



PROGRAMME SPECIFICATION

1. General information

Awarding body / institution	Leeds Trinity University
Teaching institution	Leeds Trinity University
Professional accreditation body	British Psychological Society
Final award	BSc (Hons)
Title of programme	Sport Psychology
Subsidiary award(s)	–
In the case of a Scheme of Study, the other Scheme(s) with which it may be combined	n/a
Duration and mode of study	3 years full-time, 6 years part-time
Start date	September 2014
Periodic review next due	AY 2015/16
UCAS course code & code name	C813 BSC/SPOPSY
Venue	Leeds Trinity University

2. Aims of the programme

Rationale and general aims
<p>This programme is designed for students having 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 a thorough undergraduate education in the discipline of psychology as well as offering 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. The programme has a number of specific aims:</p> <ol style="list-style-type: none"> 1 to provide students with 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 students with knowledge and understanding of the scope and activities of the practising Sport Psychologist 3 to provide students with the opportunities to develop knowledge and a critical understanding of psychological theory, research findings and applications, ethical issues and the relationships between these 4 to enable students to develop the knowledge and research skills necessary for investigating a range of experience and behaviour

- 5 to provide students with knowledge and understanding of multiple perspectives within psychology in a way that fosters critical evaluation
- 6 to enable students to consider the status of psychology as an empirical science and appreciate the ethical issues surrounding psychological research and practice
- 7 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
- 8 to develop a range of transferable personal, practical and intellectual skills, directly relevant to many forms of employment and training
- 9 to produce graduates who have experience of working in a professional setting and who are confident in applying their knowledge, skills and understanding in the world of work and who recognise the contribution that psychology can make to an understanding of behaviour and experience

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, students will have provided evidence of (or evidence demonstrating):

- K1 knowledge and understanding of psychology as a scientific, systematic, dynamic on-going process of enquiry.
- K2 the ability to apply knowledge and understanding in a professional context.
- K3 an awareness of the range and breadth of the discipline.
- K4 knowledge and understanding of the approaches adopted in different fields of psychology, with a particular focus upon sport psychology.
- K5 understanding and application of the main methods of psychological research and analysis, including quantitative and qualitative methods and approaches, and understanding of how these impact upon the practice of sport psychology.
- I1 vocationally relevant skills in a professional context.
- I2 the ability to critically evaluate psychological theory and research.
- I3 the ability to reflect on the relationship between practical experience and theoretical understanding.
- I4 logical, conceptual and up to date thinking in selected areas of the discipline.
- I5 the ability to initiate, design, conduct, analyse and report an empirically based research project under appropriate supervision, whilst conforming to ethical principles and codes of professional conduct.
- 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 a 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

It is important from the outset that students recognise that training in Sport Psychology is acquired not through an undergraduate degree but through advanced training (Master's level), professional practice, supervision and experience. Upon completion of the programme students will be in a position to make informed choices about psychology- and sport psychology-related careers and further training at postgraduate level.

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 Education Qualifications and with the requirements for GBC of the BPS, the University's Learning, Teaching and Assessment Strategy and its widening participation strategy.

Eligibility for GBC

Graduate Basis for Chartered Membership of the BPS (GBC) is only granted to finalists who achieve a 2.2 classification or higher.

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

Guidance	
<p>The assessment strategy is designed so that each of these outcomes is addressed by more than one module at Level 4.</p>	<p>Generic learning outcomes for the award of Certificate of Higher Education:</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 Diploma of Higher Education:</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 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 Ordinary Degree:</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; iv) effective communication of the results of their work in a variety of forms; <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>

5. Content

Summary of content by theme

(providing a 'vertical' view through the programme)

BSc (Hons) Sport Psychology students study a core curriculum designed to provide a thorough grounding in core theoretical areas (biological, cognitive, developmental, individual differences and social psychology), which are all introduced at Level 4 and then studied at a more advanced level in Level 5. This grounding provides students with the necessary breadth and depth of knowledge of core psychological domains to allow further study of more specialised areas at Level 6. A range of contemporary controversies and debates in psychology is introduced in PSY4252 *Controversial Issues in Psychology*. In addition, students are introduced to the theory and practice of sport and exercise psychology at Level 4 (*Sport and Exercise Psychology*) and this is developed in Level 5 (*Sport Psychology: Theory to Practice*) and in the core Level 6 module *Applied Sport Psychology*.

Skills in research methods and analysis are introduced in PSY4012 and are then further developed in PSY5012. The main focus of these modules is to provide students with the theoretical knowledge and practical skills to enable them to undertake research using a range of quantitative and qualitative methods and approaches. The culmination of the research methods work provided throughout the programme is the completion of PSY6114 *Major Research Project*, in which students are supervised to design and undertake a small-scale piece of research using whichever research methods are most appropriate for investigating their chosen research questions.

The programme provides the opportunity to develop a range of personal and intellectual skills appropriate to graduates and in particular for individuals intending to make their careers as professional psychologists. Emphasis is placed upon learning through practical classes, group project work and research projects. Communication skills are fostered by group and individual presentations, leading seminars and a variety of written assignments. Opportunities to develop other career-relevant skills such as teamwork, time management and the collection and analysis of information are provided throughout the programme by means of class exercises and module assessments. Several modules, especially those at Level 6, require autonomous learning for successful completion. Whilst providing a curriculum that is relevant for GBC of the BPS, the programme is also sufficiently broad to provide a balanced and career-relevant education for those not seeking to work as chartered psychologists. Embedded within the programme are *Professional Development and Placement* modules (PSY4072 and PSY5072) which furnish students with the opportunity to undertake two six-week work placements in order to develop employability skills and experience.

6. Structure

BSc (Hons) Sport Psychology

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

Total credit rating: 360

Code: C813

Award Aim: BSc (Hons) – 360 credits

Subsidiary awards: Dip HE – 240 credits
Cert HE – 120 credits

Level 4

Please refer to the Prospectus for entry requirements;

Core: Candidates are required to take:

PSY4012	Research Methods in Psychology 1	Sem 1 & 2	20 credits
PSY4072	Professional Development and Placement in Psychology	Sem 1 & 2	20 credits
SHN4302	Sport and Exercise Psychology	Sem 2	20 credits
PSY4262	Introduction to Cognitive and Biological Psychology	Sem 1 & 2	20 credits
PSY4282	Individual Differences, Social & Developmental Psychology	Sem 1 & 2	20 credits

Option: Candidates are required to choose either of the following:

PSY4252	Controversial Issues in Psychology	Sem 1 & 2	20 credits
SHN4402	Motor Performance and Development	Sem 1	20 credits

Level 5

Progression requirements: 120 credits from level 4;

Core: Candidates are required to take:

PSY5012	Research Methods in Psychology 2	Sem 1 & 2	20 credits
SHN5262	Sport Psychology: Theory to Practice	Sem 2	20 credits
PSY5022	Cognitive and Developmental Psychology	Sem 1 & 2	20 credits
PSY5042	Biological and Social Psychology	Sem 1 & 2	20 credits
PSY5092	Dialogues, Debates and Diversity in Psychology	Sem 1 & 2	20 credits

Option: Candidates are required to choose either of the following:

PSY5072	Professional Development and Placement in Psychology	Sem 1 & 2	20 credits
PSY5692	Professional Development and Placement (Volunteering) in Psychology	Sem 1 & 2	20 credits

Level 6 – with effect from September 2015

Progression requirements: 120 credits from levels 4 & 5; **Core:** Candidates are required to take:

PSY6114	Major Research Project †	Sem 1 & 2	40 credits
SHN6292	Applied Sport Psychology	Sem 1 & 2	20 credits

Option: Candidates are required to choose 60 credits from the following:

PSY6032	Business Psychology	Sem 1 & 2	20 credits
PSY6052	Aspects of Health Psychology	Sem 1 & 2	20 credits
PSY6062	Applying the Mind	Sem 1 & 2	20 credits
PSY6122	Psychology Special Subject	Sem 1 & 2	20 credits
PSY6322	Childhood and Society	Sem 1 & 2	20 credits
PSY6422	Biopsychology of Stress and Health	Sem 1 & 2	20 credits
PSY6432	Abnormal and Clinical Psychology	Sem 1 & 2	20 credits
PSY6462	Counselling Psychology	Sem 1 & 2	20 credits
SHN6192	Professional Learning through Work	Sem 1 & 2	20 credits

† Students must pass PSY 6114 to be eligible for GBC

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 Statements, Leeds Trinity's Strategic Plan and Student-centred Learning, Teaching & Assessment Strategy.

The structure and content of the modules are such that, from one level to the next, material is offered in a theoretically coherent fashion which progresses student learning and understanding of the subject. They relate one to each other in a manner which properly informs students of contemporary issues within psychology, while simultaneously working to raise students' intellectual capacities to higher levels of inquiry. The period of work-based learning provides the opportunity for students to apply their learning in a professional setting and develop and evaluate their key transferable skills and their appreciation of ethical issues in the workplace.

An understanding of the ethical issues relating to Psychology is built into the programme through the core and core preference modules. Modules PSY4012, PSY5012 and PSY6114 cover research methods and statistics with a focus upon ethically sound research. The programme has been developed in such a way that the amount of independent study increases over the three years. At Level 4 the emphasis is on teaching the basic skills. By Level 6 the emphasis is on learning rather than teaching with students exercising choice in terms of modules and managing their own workload in a supportive environment.

The programme uses a range of teaching methods including lectures, tutorials, seminars, workshops and practical sessions as appropriate to the subject matter and student numbers.

Assessment within the programme:

1. uses a variety of written forms and practical activities in order to reflect the academic and vocational elements of the programme;
2. uses a combination of coursework and timed examinations at each level in order to test students' ability to work to different time-scales and within different constraints;
3. progressively moves from testing breadth to depth of knowledge, understanding and skills;
4. reflects the Leeds Trinity's mission by its concern with development and the affirmation of individual learners;
5. achieves effectiveness by means of Leeds Trinity and departmental procedures, policies and guidelines for design, marking and administration of processes.

7b) Module details

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not University premises)
		Component form (eg. Assessed essay or Unseen paper)	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
PSY4012 Research Methods in Psychology 1	Lectures, practicals, guided independent study.	Exam	1 hour	30%	End of Sem 1	Peter Fargus Jo Cornell	
		Written report	1,500 words	35%	Sem 1		
		Written report	1,500 words	35%	Sem 2		
PSY4072 Professional Development and Placement in Psychology	Lectures, individual tutorials, professional attachment	Portfolio	1,000 words	40%	Sem 1	Janet Cunniff and all Psychology staff	
		Placement Report	2,000 words	60%	Sem 2		
		Placement	Pass/fail	0%			
SHN4302 Sport and Exercise Psychology	Lectures, seminars, tutorials, and online support.	Group presentation	20 minutes	30%	Mid Sem 2	John Perry	
		Unseen paper	2 hours	70%	End of Sem 2		
PSY4262 Introduction to Cognitive and Biological Psychology	Lectures, VLE	Unseen exam (Biological)	1.5 hours	50%	Sem 1	Kevin Lewis James Jackson	
		Experimental study	2,000 words	50%	End of Sem 2		
PSY4282 Individual Differences, Social and Developmental Psychology	Lectures, VLE	Poster	1,000 word equivalent	35%	Sem 1 week 12	Julian Perara Peter Fargus Alison Torn	
		Essay	2,000 words	65%	Sem 2 week 12		
PSY4252 Controversial Issues in Psychology	Lectures/group work, workshops	Essay	2,000 words	50%	Sem 1	Janet Cunniff Kevin Lewis	
		Portfolio of workshop activities	2,000 words	50%	End of Sem 2		

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not University premises)
		Component form (eg. Assessed essay or Unseen paper)	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
SHN 4402 Motor Performance and Development	Lectures, practical sessions, tutorials, and online support	Exam	1 hour	40%	End of Sem 1	John Perry	
		Movement Analysis Report	2,500 words	60%	Mid Sem 1		
PSY 5012 Research Methods in Psychology 2	Practical lab classes, lectures, clinics, group tutorials	Practical workbook	2,500 words	35%	Sem 1	Steve Jones Jo Cornell Julie Allen	
		Research report	2,500 words	35%	Sem 2		
		Unseen paper	1 hour	30%	End of Sem 2		
SHN 5262 Sport Psychology: Theory to Practice	Lectures, seminars, tutorials, and online support	Poster and Presentation	Poster, 15 mins, presentation in groups	50%	End of Sem 2	John Perry	
		Report	2,000 words	50%	End of Sem 2		
PSY 5022 Cognitive and Developmental Psychology	Lectures, workshops, tutorials, seminars	Information Leaflet with associated written exposition	2,000 words	50%	End of Sem 1	Julie Allen Julian Perara	
		Unseen Exam (Developmental)	1.5 hours	50%	End of Sem 2		
PSY 5042 Biological and Social Psychology	Lectures, practicals, tutorials	Report (Social)	2,000 words	50%	Sem 1	James Jackson Alison Torn	
		Unseen Exam (Biological)	1.5 hours	50%	Sem 2		
PSY 5092 Dialogues, Debates and Diversity in Psychology	Lectures, seminars, tutorials, workshops	Seminar report	2,000 words	50%	End of Sem 1	Jo Cornell Peter Fargus	
		Essay	2,000 words	50%	End of Sem 2		
PSY 5072 Professional Development and Placement in Psychology	Induction meeting, day conference, workshops, tutorials, placement	Portfolio	1,500 words	30%	Sem 1	Kevin Lewis and all staff	
		Placement	-	0%	Sem 2		
		Report	3,000 words	70%	Sem 2		

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not University premises)
		Component form (eg. Assessed essay or Unseen paper)	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
PSY 5692 Professional Development and Placement (Volunteering) in Psychology	Induction meeting, Day conference, Tutorials, Workshops	Portfolio	1,500 words	30%	Sem 1	Kevin Lewis	
		Placement	-	Pass/fail	-		
		Report	3,000 words	70%	Sem 2		
PSY 6114 Major Research Project	Individual tutorials, lecture	Research report	8,000 words	100%	Sem 2	Steve Jones and all staff	
SHN 6292 Applied Sport Psychology	Lectures, role play, interest groups, tutorials, and online support	Presentation	10 minutes	30%	Mid Sem 1	John Perry	
		Case-study	3,000 words	70%	End Sem 2		
PSY 6032 Business Psychology	Lectures, group tutorials	Assessed Essay	2,000 words	50%	End of Sem 1	Bruce Rainford Peter Fargus	
		Case-study report	2,000 words	50%	End of Sem 2		
PSY 6052 Aspects of Health Psychology	Lectures, seminars, tutorials, practicals	A3 Poster	1,000 word equivalent with explanatory notes and reference log	50%	End of Sem 1	Peter Spencer	
		Unseen Exam	1.5 hours	50%	End of Sem 2		
PSY 6062 Applying the Mind	Lectures, seminars, tutorials, workshops	Evidence-based brief	1,500 words	70%	During Sem 2	Julie Allen	
		Leading a seminar	15 minutes	30%	During Sem 2		
PSY 6122 Psychology Special Subject	One to one supervision	Essay	4,000 words	100%	Teaching week 20	Jo Cornell	
PSY 6322 Childhood and Society	Lectures, seminars	Unseen Exam	1.5 hours	50%	End Sem 1	Julian Perara	
		Essay	2,000 words	50%	End Sem 2		

Module number and name	Learning and teaching methods	Assessment				Teaching staff (Module co-ordinator shown as first name, in bold script)	Venue (if not University premises)
		Component form (eg. Assessed essay or Unseen paper)	Magnitude (eg. 2,000 words or 2 hours)	Weighting and/or Pass/Fail	Timing (Semester & indicative teaching week)		
PSY 6422 Biopsychology of Stress & Health	Lectures, VLE	Proposed study	2,000 words	50%	Sem 1	James Jackson	
		Essay	2,000 words	50%	Sem 2		
PSY 6432 Abnormal and Clinical Psychology	Lectures, speakers, tutorials, Internet-based learning exercises	Assessed essay	2,000 words	50%	End of Sem 1	Alison Torn Paul Smith	
		Assessed essay	2,000 words	50%	Week 4 of Sem 2		
PSY 6462 Counselling Psychology	Lectures, workshops	Case study	4,000 words	100%	Sem 2	Peter Spencer Bruce Rainford	
SHN 6192 Professional Learning Through Work	Initial lecture contact, Periodic review seminars, On-line/telephone support/tutorial	Project proposal, negotiation and contracting	1,000 words equivalent	Pass/Fail	Mid Semester 1	Ian Kenvyn	
		Final Project Report and Reflections	4,000 words	75%	End Semester 2		
		Oral Presentation of project development	15 minutes	25%	End Semester 2		

7c) Programme learning outcomes covered

	Assessed learning outcomes of the programme											Skills development										
	K1	K2	K3	K4	K5	I1	I2	I3	I4	I5			E1	E2	E3	E4	E5	E6	E7	E8	E9	
<i>Adjust LO codes as necessary. → These must match module descriptors.</i>																						
Lighter shading indicates modules that are not core, ie. not all students on this programme will undertake these.	knowledge of Psychology	Apply Knowledge	Aware of Breadth	Knowledge of Approaches	Understanding of Methods	Vocationally relevant skills	Critically evaluate theory and research	Reflection on practical experience	Original Thinking	Design & conduct investigation			Self-management	Team-working	Business and sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness	
PSY4012 Research Methods in Psychology 1																						
PSY4072 Professional Development and Placement in Psychology																						
SHN4302 Sport and Exercise Psychology																						
PSY4262 Introduction to Cognitive and Biological Psychology																						
PSY4282 Individual Differences, Social and Developmental Psychology																						
PSY4252 Controversial Issues in Psychology																						
SHN 4402 Motor Performance and Development																						
PSY 5012 Research Methods in Psychology 2																						
SHN 5262 Sport Psychology: Theory to Practice																						
PSY 5022 Cognitive and Developmental Psychology																						
PSY 5042 Biological and Social Psychology																						
PSY 5092 Dialogues, Debates and Diversity in Psychology																						
PSY 5072 Professional Development and Placement in Psychology																						

	Assessed learning outcomes of the programme											Skills development										
	K1	K2	K3	K4	K5	I1	I2	I3	I4	I5			E1	E2	E3	E4	E5	E6	E7	E8	E9	
<i>Adjust LO codes as necessary. → These must match module descriptors.</i>																						
Lighter shading indicates modules that are not core, ie. not all students on this programme will undertake these.	knowledge of Psychology	Apply Knowledge	Aware of Breadth	Knowledge of Approaches	Understanding of Methods	Vocationally relevant skills	Critically evaluate theory and research	Reflection on practical experience	Original Thinking	Design & conduct investigation			Self-management	Team-working	Business and sector awareness	Problem-solving	Communication	Application of numeracy	Application of IT	Entrepreneurship / enterprise	Social, cultural & civic awareness	
PSY 5692 Professional Development and Placement (Volunteering) in Psychology																						
PSY 6114 Major Research Project																						
SHN 6292 Applied Sport Psychology																						
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PSY 6322 Childhood and Society																						
PSY 6422 Biopsychology of Stress & Health																						
PSY 6432 Abnormal and Clinical Psychology																						
PSY 6462 Counselling Psychology																						
SHN 6192 Professional Learning Through Work																						

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 two 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, eg. the International English Language Testing Service (IELTS) and the Test of English as a Foreign Language (TOEFL).

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 Assessment of Prior Learning (APL) procedures.

9. Progression, classification and award requirements

Details of requirements for student progression between levels and receipt of the award(s) (Modules which must be passed for progression and award; any deviation from the standard University stipulations for award classification)

Standard University stipulations apply.

10. Prerequisites

Details of modules which must be passed before enrolment on a module at a higher level
Include the rationale which justifies imposition of the prerequisite(s).

Standard University stipulations apply

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)

External examiners will be employed from the subject areas of Psychology and Sport, Health and Nutrition. The Psychology examiners cover the core domain subjects across all psychology programmes and are academics with substantial experience of teaching in Psychology at undergraduate level. Both will have GBC of the BPS. External examining of SHN modules will be factored into existing SHN examining duties.

12. Additional information

Details regarding arrangements in respect of any special features of the programme/scheme, eg. study abroad, a field course, specific work placement, opportunities for onward progression from foundation degrees

Major research projects (PSY 6114) are encouraged to be specific to sport psychology.

13. Additional support needs

Arrangements made to accommodate students with additional support needs and any unavoidable restrictions on their participation in the programme/scheme
(Key aspects of the Equality Impact Assessment for the Programme – see Form NP2G for further details)

Reasonable adjustments will be made to accommodate students with additional support needs. There are no unavoidable restrictions on the participation of such students in the programme.