journal of Sport Psychology in Action</p> <p>The Sport and Exercise Psychology Review</p> <p>The Sport Psychologist</p> <p>Websites</p>   |

|  |   |
|--|---|
|  | UK Sport <a href="http://www.ukssport.gov.uk">www.ukssport.gov.uk</a><br>BASES <a href="http://www.bases.gov.uk">www.bases.gov.uk</a><br>British Psychological Society <a href="http://www.bps.org.uk">www.bps.org.uk</a> |
|--|---|

|                           |
|---------------------------|
| <b>Part 3: Assessment</b> |
|---------------------------|

|                            |  |
|----------------------------|--|
| <b>Assessment Strategy</b> | <p>Summative assessment centres upon the completion of a pre-approved psychological case study. This will take into account all of the taught content covered in the contact time. The structure of the case study reflects the good practice endorsed by The British Psychological Society.</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> |
|----------------------------|--|

|  |                          |           |
|--|--------------------------|-----------|
| Identify final assessment component and element                | Psychological case study |           |
| % weighting between components A and B (Standard modules only) | <b>A:</b>                | <b>B:</b> |
|  | <b>100%</b>              | <b>0%</b> |

|  |   |
|--|---|
| <b>First Sit</b>   |   |
| <b>Component A</b> (controlled conditions)<br><b>Description of each element</b> | <b>Element weighting</b><br>(as % of component) |
| 1. Psychological case study (equivalent to 2500 words)                           | 100%  |

|  |   |
|--|---|
| <b>Resit (further attendance at taught classes is not required)</b>              |   |
| <b>Component A</b> (controlled conditions)<br><b>Description of each element</b> | <b>Element weighting</b><br>(as % of component) |
| 1. Psychological case study (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.