

### MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Introduction to Sport and Exercise Psychology				
Module Code	UISXLE-15-1	Level	1	Version	3
Owning Faculty	Hartpury	Field	Sport Science		
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) Sport and Exercise Nutrition BSc (Hons) Sport and Exercise Nutrition (SW) BSc (Hons) Sports Coaching BSc (Hons) Sport Performance BSc (Hons) Physical Education and School Sport FdSc Sports Coaching FdSc Sport Performance MSci Sports Coach Development				
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	01 September 2016 V3- 01 September 2018		Valid to	01 September 2024	

<b>Initial CVC Approval Date</b>	03 February 2015	<b>Revised CVC Approval Date</b>	V3- 02 May 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 Define sport and exercise psychology and relate the core principles to sport and exercise behaviours (B).</li> <li>2 Understand and describe the development of key theories and principles in sport and exercise psychology (B).</li> <li>3 Interpret key theories of sport and exercise psychology, identifying strengths and weaknesses of each (A, B).</li> <li>4 Examine the relevance of key theories of sport and exercise psychology to the sports performer and recreational exerciser (A, B).</li> <li>5 Apply theory to practice in problem solving exercises from a coach's perspective (A).</li> </ol>
Syllabus Outline	<ol style="list-style-type: none"> <li>1 Motivation in sport and exercise including intrinsic and extrinsic motivation, achievement motivation, cognitive evaluation theory and attribution theory.</li> <li>2 Self confidence and self efficacy in sport and exercise, including Bandura's theory.</li> <li>3 Stress, anxiety and their relationship with performance, including early unidimensional theories and multidimensional anxiety, measurement inventories.</li> <li>4 Group dynamics in sport and exercise, including team building and social loafing.</li> </ol>

	5	Exercise behaviour models – transtheoretical model.
	6	Contemporary issues in Sport and Exercise Psychology.

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><b>TOTAL HOURS</b></td> <td style="text-align: right;"><b>150</b></td> </tr> </table>	Lectures, guided learning, seminars etc	33	Self directed study	3	Independent learning	114	<b>TOTAL HOURS</b>	<b>150</b>				
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Teaching and Learning Methods	<p>Students will engage with the module leader to establish clear aims and objectives for this module which will be programme relevant. Participants will be allocated a tutor to guide and support them in their independent learning. The learning approaches will be negotiated between the student and the supporting tutor. Contact time of 36 hours will be divided through a combination of lectures, seminars and practical sessions. It is expected that students will spend a minimum of 114 hours on independent learning as this is an essential component of modules at undergraduate level. Students will not be able to complete the module successfully without undertaking the required amount of independent learning. This independent learning will include a combination of lone study and individual, pair and group work. The virtual learning environment (VLE), email and phone calls will be used to keep in touch with students between scheduled sessions.</p> <p><b>Scheduled Learning</b> May include lectures, seminars, tutorials, demonstration, practical classes and workshops, external visits.</p> <p><b>Independent Learning</b> May include hours engaged with essential reading, 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> <p><b>Key Information Set – Module Data</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Number of credits for this module</td> <td style="width: 20%; text-align: center;">15</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <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: 20%;">Independent study hours</th> <th style="width: 20%;">Placement study hours</th> <th style="width: 20%;">Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</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> <ol style="list-style-type: none"> <li>1 <i>Written Exam:</i> Unseen written exam, open book written exam, in-class test.</li> <li>2 <i>Coursework:</i> Written assignment or essay, report, dissertation, portfolio, project.</li> <li>3 <i>Practical Exam:</i> Oral Assessment and/or presentation, practical skills assessment, practical exam.</li> </ol>	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	36	114	0	150
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	<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" data-bbox="938 344 1066 488"> <tr> <td>Written exam assessment percentage</td> <td>50%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>50%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Written exam assessment percentage	50%	Coursework assessment percentage	50%	Practical exam assessment percentage	0%		100%
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	100%								
Reading Strategy	<p><b>Core Readings</b> 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> 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><b>Access and Skills</b> Formal opportunities for students to develop their library and information skills are provided within the induction period and studyt 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"> <li>• Cox, R.H. (Current Edition). <i>Sports Psychology: Concepts and Applications</i>. London: McGraw-Hill.</li> <li>• Hardy, L., Jones, G., and Gould, G. <i>Understanding Psychological Preparation for Sport: Theory and Practice of Elite Performers</i>. Chichester: Wiley &amp; Sons</li> <li>• Moran, A. P. <i>Sport and Exercise Psychology: A Critical Introduction</i>. Sussex: Routledge.</li> <li>• Nicholls, A. R., &amp; Jones, L. <i>Psychology in Sports Coaching: Theory and Practice</i>. Sussex: Routledge.</li> <li>• Weinberg, R.S. &amp; Gould, D. (Current Edition) <i>Foundations of Sport and Exercise Psychology</i>. Champaign: Human Kinetics.</li> </ul>								

### Part 3: Assessment

<b>Assessment Strategy</b>	<p>The module is assessed using an end of module written examination to assess knowledge and understanding, whilst the written assessment will allow for development of knowledge and intellectual 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 knowledge at the end of weekly sessions.</p> <p>The written assignment will be conducted through partnerwork. Marks will be equally allocated between both students.</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	Written Examination.		
<b>% weighting between components A and B</b> (Standard modules only)		<b>A:</b>	<b>B:</b>
		50%	50%
<b>First Sit</b>			
<b>Component A</b> (controlled conditions) <b>Description of each element</b>		<b>Element weighting</b>	
1	Unseen Written Examination (1 hour)	100%	
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting</b>	
1	Written Assignment (1,250 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	Unseen Written Examination (1 hour)	100%	
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting</b>	
1	Written Assignment (1,250 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.			