



MODULE SPECIFICATION

Part 1: Information			
Module Title	Psychology of Sport and Exercise		
Module Code	USPKJR-15-3	Level	Level 6
For implementation from	2020-21		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Faculty of Health & Applied Sciences	Field	Psychology
Department	HAS Dept of Health & Social Sciences		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>Educational Aims: See Learning Outcomes.</p> <p>Outline Syllabus: Underpinnings of Sport and exercise psychology</p> <p>Session:</p> <p>Introduction to the module; module structure; assessment on the module; definitions; history of sport and exercise psychology; Sports psychology: the parameters (including assessment methods). Exercise psychology: the parameters (including assessment methods).</p> <p>Models of behaviour change and adherence.</p> <p>Group psychology in a sport and exercise context.</p> <p>Models of motivation in a sport and exercise context</p> <p>Research issues in a sport and exercise psychology context.</p> <p>Current and Applied Issues:</p>

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Injury and stress in a sport and exercise context.

Leadership in a sporting context.

Mental toughness: A debate.

Psychology and Exercise: Exercise and mental health.

Psychology and Exercise: Using a knowledge of psychology to promote exercise/physical activity.

Emerging issues:

Drug abuse and doping in a sporting context.

Psychology and disability: An exploration of current issues.

Teaching and Learning Methods: Scheduled learning:

This will include lectures, seminars, and debate. There will be a “flipped classroom” approach to the face-to-face sessions. Students will be provided with baseline information/reading/video capture pertaining to a particular topic area in the week leading up to the session. The lecture/workshop/debate will focus on specific questions that have been drawn from the baseline information.

Independent learning:

Students will be expected to engage in substantial and focused independent work in this module. This will potentially include hours engaged with: essential reading, assignment preparation and completion. Student cohorts will also be provided with a virtual meeting space that they will be able to fully utilise independently for the purposes of peer-support, collaboration and discussion, in order to foster a sense of a learning community.

TEL:

MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students’ learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful for the module learning. A culture of continuous learning will be developed through the implementation of regular on-line discussion groups which discuss identified topics in-depth.

As a 15-credit module this module assumes 150 hours of study on the part of the student.

36 hours of scheduled learning through lectures and seminar/workshops will be provided. Teaching sessions will be complemented with TEL learning opportunities including online discussions, YouTube videos from the module team commenting on current health psychology issues. A practitioner vlog in which the module team will record short video clips documenting applied work and inviting responses from course members. The video entries will link directly to the teaching unit for that week.

114 hours of independent learning are required for the module. Students will be expected to read widely in this area including engagement with essential reading and further reading, (12 x 6 hours), carry out assignment preparation and completion (30 hours for coursework) and revision for the summative exam (12 hours).

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Part 3: Assessment

The Assessment Strategy has been designed to support and enhance the development of both subject-based and employability skills, whilst ensuring that the modules Learning Outcomes are attained, as described below. Assessments are designed to underpin students' learning and skills acquisition in the module and to provide for learning beyond the material delivered in the classroom.

Component A: An examination was selected to provide an opportunity which assesses the understanding of sport and exercise psychology theory. The online examination will require students to draw upon module material.

Component B is a 1500 word critical literature review. Which requires students to:

Select an area of either sport or exercise psychology. Students are deliberately offered a degree of autonomy in this respect.

Carry out a literature review of that area.

Critically identify a gap in the literature as a result of the review.

Formulate a research question that addresses the gap.

First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		60 %	Critical review (1500 words)
Examination (Online) - Component A	✓	40 %	Online Examination (24 hours)
Resit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		60 %	Critical review (1500 words)
Examination (Online) - Component A	✓	40 %	Online Examination (24 hours)

Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:	
	Module Learning Outcomes	Reference
	Compare and contrast a range of psychological measures/interventions designed to improve sports performance	MO1
	Demonstrate a critical understanding of psychological interventions in both individual and team sport contexts	MO2
	Demonstrate critical awareness of current debates in the field of sport and exercise psychology and use an inquisitive/analytical framework to identify future research directions in the field of sport and exercise	MO3
	Critically discuss and theoretically evaluate psychological theories of leadership and motivation in sporting contexts	MO4
	Critically discuss psychological approaches to both understanding exercise behaviour and to increasing physical activity and exercise	MO5

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Contact Hours	Independent Study Hours:	
	Independent study/self-guided study	117
	Total Independent Study Hours:	117
	Scheduled Learning and Teaching Hours:	
	Face-to-face learning	33
	Total Scheduled Learning and Teaching Hours:	33
	Hours to be allocated	150
	Allocated Hours	150
Reading List	<p>The reading list for this module can be accessed via the following link:</p> <p>https://uwe.rl.talis.com/modules/uspkjr-15-3.html</p>	

Part 5: Contributes Towards

This module contributes towards the following programmes of study:

Sociology with Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Law with Psychology [Sep][FT][Frenchay][3yrs] LLB (Hons) 2018-19

Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Psychology with Criminology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Psychology with Sociology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Biological Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Health Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Psychology and Mental Health [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Social Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Applied Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Criminology with Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2018-19

Social Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2018-19