

# PROGRAMME SPECIFICATION

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## Bachelor of Science with Honours (Fnd) in Sport Psychology

<b>Awarding institution</b>	Liverpool John Moores University
<b>Teaching institution</b>	LJMU
<b>UCAS Code</b>	S003
<b>JACS Code</b>	C813
<b>Programme Duration</b>	
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Subject benchmark statement</b>	Psychology (2010)
<b>Programme accredited by</b>	British Psychological Society
<b>Description of accreditation</b>	<a href="http://www.bps.org.uk/bpslegacy/ac">http://www.bps.org.uk/bpslegacy/ac</a>
<b>Validated target and alternative exit awards</b>	Bachelor of Science with Honours (Fnd) in Sport Psychology Diploma of Higher Education (Fnd) in Sport Psychology Certificate of Higher Education (Fnd) in Sport Psychology
<b>Programme Leader</b>	Joe Causer

## Educational aims of the programme

The BSc. (Honours) Sport Psychology programme is designed to provide a current, coherent and vocationally relevant programme of study to degree level for students interested in the discipline of sport psychology. On completion of the programme students will have acquired a knowledge and skill base relevant to the vocation of sport psychology that will facilitate progression onto postgraduate study and other professional training routes relevant to the profession. The programme provides the opportunity to attain Graduate Basis for Chartered Membership (GBC) from the British Psychological Society (BPS). GBC is a pre-requisite for entry onto BPS accredited postgraduates programmes in psychology. This includes the BPS accredited M.Sc. in Sport Psychology within the School of Sport and Exercise Sciences.

The programme aims to:

Provide a progressive and challenging programme of study that is informed by research and scholarly activity and meets the needs of the profession.

Provide supportive, stimulating and diverse learning environments for students to develop intellectual skills of evaluation, critique and integration to their full potential.

Equip students with a range of graduate skills and attributes relevant to the sport psychology profession and to general employment.

Provide a programme of study that develops core knowledge and understanding of psychological principles, concepts and theories appropriate to the field of sport psychology.

To encourage students to engage with the development of employability skills by completing a self-awareness statement.

### **Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education (Fnd)**

*A student who is eligible for this award will be able to:*

Define and describe the foundational concepts underpinning psychology and sport psychology.

Outline and describe the key foundational skills underpinning applied sport psychology.

Identify the foundational components of psychological methodology and research.

### **Alternative Exit/ Interim Award Learning Outcomes - Diploma of Higher Education (Fnd)**

*A student who is eligible for this award will be able to:*

Explain and evaluate the principal concepts and theories within psychology and sport psychology.

Analyse and apply the skills central to applied sport psychology work.

Evaluate and utilise the advanced components of psychological methodology and research.

## **Target award Learning Outcomes - Bachelor of Science with Honours (Fnd)**

*A student successfully completing the programme of study will have acquired the following subject knowledge and understanding as well as skills and other attributes.*

*A student who is eligible for this award will be able to:*

1. Effectively use and synthesise knowledge and understanding of research methods in sport psychology
2. Effectively use knowledge and understanding of foundations and principles in sport psychology
3. Effectively use knowledge and understanding of applied sport psychology
4. Effectively use knowledge and understanding of skills and advanced skills in applied sport psychology
5. Effectively use knowledge and understanding of biological and cognitive psychology
6. Effectively use knowledge and understanding of developmental, social and individual differences in psychology
7. Synthesise and critically appreciate knowledge of psychology and development issues in sport
8. Synthesise and critically appreciate knowledge of motor behaviour
9. Synthesise and critically appreciate knowledge associated with applied sport psychology application across different contexts
10. Demonstrate effective oral and written communication skills
11. Recognise and apply appropriate subject knowledge when performing problem solving skills in sport psychology contexts
12. Conduct data collection and research skills
13. Demonstrate effective evaluative and analytical skills
14. Demonstrate effective comprehension skills and use of data when developing written reports
15. Analyse, appraise and synthesise information critically from a variety sources including published research and reports
16. Retrieve and organise information effectively
17. Carry out an extensive piece of independent empirical research, applying skills of choosing and applying appropriate advanced empirical methodologies and the treatment of resulting data with appropriate analytical methods.
18. Use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments.
19. Apply skills of literature search, critical review and selection of relevant sources, and systematic synthesis and treatment of key material.
20. Use reflective practice to develop individual skills required to support the development of an applied practitioner
21. Use psychological educational workshops to deliver applied sport psychology support to individuals or teams

## **Teaching, Learning and Assessment**

*The methods used to enable outcomes to be achieved and demonstrated are as follows:*

This programme will be delivered with a range of teaching and learning methods. It contains formal contact time and directed and private study. Students will be encouraged to develop their learning skills and to become progressively more independent in their learning, so students are given more direct study in level 4 and more private study at level 6.

During the programme, lectures and directed independent reading are used to introduce core knowledge. Lectures are supplemented by seminar, laboratory and workshop activities in which students can explore ideas in more depth and contribute to, and benefit from, peer learning. Individual supervision meetings support students in developing, conducting and reporting an empirical investigation in sport psychology. In addition, students are expected to cover substantive course content through their own directed reading. These approaches are consistent with the learning outcomes of each specific module.

A variety of assessment methods are utilised across the programme. Formal assessment methods include essay assignments, written examinations (using seen or unseen questions), multiple choice examinations, portfolios, group reflective work related learning report, poster presentations, research laboratory reports and supervised major projects.

Coursework assessment is used to provide timely and detailed summative assessment. Individual tutors take advantage of opportunities to provide formative assessment during the module.

Practical skills are taught during practical classes which form a component of the teaching on several modules. Methods, ethical considerations and specialist equipment are introduced at levels 4 and 5 and are developed independently at level 6. These workshop and laboratory activities provide opportunities for formative feedback from both peers and tutors. Similarly, tutor support during the preparation of coursework assignments (feedforward sessions) provides opportunities for formative feedback.

In formulating the assessment strategy, the programme team aimed to achieve an appropriate match between teaching and learning methods and assessment tasks, including the provision of formative feedback, an appropriate balance of assessment tasks over the programme, and inclusivity of a range of student approaches to learning.

Students will develop skills of time management and how to use appropriate resources (e.g. IT and library) to find and organise information. Students learn to select and evaluate suitable materials from disparate sources. Students will develop integrative skills to analyse and solve problems applying appropriate numerical and statistical techniques when required. They will be able to communicate scientific information effectively.

Assessment methods are specified in each module guide.

## Programme structure - programme rules and modules

The BSc (Hons) Sport Psychology degree is accredited by the British Psychological Society and confers graduate eligibility for both Graduate Membership of the British Psychological Society and the Graduate Basis for Chartership, provided the minimum standard of a Second Class Honours is achieved. The programme will offer the opportunity of an additional study year abroad following Level 5. Students will be enrolled on a 600 credit honours with study abroad programme. Of those 600 credits, 120 will be taken via a Level 5 study abroad module [5103SPOPSY]. The modules to be studied in the host institution must be agreed in advance. The Level 5 mean for the final award mark will be calculated based upon the 240 credits at Level 5.

Level 6	Potential Awards on completion	Bachelor of Science with Honours (Fnd)
Core	Option	Award Requirements
6100SPOSCI MAJOR PROJECT (40 credits) 6101SPOPSY APPLIED SPORT PSYCHOLOGY PLACEMENT FOUNDATIONS (20 credits) 6102SPOPSY APPLIED SPORT PSYCHOLOGY PLACEMENT (20 credits) 6103SPOSCI APPLIED MOTOR BEHAVIOUR (20 credits) 6107SPOSCI PSYCHOLOGY AND DEVELOPMENT ISSUES IN SPORT (20 credits)		120 core credits at level 6 0 option credits at level 6

Level 5	Potential Awards on completion	
Core	Option	Award Requirements
5101SPOPSY APPLIED SPORT PSYCHOLOGY PRINCIPLES (20 credits) 5102SPOPSY APPLIED SPORT PSYCHOLOGY ADVANCED SKILLS (20 credits) 5102SPOSCI PSYCHOLOGICAL PRINCIPLES (20 credits) 5104SPOPSY COGNITIVE AND BIOLOGICAL PSYCHOLOGY (20 credits) 5104SPOSCI RESEARCH METHODS 2 (20 credits)		120 core credits at level 5 0 option credits at level 5

5105SPOPSY DEVELOPMENTAL AND SOCIAL PSYCHOLOGY (20 credits)		
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4101SPOPSY APPLIED SPORT PSYCHOLOGY SKILLS (20 credits) 4102SPOPSY APPLIED SPORT PSYCHOLOGY FOUNDATIONS (20 credits) 4102SPOSCI PSYCHOLOGICAL FOUNDATIONS (20 credits) 4103SPOPSY INTRODUCTION TO DEVELOPMENTAL PSYCHOLOGY AND INDIVIDUAL DIFFERENCES (20 credits) 4104SPOPSY INTRODUCTION TO BIOLOGICAL AND COGNITIVE PSYCHOLOGY (20 credits) 4104SPOSCI RESEARCH METHODS 1 (20 credits)		120 core credits at level 4 0 option credits at level 4
Level 3	Potential Awards on completion	
Core	Option	Award Requirements
3001SPS Skills and Practice in Sport (20 credits) 3002SPS Health and Wellbeing (20 credits) 3003SPS Practical Delivery in Sport (20 credits) 3004SPS Behaviours in Sport and Physical Activity (20 credits) 3005SPS Human Anatomy and Physiology (20 credits) 3006SPS Projects in Sport and Nutrition (20 credits)		120 core credits at level 3 0 option credits at level 3

## Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.  
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

## Opportunities for work-related learning ( location and nature of activities)

The School recognises that employment experience is a major differentiating factor in a graduate's curriculum vitae. In this regard, work related learning and applied experience are integral components of the programme and provides an opportunity for all students to conduct learning within a placement setting. These activities are supported by the Schools £4.5 million Centre for Excellence in Teaching and Learning (CETL), which support its ongoing commitment towards expanding the students applied knowledge and practical / employability skills. The Schools network of placement providers and the CETL facility are a 'value-added' aspect of the programme that gives students real benefits and experiences above and beyond the academic qualification gained. Work placements have included applied sport psychology support to premier league football and rugby setting; national swimming teams; athlete support (e.g., educational programmes), local primary and secondary schools.

In order to prepare students for work related learning opportunities, the programme incorporates a series of progressive applied sport psychology modules that focus upon key theoretical content, practical and applied knowledge and skills. These modules also enable a progressive framework for reflection and personal development planning (employability perspective) to be developed. This is complemented by an integrated careers curriculum. As part of level 6, the students also have the opportunity to engage in an applied field trip, where they visit a range of elite performance environments to gain an insight in what it is like to be a sport psychologist in practice.

Overall the School provides a world class research informed curriculum alongside a structured and focused approach to employability that ensures the programme remains at the forefront of Applied Sport Psychology.

## Criteria for admission

### **A/AS Level**

A minimum of 88 points on the UCAS tariff

### **BTEC National Diploma**

A minimum of 88 points

### **AVCE**

A minimum of 88 points

### **Scottish Higher**

A minimum of 88 points

### **Access**

Access applicants should have (or expect to obtain) the full award in a relevant course.

### **Higher national diploma**

Candidates having successfully completed a HND in an appropriate subject, mature candidates with advanced standing or experiential learning in a relevant area, or with non-standing qualifications which would be deemed to be equivalent to those stated above, are also invited to apply

### **Other**

All candidates must have GCSE Mathematics and English minimum grade 'C' or equivalent.

### **Mature entry**

Mature, non standard applicants providing evidence of ability to undertake the programme will be interviewed by the Admissions Team. Access applicants should have (or expect to obtain) the full award in a relevant course.

### **Overseas qualifications**

International students achieving a qualification equivalent to the above (as defined by NARIC) with an English language capability of IELTS 6.0 or equivalent.

## External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA) Published review reports are available on the QAA website at [www.qaa.ac.uk](http://www.qaa.ac.uk)

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

## Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

## Methods for evaluating and improving the quality and standards of teaching and learning

### **Student Feedback and Evaluation**

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives

to improve the quality of programmes.

### **Staff development**

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

### **Internal Review**

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

### **External Examining**

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements
- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

### **Please note:**

*This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.*