

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Sport Psychology in Action				
Module Code	UISV4A-15-3	Level	3	Version	1.2
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 Sports Science BSc (Hons) Sport and Exercise Sciences BSc (Hons) Sport and Exercise Sciences (SW) BSc (Hons) Sports Coaching BSc (Hons) Sport Performance BSc (Hons) Sports Studies (Top-Up)				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Last Major Approval Date	12 January 2015	Valid from	01 September 2016		
Amendment Approval Date	V1.2- 31 July 2017	Revised with effect from	V1.2- 01 September 2017		

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. Systematically evaluate the roles and responsibilities of a sport psychologist with a particular consideration of ethical issues and practice boundaries. (A) 2. Appraise complex and unpredictable applied sport psychology situations. (A) 3. Critically appraise and construct sport psychology interventions for use with high performers. (A) 4. Breakdown and demonstrate key professional and transferable skills in sport and exercise psychology. (A)
Syllabus Outline	<p>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.</p> <p>Module content includes:</p> <ul style="list-style-type: none"> • Research methods in sport psychology • Psychological frameworks • Psychological philosophies and ethics • Needs analysis and building interventions • Neuro sport psychology.

<p>Teaching and Learning Methods</p>	<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>Scheduled learning includes lectures, seminars, tutorials, project supervision.</p> <p>Independent learning 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>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>																																								
<p>Key Information Sets Information</p>	<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="475 913 1380 1317"> <thead> <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> <th></th> </tr> </thead> <tbody> <tr> <td>150</td> <td>36</td> <td>114</td> <td>0</td> <td>150</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> <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>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <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="592 1715 1270 1951"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		150	36	114	0	150	✓																			Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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<p>Reading Strategy</p>	<p>Essential 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</p>																																								

	<p>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 their 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 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>
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>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> <p>UK Sport www.ukssport.gov.uk</p> <p>BASES www.bases.gov.uk</p> <p>British Psychological Society www.bps.org.uk</p>

Part 3: Assessment	
Assessment Strategy	<p>Summative assessment of this module centres upon the completion of a pre-approved written 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 and the British Association of Sport and Exercise Science.</p> <p>Students will be required to gain approval of their chosen case study and present their ideas to the module leader and group within seminar weeks. This formative assessment will help students build their idea and provide</p>

	<p>feedback towards the final written summative case study assessment.</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	Psychological case study	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	0%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Psychological case study (equivalent to 2500 words)	100%	

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