




## Module Specification

Part 1: Basic Data					
Module Title	Psychology of Sports Performance				
Module Code	WSPVFK-15-4	Level	4	Version	1.0
Credit Rating	15	ECTS Credit Rating	7.5	Includes WBL?	No
Teaching Institution	University Centre Weston	Department	Sport	Module Type	Standard
Contributes towards	FdSc Sports Studies				
PSRB involved	None	Module Entry requirements	None		
Pre-requisites	None	Excluded Combinations	None		
Most recent Validation Date	V1.0 – 10 July 2019	Due for re-validation by:	01 September 2024		
Amendment Approval Date		Amended with effect from	01 September 2019		

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	<ul style="list-style-type: none"> <li>• Introduction to sport and exercise psychology: Role of a sport and exercise psychologist; ethics in sport and exercise psychology.</li> <li>• Personality</li> <li>• Motivation and Confidence</li> <li>• Anxiety and Stress</li> <li>• Social psychology perspectives: Cohesion and group dynamics</li> <li>• Psychological skill training programmes: Formulation and implementation; Intervention strategies and techniques – e.g. imagery, self-talk, relaxation techniques</li> </ul>
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><b><i>Scheduled Learning</i></b></p>

	<p>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 the 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>																																							
Unistats Information	<p>The Office for Students (OfS) require Unistats information to be produced at programme level for all undergraduate programmes of more than one year in length. These 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> <table border="1" data-bbox="485 696 1380 1077"> <tr> <td colspan="5">Expected learning hours for the module:</td> <td></td> </tr> <tr> <td colspan="5">Number of credits for this module</td> <td style="border: 2px solid black;">15</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> <th></th> </tr> <tr> <td>150</td> <td>45</td> <td>105</td> <td>0</td> <td>150</td> <td style="text-align: center;"></td> </tr> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <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> <table border="1" data-bbox="587 1480 1281 1711"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td style="border: 1px solid black;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td style="border: 1px solid black;">60%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td style="border: 1px solid black;">40%</td> </tr> <tr> <td></td> <td></td> <td style="border: 1px solid black;">100%</td> </tr> </table>	Expected learning hours for the module:						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	45	105	0	150		Total assessment of the module:			Written exam assessment percentage		0%	Coursework assessment percentage		60%	Practical exam assessment percentage		40%			100%
Expected learning hours for the module:																																								
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	45	105	0	150																																				
Total assessment of the module:																																								
Written exam assessment percentage		0%																																						
Coursework assessment percentage		60%																																						
Practical exam assessment percentage		40%																																						
		100%																																						
Reading Strategy	<p><b>Essential reading</b> Essential material will be indicated to the student via pre-course material, module guides and through their accessing a dedicated VLE programme presence. No requirement for the purchase of set text(s) will be made unless explicitly stated and students will have full access to library services, online applications, and inter-library loans.</p>																																							

	<p><b>Further reading</b> 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 catalogue, 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 and wider professional sources.</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 student 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 the validators /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, current advice on readings will be available via the module handbook and VLE.</p> <p>Berger, B.G., Pargman, D., and Weinberg, R.S. (current edition) <i>Foundations of exercise psychology</i>. Morgantown, WV: Fitness Information Technology.</p> <p>Biddle, S. J. H. and Mutrie, N. (current edition) <i>Psychology of physical activity: determinants, well-being and interventions</i>. London: Routledge.</p> <p>Buckworth, J. and Dishman, R. K. (current edition) <i>Exercise psychology</i>. Champaign, IL.: Human Kinetics.</p> <p>Cox, R. (current edition) <i>Sport psychology: concepts and applications</i>. New York: McGraw-Hill.</p> <p>Gill, D. L. and Williams, L. (current edition) <i>Psychological dynamics of sport and exercise</i>. Leeds: Human Kinetics.</p> <p>Horn. T. S. (current edition). <i>Advances in sport psychology</i>. Champaign, Illinois: Human Kinetics.</p> <p>Jarvis, M. (current edition) <i>Sport psychology: a student's handbook</i>. London: Routledge.</p> <p>Lavallee, D., Kremer, D., Moran, A. and Williams, M. (current edition) <i>Sport psychology: Contemporary themes</i>. Basingstoke: Palgrave Macmillan.</p> <p>Moran, A. P. (current edition) <i>Sport and exercise psychology: A critical introduction</i>. London: Routledge.</p> <p>Morris, T. and Summers, J. (current edition) <i>Sport psychology: theory, applications and issues</i>. Chichester: Wiley.</p> <p>Taylor, J. and Wilson, G. (current edition) <i>Applying sport psychology</i>. Champaign, Illinois: Human Kinetics.</p> <p>Weinberg, R. S. and Gould, D. (current edition) <i>Foundations of sport and exercise psychology</i>. Champaign, Illinois: Human Kinetics.</p> <p>Williams, J. M. (current edition) <i>Applied sport psychology: Personal growth to peak performance</i>. New York: McGraw-Hill.</p>

<b>Part 3: Assessment</b>	
Assessment Strategy	<p>This module will be assessed according to the approved Hartpury Academic Regulations including any specific regulations detailed within the student's programme specification.</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</p>

	<p>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>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>B1</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 a retake of the module under the Academic Regulations, the assessment will be that indicated by the Module Specification at the time that retake commences.		

## Module Amendment Log

<b>Module Title:</b>	Psychology of Sports Performance
<b>Module Code:</b>	WSPVFK-15-4
<b>Initial Approval Date:</b>	10 July 2019

### Changes:

<b>Current version number:</b> 0	
<b>Outline Change Details:</b> new module	
<b>Rationale:</b> This is a new module for a programme new to Hartpury University validation.	
<b>Approval Committee and Date:</b>	CVC 2019 07 10
<b>Change approved with effect from:</b>	1 September 2019
<b>Resulting new version number:</b>	1.0