

### MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Psychology of Sports Performance				
Module Code	UISV9G-15-1	Level	1	Version	1
Owning Faculty	Hartpury	Field	Sport		
Contributes towards	FdSc Sports Studies				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co-requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	13 February 2018		Valid to	01 September 2024	

<b>CVC Approval Date</b>	13 February 2018
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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"> <li>1. Demonstrate knowledge of psychological concepts and theories that relate to sports performance (A).</li> <li>2. Discuss appropriate psychological intervention strategies that enhance sports performance (A, B).</li> <li>3. Demonstrate an awareness of the application of psychological skills training programmes in sport (B).</li> </ol>
Syllabus Outline	<ol style="list-style-type: none"> <li>1 Introduction to sport and exercise psychology: Role of a sport and exercise psychologist; ethics in sport and exercise psychology.</li> <li>2 Personality</li> <li>3 Motivation &amp; Confidence</li> <li>4 Anxiety and Stress</li> <li>5 Social psychology perspectives: Cohesion and group dynamics</li> <li>6 Psychological skill training programmes: Formulation and implementation; techniques – imagery, self-talk, relaxation techniques</li> </ol>

Contact Hours	<p>Indicative delivery modes:</p> <table border="0"> <tr> <td>1</td> <td>Lectures guided learning, seminars etc</td> <td>54</td> </tr> <tr> <td>2</td> <td>Independent learning</td> <td>96</td> </tr> <tr> <td colspan="2"><b>TOTAL</b></td> <td><b>150</b></td> </tr> </table>	1	Lectures guided learning, seminars etc	54	2	Independent learning	96	<b>TOTAL</b>		<b>150</b>																	
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Teaching and Learning Methods	<p>Introductory lectures are supported by seminars, case studies, visits and practical workshops. In addition this module will be supported by interactive forums and learning tools.</p> <p>150 hours study time of which 54 hours will represent scheduled learning.</p> <p><b>Scheduled Learning</b> May include lectures, seminars, tutorials, demonstration, practical classes and workshops; external visits; supervised time in studio/workshop, and self-directed learning.</p> <p><b>Independent Learning</b> Includes hours engaged with essential reading, case study preparation, assignment preparation and completion.</p> <p><b>Virtual Learning Environment (VLE), or equivalent</b> This module 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><b>Key Information Set – Module Data</b></p> <table border="0"> <tr> <td>Number of credits for this module</td> <td style="border: 1px solid black; text-align: center;">15</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <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 style="text-align: center;">150</td> <td style="text-align: center;">54</td> <td style="text-align: center;">96</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a:</p> <table border="0"> <tr> <td>1</td> <td><i>Written Exam:</i> Unseen written exam, open book written exam, in-class test.</td> </tr> <tr> <td>2</td> <td><i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project.</td> </tr> <tr> <td>3</td> <td><i>Practical Exam:</i> Oral Assessment and/or presentation, practical skills assessment, practical exam.</td> </tr> </table> <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="0"> <tr> <td>Written exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">60%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">40%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Number of credits for this module	15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	54	96	0	150	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.	Written exam assessment percentage	0%	Coursework assessment percentage	60%	Practical exam assessment percentage	40%		100%
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Reading Strategy	<p><b>Access and Skills</b> Further development of literature searching skills is supported by a Library Plus seminar</p>																										

	<p>provided within the first semester and study skills sessions. Additional support is available through the Library Plus Services and online resources, including interactive tutorials on finding books and journals, evaluating information and referencing.</p> <p>All students will be encouraged to make use of the print and electronic resources available to them through membership of both the college and the university. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. Weston College Library's web pages provide access to subject relevant resources and to the library catalogue as well as signposting the University Library's web pages. Many resources can be accessed remotely.</p> <p>This guidance will be available in the programme handbook, module handbook and via module information on the VLE.</p> <p><b>Essential Reading</b> Any essential reading will be indicated clearly, along with the method for accessing it. Students may be asked to purchase a set text, be given a print study pack or be referred to texts that are available electronically.</p> <p><b>Further Reading</b> Students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>All further reading resources will be available via both College and University libraries.</p>
Indicative Reading List	<p>CURRENT advice on readings will be available via the module handbook and VLE.</p> <ul style="list-style-type: none"> <li>• Berger, B.G., Pargman, D., and Weinberg, R.S. (Current Edition). <i>Foundations of exercise psychology</i>. Morgantown, WV: Fitness Information Technology.</li> <li>• Biddle, S. J. H. and Mutrie, N. (Current Edition). <i>Psychology of physical activity: Determinants, well-being and interventions</i>. London: Routledge.</li> <li>• Buckworth, J. and Dishman, R. K. (Current Edition). <i>Exercise psychology</i>. Champaign, Illinois: Human Kinetics.</li> <li>• Cox, R. (Current Edition). <i>Sport psychology: Concepts and applications</i>. New York: McGraw-Hill.</li> <li>• Gill, D. L. and Williams, L. (Current Edition). <i>Psychological dynamics of sport and exercise</i>. Leeds: Human Kinetics.</li> <li>• Horn. T. S. (Current Edition). <i>Advances in sport psychology</i>. Champaign, Illinois: Human Kinetics.</li> <li>• Jarvis, M. (Current Edition) <i>Sport psychology : a student's handbook</i>. London: Routledge.</li> <li>• Lavalley, D., Kremer, D., Moran, A. and Williams, M. (Current Edition). <i>Sport psychology: Contemporary themes</i>. Basingstoke: Palgrave Macmillan.</li> <li>• Moran, A. P. (Current Edition). <i>Sport and exercise psychology: A critical introduction</i>. London: Routledge.</li> <li>• Morris, T. and Summers, J. (Current Edition). <i>Sport psychology: theory, applications and issues</i>. Chichester: Wiley.</li> <li>• Taylor, J. and Wilson, G. (Current Edition). <i>Applying sport psychology</i>. Champaign, Illinois: Human Kinetics.</li> <li>• Weinberg, R. S. and Gould, D. (Current Edition). <i>Foundations of sport and exercise psychology</i>. Champaign, Illinois: Human Kinetics.</li> <li>• Williams, J. M. (Current Edition). <i>Applied sport psychology: Personal growth to peak performance</i>. New York: McGraw-Hill.</li> </ul>

<b>Part 3: Assessment</b>		
<b>Assessment Strategy</b>	<p>A range of assessment techniques will be employed to ensure that learners can meet the breadth of learning outcomes presented in this module alongside the ability to demonstrate transferable skills e.g. communication skills.</p> <p>Aim: Students will present an analysis of one key psychological concept or theory that relates to sports performance via a poster presentation (component A). They will demonstrate their understanding of the application of psychological intervention strategies through a case study report (component B).</p> <p>Opportunities for formative assessment exist for the assessment strategy used such as in-class presentations and cases study teaching and learning strategies. Verbal feedback is given and all students will engage with personalised tutorials setting SMART targets as part of the programme design.</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	<b>Case Study Report</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	40%	60%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1 Poster Presentation (15 minutes)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1 Case Study Report (1500 words)	100%	
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1 Poster Presentation (15 minutes)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1 Case Study Report (1500 words)	100%	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		