

PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
Professional accreditation body	British Psychological Society (BPS)
Final award	BSc (Hons)
Title of programme(s)	Sport Psychology
Subsidiary award(s)	CertHE and DipHE (fallback awards)
Duration and mode(s) of study	3 Years Full-time, 6 Years Part-time
Start date (this version)	September 2016
Periodic review next due	AY 2019/20
UCAS course code & code name	C813 BSc/SPPSYSH
Venue(s)	Leeds Trinity University

2. Aims of the programme

Rationale and general aims
<p>The BSc (Hons) Sport Psychology programme is designed for those with a particular interest in sport psychology. Sport psychology is concerned with the research and application of psychological skills to enhance performance. The programme is structured to provide you with a thorough undergraduate education in the discipline of psychology as well as offer an introduction to the field of sport psychology. The programme will incorporate a wide range of teaching methods to broaden the variety of learning experiences.</p> <p>An overarching aim of the programme is to provide opportunities for you to learn to work as an effective team member and to be confident in your knowledge and skills as you pursue your career aspirations.</p> <p>The aims of the programme are:</p> <ol style="list-style-type: none"> 1. to provide a scientific understanding of the mind, brain, behaviour and experience and of the complex interactions between these with a particular focus upon the application of psychological knowledge to problems and issues within sport psychology;

2. to provide opportunities to develop knowledge, leading to an ability to appreciate and evaluate critically psychological theory, research findings and applications;
3. to present multiple perspectives, including international and cross-cultural influences, within psychology in a way that fosters critical evaluation;
4. to develop the knowledge and research skills necessary for investigating a range of experience and behaviour;
5. to enable you to consider the status of psychology as an empirical science and engage with an evaluation of ethical issues surrounding psychological research and practice;
6. to meet the accreditation requirements of the British Psychological Society (BPS) for the award of the Graduate Basis for Chartered Membership (GBC), which is the first step towards a career as a Chartered Psychologist;
7. to develop a range of transferable personal, practical and intellectual skills, directly relevant to a wide range of employment and training;
8. to provide you with extensive experience of working in a professional setting and to enable you to be confident in applying your knowledge, skills and understanding;
9. to enable you to be psychologically literate and to have the skills and knowledge to help to make a positive contribution to your community.

3. Student learning outcomes of the programme

Learning outcomes in terms of:

- **knowledge and understanding (K)**
- **intellectual / cognitive / 'thinking' skills (I)**
- **physical skills specific to the subject (P)**
- **Employability Skills (E)**

The 'K1', etc codes are used in section 7c) and module descriptors to refer to each of these learning outcomes.

On successful completion of the BSc (Hons) Sport Psychology programme, you will have demonstrated:

- K1 detailed knowledge and critical understanding of the range of core subject areas as defined by the British Psychological Society, including reference to recent scholarly resources and evidence, and the accurate use of scholarly conventions in so doing;
- K2 detailed knowledge and critical understanding of a range of specialist areas of psychology, with a particular emphasis on sport psychology;
- K3 understanding and application of a variety of methods of psychological research and analysis, including quantitative and qualitative methods and approaches;
- K4 the ability to recognise the inherent variability and diversity of psychological functioning, including the contribution of international and cultural differences to this;
- K5 understanding of psychological literacy and the contribution that an understanding of psychology can make to the wider community.
- I1 secure use of analytical techniques appropriate to psychology;
- I2 critical evaluation of approaches to solving problems in psychology;
- I3 consideration and evaluation of ethics and values relevant to the application and practice of psychology;
- I4 effective communication of results and arguments, adapted to the needs of the target audience;

- I5 the ability to reflect critically on the relationship between empirical evidence, practical experience and theoretical understanding and to understand the limits of knowledge;
- I6 the ability to initiate, design, conduct, analyse and report empirically based research projects under appropriate supervision, whilst conforming to ethical principles and codes of professional conduct;
- I7 the ability to employ psychological knowledge in an integrated and sophisticated way in order to address real-world problems including, but not limited to, those associated with your personal and professional development.
- E1 **Self-management** – the ability to plan and manage time; readiness to accept responsibility and improve their own performance based on feedback/reflective learning; the ability to take initiative and be proactive, flexible and resilient;
- E2 **Teamworking** – the ability to co-operate with others on a shared task and to recognise and take on appropriate team roles; leading, contributing to discussions and negotiating; contributing to discussions; awareness of interdependence with others;
- E3 **Business and sector awareness** – an understanding of the key drivers for business success, including the importance of customer/client satisfaction and innovation; understanding of the market/sector in which an organisation operates; the ability to recognise the external context and pressures on an organisation, including concepts such as value for money, profitability and sustainability;
- E4 **Problem-solving** – a capacity for critical reasoning, analysis and synthesis; a capacity for applying knowledge in practice; an ability to retrieve, analyse and evaluate information from different sources;
- E5 **Communication** – the ability to present information clearly and appropriately, both orally and in writing, and to tailor messages to specific audiences and purposes;
- E6 **Application of numeracy** – a general awareness of mathematics and its application in practical contexts; the ability to carry out arithmetic operations and understand data, to read and interpret graphs and tables and to manage a budget;
- E7 **Application of information technology** – the ability to identify the appropriate IT package for a given task; familiarity with word-processing, spreadsheets and file management; the ability to use the internet and email effectively;
- E8 **Entrepreneurship/enterprise** – the ability to demonstrate an innovative approach and creativity, to generate ideas and to identify and take opportunities;
- E9 **Social, cultural & civic awareness** – embracement of an ethos of community and civic responsibility; an appreciation of diversity and ethical issues; an understanding of cultures and customs in the wider community.

See also the generic objectives set out in section 4 below.

Note

This degree programme opens up the possibility of undertaking the postgraduate study and training that you would need to become a Sport Psychologist. Upon completion of the programme, you will be in a position to make informed choices about careers related to Sport Psychology, as well as other careers as a practitioner psychologist.

Statement of congruence with the relevant published subject benchmark statements

The learning outcomes are consistent with the most recently published Psychology Benchmark Statement (Quality Assurance Agency for Higher Education, 2007), the Framework for Higher

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Education Qualifications and with the requirements for Graduate Basis for Chartered Membership (GBC) of the BPS.

4. Learning outcomes for Certificates and Diplomas of Higher Education and ordinary degree

<p>Guidance</p>	<p>Generic learning outcomes for the award of <u>Certificate of Higher Education</u>:</p> <p>On successful completion of at least 120 credits, students will have demonstrated an ability to:</p> <ul style="list-style-type: none"> i) interpret and evaluate data appropriate to the discipline; ii) make sound judgements in accordance with basic disciplinary theories and concepts; iii) evaluate the appropriateness of different approaches to solving problems within the discipline; iv) communicate the results of their work coherently; <p>and will have had specific opportunities to display transferable skills relevant to employment related to the discipline.</p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4 and 5.</p>	<p>Generic learning outcomes for the award of <u>Diploma of Higher Education</u>:</p> <p>On successful completion of at least 240 credits, students will have demonstrated, in addition to the outcomes for a Certificate:</p> <ul style="list-style-type: none"> i) critical understanding of disciplinary principles; ii) application of concepts outside their initial context; iii) use of a range of disciplinary techniques; iv) proficient communication of the results of their work; <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline, including successful completion of at least one professional placement or school-based training component.</p>
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module over Levels 4, 5 and 6.</p>	<p>Generic learning outcomes for the award of an <u>Ordinary Degree</u>:</p> <p>On successful completion of at least 300 credits, students will have demonstrated, in addition to the outcomes for a Diploma:</p> <ul style="list-style-type: none"> i) an ability to make flexible use of disciplinary concepts and techniques; ii) critical evaluation of approaches to solving problems in a disciplinary context; iii) an ability to work autonomously within a structured learning experience;

	<p>iv) effective communication of the results of their work in a variety of forms;</p> <p>and will have had the opportunity to develop transferable skills relevant to employment related to the discipline, including successful completion of two professional placements or school-based training placements.</p>
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5. Content

<p>Summary of content by theme (providing a 'vertical' view through the programme)</p>
<p>Core Areas of Psychology</p> <p>As a BSc (Hons) Sport Psychology student you will study a curriculum designed to provide a thorough grounding in core domains (biological, cognitive, developmental, individual differences and social psychology). This grounding will provide you with the necessary breadth and depth of knowledge of core psychological domains to allow further study of more specialised areas in the final year. Each of the core domains will include a consideration of international and cultural perspectives.</p> <p>Sport Psychology</p> <p>In addition, students are introduced to the theory and practice of sport and exercise psychology at Level 4 (<i>Introduction to Sport Psychology</i>) and this is developed in Level 5 (<i>Sport Psychology: Theory to Practice</i>) and in the core Level 6 module <i>Applied Sport Psychology</i>. This programme structure allows students to develop an understanding of key contemporary topics and interventions within sport psychology, before then considering the practical application of such approaches within the sporting world. As your studies progress, debates and discussions around professional practice will also enable you to consider alternative approaches to working in the applied field, as well as the ways in which the sport psychology profession is represented in contemporary literature and mainstream media. This is designed to complement placements undertaken at Levels 4 and 5 and work-based learning at Level 6, as well as enabling personal and professional development throughout the duration of the course.</p> <p>Research Skills</p> <p>Skills in research and analysis are introduced and developed throughout the programme. The two research methods modules in the first two years of the programme introduce key concepts and introduce you to a range of data collection and analysis methods and allow you to work with others to design studies and collect and analyse data using a range of techniques. Additional practical work is embedded within other modules and related to the topic areas covered. The culmination of the research methods work provided throughout the programme is the completion of PSY 6114 <i>Major Research Project</i>, in which you will be supervised to design and undertake a small-scale piece of research in an area of your choice, using whichever research methods are most appropriate for investigating your chosen research questions.</p> <p>Critical Thinking Skills</p> <p>Critical evaluation of psychological theory, research findings and their application plays a central role in the programme, and the development of this set of skills is central to all of the modules studied.</p>

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In order for you to develop further your critical thinking skills and engage in critical debate in areas beyond psychology, you study a module in the first year called *Ethics, Society and Employability*. This focuses on the development of critical thinking and critical reflection and the evaluation and use of scholarly texts to construct a reasoned argument, and augments the development of these skills throughout the rest of the modules. In this module, you engage with debates on a range of contentious issues that are designed to stimulate thought and reflection. This module broadens your horizons and develops your awareness of different perspectives and critical debate on contemporary issues.

The module also incorporates a professional placement, which takes place at the end of the academic year. This provides a focus for the development of employability skills.

Professional and Personal Development

Whilst providing a curriculum that is relevant for the Graduate Basis of Chartered Membership of the BPS, the programme is also sufficiently broad to provide a balanced and career-relevant education for those not seeking a career as a chartered or registered psychologist. Embedded within the programme are professional development skills, as well as a work placement at the end of each of the first two years of the programme. There is also an opportunity to undertake a sustained period of volunteering work in the second year of the programme as an alternative to the placement. In the final year, you will have the chance to engage in further work-based learning as you prepare for graduation from the programme. Employability also lies at the heart of the teaching, learning and assessment strategy for the programme, and the professional development and placements are central to this.

Your Personal Tutor will provide you with a continuous element of support throughout the programme by contributing to the development of confidence, esteem, criticality, reflective thinking and independent learning. Your Personal Tutor will support you in your progression to maximise your potential and will provide a link to the various student support services, including the Learning Hub, where appropriate.

6. Structure

BSc (Hons) Sport Psychology

Duration: 3 years full-time/6 years part-time

Total credit rating: 360

Level 4

Core: Students are required to take:

SHN 4302	Introduction to Sport Psychology	Sem 1	20 credits
PSY 4402	Psychological Approaches to Personality and Intelligence	Sem 1	20 credits
PSY 4992	Ethics, Society and Employability	Sem 1 & 2	20 credits*
PSY 4012	Research Methods in Psychology 1	Sem 1 & 2	20 credits
PSY 4412	Cognition and the Brain	Sem 2	20 credits*
PSY 4442	Psychology of Social Issues 1	Sem 2	20 credits*

* Integrated Assessment will take credits from 3 modules; PSY4992 Ethics Society and Employability, PSY4442 Psychology of Social Issues 1 and PSY4412 Cognition and the Brain

Level 5 from AY 17/18

(Progression requirements: 120 credits from Level 4)

Core: Students are required to take:

SHN 5262	Sport Psychology: Theory to Practice	Sem 1	20 credits
PSY 5012	Research Methods in Psychology 2	Sem 1 & 2	20 credits
PSY 5302	Psychological Issues in Gender and Emotion	Sem 1	20 credits
PSY 5342	Psychology of Social Issues 2	Sem 2	20 credits

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PSY 5312	Mind and Brain	Sem 2	20 credits
Options: Students choose 20 credits from the following:			
PSY 5072	Professional Development and Placement in Psychology	Sem 2	20 credits
PSY 5692	Professional Development and Placement (Volunteering) in Psychology	Sem 1 & 2	20 credits
Programme Level Assessment: This takes place at the end of the academic year.			
<u>Level 6 from AY 16/17</u>			
(Progression requirements: 120 credits from Level 4 and 120 credits from Level 5)			
Core: Students are required to take:			
SHN 6292	Applied Sport Psychology	Sem 2	20 credits
PSY 6114	Major Research Project	Sem 1 & 2	40 credits
Options: Students are required to choose 60 credits from the following, including at least 20 credits from each semester:			
PSY 6052	Aspects of Health Psychology	Sem 1	20 credits
PSY 6062	Applying the Mind	Sem 2	20 credits
PSY 6472	Psychology, Mental Health and Distress	Sem 1	20 credits
PSY 6422	Biopsychology of Stress and Health	Sem 1	20 credits
PSY 6032	Business Psychology	Sem 2	20 credits
PSY 6122	Psychology Special Subject	Sem 2	20 credits
PSY 6222	Forensic Psychology	Sem 2	20 credits
PSY 6322	Childhood and Society	Sem 2	20 credits
PSY 6462	Counselling Psychology	Sem 2	20 credits
PSY 6502	Professional Learning Through Work	Sem 1 & 2	20 credits
PSY 6512	The Psychology of Eating Behaviour	Sem 1	20 credits
PSY 6522	The Psychology of of Reproductive and Sexual Health	Sem 2	20 credits

7. Learning, teaching and assessment

7a) Statement of the strategy for learning, teaching and assessment for the programme

The programme meets the requirements of relevant policy documents, particularly the QAA Framework for HE Qualifications, relevant QAA Subject Benchmark Statement and the University's Strategic Plan and Learning, Teaching and Assessment Strategy (2015-19).

The learning, teaching and assessment strategy for the programme is centred on the principles of active learning, critical reflection and teamwork. We believe that you, as a student, are responsible for your own learning, and that you also have a responsibility and essential role in supporting the learning of your fellow students. Learning is a shared experience and you will gain enormous benefits from developing your skills and knowledge in partnership with your colleagues.

This high level of student responsibility is embedded throughout the programme, but is especially characteristic of the 'sport psychology' strand of the programme. From the outset, you will work in supervised small groups to engage with problem solving and problem-based learning activities. As you progress through the programme, your skills of independent and shared learning will develop, enabling you to take the lead in your own learning with the support and facilitation of tutors. It is essential that you take responsibility for your own learning and that you fully engage with learning activities, both within and in addition to scheduled sessions.

An important aspect of the programme is the development of critical reflection, introduced in the first instance in the 'Critical Thinking Skills' module and developed with the support of your Development Tutor, who will work with you from the outset to help you to develop the academic, personal and professional skills that employers value in prospective employees. Throughout the programme, you

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will consider cultural and international influences on psychological functioning and human behaviour, and these aspects will form a key element of your assessments throughout the programme.

At the end of the first year of study, students will be required to think about a problem/case study related to their programme subject area from a biopsychosocial perspective (drawing from the biological, cognitive and social elements of the core modules). This will allow students to integrate their learning across modules in order to meet programme outcomes.

The programme employs a range of teaching methods, including some traditional lectures and seminars, but there is an emphasis on student-led activities, supervised small-group work and, generally, an approach to teaching and learning that values active learning. At the end of the first year, and again in the second year, you will complete a programme level assessment, drawing on and integrating your learning and experiences acquired across all of your modules.

Effective use of the Moodle Virtual Learning Environment is made with the provision of, amongst other things, online lectures, instructional videos, podcasts and web links to support your learning.

Assessment within the programme employs a full range of written forms, presentations and practical activities in order to reflect the academic and employability skills being developed within the programme. Employability-relevant forms of assessment, including research posters, information leaflets and evidence-based briefs, are used to assess the outcomes from both individual and group-based learning. Assessment across the programme at each level has been designed to ensure that there are a good variety and balance of assessment forms and that there are opportunities for you to exercise an element of choice in the form of assessment undertaken.

8. Entry requirements

Honours degree programmes

Applicants should normally have achieved the following prior to registration for the programme:

5 academic or vocational qualifications, of which at least 2 should be GCE or VCE 'A' Levels (or equivalent at level 3) and 2 should be GCSE English Language and GCSE Mathematics at grade C (or equivalent).

Some equivalent qualifications and the current typical offer conditions in terms of UCAS Tariff points are detailed in the undergraduate prospectus. For students whose first language is not English, a pass in an approved test in English is needed, e.g. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL). Prevailing University standards will apply.

Applications are welcome from those with few or no formal qualifications. Any previous relevant work experience and learning will be assessed and, where appropriate, accredited as part of the application process. Please see the University's Recognition of Prior Learning (RPL) procedures.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s)

(A certain level of attainment which must be achieved in a specific module; any modules exempted from condonement, any deviation from the standard institutional stipulations for award classification, eg. Exclusion of Level 4 module marks from Foundation Degree classification)

Standard University undergraduate regulations apply.

10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level.

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11. External examining arrangements

External examining arrangements

(eg. joint with another programme – extended duties for someone already in post – or separate, single/multiple examiners; if multiple examiners, which subjects / types of module are to be allocated to each; any PSRB requirements))

Two external examiners will be responsible for this programme's modules, with one taking overall responsibility for the programme. Both will be academics with substantial experience of teaching in Psychology at undergraduate level, and both will have GBC of the BPS.

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, (eg. a non-standard delivery pattern, study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees, constraints on out-of-programme optional module choices)

The programme is accredited by the British Psychological Society (BPS) as conferring eligibility for the Graduate Basis for Chartered Membership, provided the minimum standard of a Lower

Second Class Honours is achieved. This is the first step towards becoming a Chartered Psychologist.

13. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme

Students with disabilities or other support needs are welcome and will be able to participate fully in the programme. Arrangements will be made, via the normal University support networks, to accommodate students with additional support needs wherever possible.