

Programme Specification for BSc (Hons) Sport and Exercise Psychology

This document applies to Academic Year 2023/24 onwards

Table 1: Programme specification for BSc (Hons) Sport and Exercise Psychology

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	University of Worcester
3.	Programme accredited by	British Psychological Society (BPS); Graduate Basis for Chartered Membership (GBC)
4.	Final award or awards	BSc (Hons)
5.	Programme title	Sport and Exercise Psychology
6.	Pathways available	Single
7.	Mode and/or site of delivery	Taught programme at the University of Worcester
8.	Mode of attendance and duration	Full-time, part-time
9.	UCAS Code	C813
10.	Subject Benchmark statement and/or professional body statement	QAA Psychology Benchmark Statement, 2023; BPS standards for the accreditation of undergraduate, conversion and integrated Masters programmes in Psychology, 2019.
11.	Date of Programme Specification preparation/ revision	Approved June 2020. August 2020 – AQU amendments to Section 19. Nov 2020 - Dissertation-equivalent module noted on award map (AQU). July 2021 – Accessibility requirements added August 2021 – AQU amendments August 2022 – AQU amendments July 2023 – annual amendments January 2024 – level 5 prerequisites and addition of work based learning level 6 module November 2024 CMAS amendments

12. Educational aims of the programme

This course is designed to permit students to study key components of Sport and Exercise Psychology whilst obtaining eligibility for Graduate Basis for Chartered Membership (GBC) with the British Psychological Society (BPS). The degree prepares students for employment and further study in psychology through acquisition of the first step in a career in psychology, a GBC degree. This course is not a professional qualification in Sport and Exercise Psychology as further rigorous postgraduate study would be necessary for students to become eligible to apply for Chartership with the BPS. This programme does however provide students with the necessary foundations to pursue such training, including the GBC requirement. The Educational Aims of the programme are based on the principles of the QAA Benchmark Statement for Psychology (revised 2019). These are to:

1. Aim to produce a scientific understanding of the mind, brain, behaviour and experience, and how they interact with the complex environments in which they exist;

2. Include knowledge and the acquisition of a range of research skills and methods for investigating experience and behaviour, culminating in an ability to conduct research independently;
3. Develop an understanding of the role of empirical evidence in the creation and constraint of theory, and also in how theory guides the collection and interpretation of empirical data
4. Present multiple perspectives in a way that fosters critical evaluation and reflection
5. Develop knowledge, leading to an appreciation of theory and research findings, including relevant ethical and socio-cultural issues
6. Lead to an understanding of real life applications of theory to the full range of experience and behaviour and the application of psychological understanding to real world questions.

Furthermore, this programme recognises that the majority of graduates do not end up as Chartered Psychologists, but instead work in fields either allied to psychology or where the skills they have gained are valuable. As a result, it is a further educational aim of the programme to prepare students for the vast array of possible future careers they may go into. This is achieved by flexibility, creativity, confidence etc. Also aim to show how psychology can impact beyond the classroom to global issues we are and will face.

13. Intended learning outcomes and learning, teaching and assessment methods

Table 2: Knowledge and understanding outcomes for module code/s

Knowledge and Understanding		
LO no.	On successful completion of the named award, students will be able to:	Module Code/s
1.	Develop a critical and coherent understanding of the history, scientific origins and theories of the discipline of psychology, including its limitations.	All modules
2.	Demonstrate knowledge and critical understanding of core areas within the discipline (as defined by the British Psychological Society), and concepts that influence psychological behaviours, experience and functioning.	PSYC2541, PSYC2542
3.	Demonstrate knowledge of a range of contemporary research in specialised and/or applied areas of psychology.	PSYC3661, PSYC3664, PSYC3652
4.	Demonstrate knowledge and understanding of the historical and scientific origins, theory, research, applications and limitations of psychology in sport and exercise	PSYC3665, SPRT3064

Table 3: Cognitive and intellectual skills outcomes for module code/s

Cognitive and Intellectual skills		
5.	Identify and interpret patterns of variability and diversity in psychological experience and behaviour.	PSYC3662, PSYC3666
6.	Use scientific and evidence-based reasoning to critically evaluate psychological arguments and develop their own perspective on debates within psychology by the systematic analysis of multiple perspectives, their interrelationships, and their ethical, cultural and contextual underpinnings.	PSYC3663, PSYC3654
7.	Problem solve by using a critical understanding of research design, and methods to obtain and analyse evidence in order to develop and evaluate research questions.	PSYC3652, PSYC3653

Table 4. Skills and capabilities related to employment outcomes for module code/s

Skills and capabilities related to employability		
8.	Demonstrate competent research skills through the appropriate and critical use of research paradigms, and a range of qualitative and quantitative research methods and measurement techniques.	PSYC3661, PSYC2543
9.	Apply the knowledge, skills and experience gained to a range of local, national or global issues where psychology can make a difference.	PSYC3663, PSYC3665, PSYC3653
10.	Take responsibility for personal and professional learning and development, and demonstrate an awareness of future career opportunities and challenges	PSYC3664, PSYC3662,
11.	Apply the understanding of key theories, concepts, research and applications in relation to Sport and Exercise Psychology to relevant practice	PSYC3665, SPRT3064, PSYC3660

Table 5. Transferable/key skills outcomes for module code/s

Transferable/key skills

12.	Design, conduct and report an empirical research project on a topic within psychology, and recognise its methodological and ethical limits.	PSYC3661
13.	Use written, oral and visual communication to effectively convey ideas and research findings within psychology to a range of audiences.	PSYC3661, PSYC3665, PSYC3653
14.	Learn actively and independently through critical self-reflection, personal planning and project management.	PSYC3661, PSYC3654, PSYC3660
15.	Demonstrate team-working skills through awareness and sensitivity to the contextual and interpersonal features of group work.	PSYC3664, PSYC3665, PSYC2544
16.	Demonstrate digital literacy in retrieving, storing, analysing and communicating information effectively and appropriately.	All modules

Learning, teaching and assessment

The learning, teaching and assessment methods of the course provide students with a wide range of learning and teaching experiences. These include lectures, seminars, practical classes, computer workshops, tutorials, problem-based learning, and directed study. Each module has a dedicated Blackboard page (the virtual learning environment), which gives access to a range of resources including self-directed learning and assessment tasks, discussion boards and other learning materials. Furthermore, a range of assessment methods such as essays, literature reviews and critical reviews of journal papers as well as quantitative and qualitative data collection and analysis report writing assessments. Written, oral and visual presentations (including posters, videos and PowerPoint presentations) are also used as are other specialist and novel assessments such as case studies, portfolios and reflective pieces.

Teaching

Students are taught through a combination of different learning and teaching methods. Lectures allow for the presentation and introduction of key topics, including both traditional and contemporary sources, which allow students to begin their learning. This is then supported by seminars that enable the discussion and development of understanding of topics covered in lectures. Subject specific skills are the focus of practical classes and workshops (for example, understanding statistical data analysis).

The course also has a keen focus on experiential learning, as there is good evidence that this can greatly enhance the student learning experience. Therefore, such methods will be used such as problem-based learning, whereby students will apply theory and content from psychology to address real world, global issues (e.g. the role of AI in the workplace, tackling climate change and global pandemics). Such global issues will be themes that run through the course, and as such will be covered elsewhere in other learning and teaching.

Furthermore, the role of research in the learning and teaching methods of this course will be central to all areas. Such research-informed teaching and learning will include

practical research classes where students put into practice research methods they have learnt as well as focusing on research in directed study, group activities, assessments and problem-based learning.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

In addition, meetings with Personal Academic Tutors (PAT) are scheduled on at least four occasions in the first year. This will include two group sessions as part of modules, and individual meetings. Students are scheduled to meet their PAT's on three occasions in each of the other years of a course.

Contact time

In a typical week, students will have around 10-12 contact hours of teaching. The precise contact hours will depend on the optional modules selected and in the final year there is normally slightly less contact time in order to do more independent study.

Typically class contact time will be structured around:

- Lectures
- Seminars
- Workshops
- Tutorials
- Use of course Virtual Learning Environment (Blackboard) for online activities

Independent self-study

In addition to the contact time, students are expected to undertake around 24 hours of personal self-study per week. Typically, this will involve completing online activities, reading journal articles and books, working on individual and group projects, undertaking research in the library and online, and preparing coursework assignments and presentations.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

Teaching staff

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course. The team includes staff from a range of psychology backgrounds including Sport and Exercise Psychology, Counselling Psychology, Forensic Psychology, Occupational Psychology and with research specialisms such as emotions, evolutionary approaches to behaviour, positive psychology and individual differences.

Teaching is informed by research and consultancy, and the majority of lecturers on the course have (or are currently working towards) a higher education teaching qualification or are Fellows of the Higher Education Academy.

Assessment

A range of assessment methods are used to enable students to achieve and demonstrate the learning outcomes. Literacy and critical thinking around psychology is developed and assessed through assignments such as essays, literature reviews and critical reviews of journal papers. Quantitative and qualitative data collection and analysis report writing assessments aim to develop skills such as problem solving, research, organisation, planning, and effective communication. Effective and fluent written, oral and visual communication is enhanced further through assessments that use posters and PowerPoint presentations, video and webpage design; whilst the use of group work for assessment enables better team working and the development of leadership skills. Finally a number of modules use weblogs, e-portfolios and case studies to develop and assess a range of skills including reflection and independent learning.

Furthermore the course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessments which are graded and count towards the overall module grade.

Assessment methods include; Essay, Exam, Practical Report File, Reflective Log, Personal Development Plan, Psychology Applied Learning Scenario, Public Communication, Research Funding Bid, Literature Review, Research Proposal, Presentation (group and individual), Research Project, Poster Presentation, Case Study, Portfolio, Policy Briefing, Extended Essay, Workbook

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

Year 1:

- 2 Essays
- 1 Multiple Choice Exam
- 2 Practical Report Files
- 2 Reflective Logs
- 1 Personal Development Plan
- 1 Psychology Applied Learning Scenario

Year 2:

- 1 Public Communication
- 1 Research Funding Bid
- 1 Essay
- 1 Literature Review
- 1 Practical Report File
- 1 Research Proposal
- 2 Portfolios

Year 3:

- 1 Research Project
- 1 Poster Presentation
- 1 Case Study
- 1 Workbook
- 1 Extended Essay
- 2 Reports

14. **Assessment strategy**

The assessment strategies adopted in the course reflect the aims of the course and the descriptors for undergraduate level study and make a significant contribution to learning. The assessment strategies are designed to develop skills and knowledge in Psychology and provide evidence of the students' progress and achievement throughout the course, preparing the students for a range of careers. Both formal (summative) and informal, developmental (formative) approaches are used. In order to develop the skills of higher education study, students experience a variety of assessment strategies. These include case studies, essays, literature reviews, presentations, assessment of their interpersonal communication skills, portfolios, research reports and examinations. The overall assessment strategy of the course is to provide a balance of innovative and traditional assessment methods allowing students to develop both subject specific and transferable skills, and show progression of learning across the course. The opportunity for students to demonstrate independence in a sustained piece of work is provided in the completion of the Psychology Research Project, which must have a Psychology emphasis.

A key emphasis as part of this in the course is for 'Assessments for Life'. This involves providing opportunities through curriculum design for students to consider global issues facing society (e.g. sustainability). For example, the use of experiential learning and assessments encourage an application of psychological awareness to global challenges. Furthermore, assessment of learning through modes that build employability confidence and reflect contemporary values to prepare psychology graduates for tomorrow's challenges is also crucial. Examples of such assessments in the course include survey design, interventions promoting customer engagement, creating executive briefing notes for external institutions (e.g. governmental policy), preparing proposals for funding opportunities and designing social media campaigns and research to address global issues such as sustainability.

Formative assessment is an important feature of the assessment methods of the course. These informal developmental assessments are used across the course to provide students with regular feedback on how they are progressing in their learning in a module. Psychology uses a mixture of self-directed, e-learning, and in-class formative assessment activities such as online quizzes used within lectures to allow students to self-assess levels of knowledge and areas for development. Seminars are used for group discussion with peer and tutor formative feedback on progress. These assessments are designed to ensure that students are able to develop the key skills and understanding needed for studying Psychology. The formative tasks are carefully designed for each module to give students the opportunity to practice core skills and consolidate both generic and subject specific learning. The need to provide opportunities to practice skills without penalty is one of the underpinning philosophies of the undergraduate psychology programmes at Worcester. In all our formative tasks the emphasis is clearly on assessment *for* learning as opposed to assessment *of* learning. This is especially important where new skills are being developed that students are able to do so in the safe and supportive learning environment provided by this approach.

Psychology uses the undergraduate generic grade descriptors adapted to the subject and level of study and, where necessary, made specific to the assessments they are used to evaluate. An example of these feedback grids is provided in the BSc Psychology Course Handbook. These assessment criteria along with a range of

formative assessments are used widely in the programme at all points during semesters to provide students with timely feedback about their progress in preparation for summatively assessed work. Formative assessments are varied and reflect the variety of skills and, summative assessments, they relate to.

A grid showing assessment methods and weightings mapped to modules at each level, together with an assessment calendar of submission dates is included in the Course Handbook

The course is fully compliant with UW regulations for assessment, mitigation, appeals and complaints. For further details on any of these areas please follow this link to the [Registry website](#) or see the UW Student Handbook.

15. Programme structures and requirements

Table 6: Level 4

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre- requisites (Code of Module required)	Co- requisites/ exclusions and other notes*
PSYC1450	Introducing Psychology	30	M	None	None
PSYC1451	Investigating Psychology	30	M	None	None
PSYC1452	Professional Skills and Practice	30	M	None	None
PSYC1453	Applied Psychology 1: Performance, Health and Wellbeing	15	M	None	None
PSYC1454	Applied Psychology 2: Forensic and Therapeutic Settings	15	O	None	None
CODEXXXX	Optional modules offered by the Centre for Academic English and Skills/Institute of Education	15/30	O	N/A	N/A

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules PSYC1450, PSYC1451, PSYC1452, PSYC1453 and optional modules which as well as PSYC1454 can include 15 credits drawn from a range of modules in: Teaching English as a Foreign Language (TEFL); Academic English for native and non-native speakers of English and modules in Tutoring. Details of the available modules can be found [here](#)

Table 7: Level 5

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre-requisites (Code of Module required)	Co- requisites/ exclusions and other notes*
PSYC2541	Cognitive Neuroscience and Biological Approaches	30	M	PSYC1450 OR PSYC1451	None
PSYC2542	The Individual and the Social World	30	M	PSYC1450 OR PSYC1451	None
PSYC2543	Research Skills in Psychology	30	M	PSYC1450 OR PSYC1451	None
PSYC2544	Psychology in the Real World	15	O	None	None
PSYC2545	Evolution and Human Behaviour	15	O	None	None
PSYC2546	Applied Psychological Science	30	O	None	None
CODEXXXX	Optional modules offered by the Centre for Academic English and Skills/Institute of Education	15/30	O	N/A	N/A

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total drawn from the table above to include all mandatory modules PSYC2541, PSYC2542, and PSYC2543 and optional modules - which can include up to 15/30 credits drawn from a range of modules in: Teaching English as a Foreign Language (TEFL); Academic English for native and non-native speakers of English and modules in Tutoring. Details of the available modules can be found here <https://www.worcester.ac.uk/life/help-and-support/centre-for-academic-english-and-skills/optional-modules.aspx>

Table 8: Level 6

Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))	Pre- requisites (Code of Module required)	Co- requisites/ exclusions and other notes*
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PSYC3661	Psychology Research Project (Dissertation equivalent module)	30	M	PSYC2543	None
PSYC3665	Counselling Skills in Applied Sport and Exercise Psychology	15	M	ANY LEVEL 5 MODULE	None
SPRT3064	Psychological Considerations for Sport, Exercise and Health	15	M	ANY LEVEL 5 MODULE	None
PSYC3660	Contemporary Issues in Sport and Exercise Psychology	15	M	ANY LEVEL 5 MODULE	None
PSYC3663	Business Psychology	15	O	ANY LEVEL 5 MODULE	None
PSYC3664	Coaching Psychology	15	O	ANY LEVEL 5 MODULE	None
PSYC3662	Positive Psychology	15	O	ANY LEVEL 5 MODULE	None
PSYC3666	Cyberpsychology	15	O	ANY LEVEL 5 MODULE	None
PSYC3652	Living with Long Term Conditions	15	O	ANY LEVEL 5 MODULE	None
PSYC3653	Social Cognition & Emotion	15	O	ANY LEVEL 5 MODULE	None
PSYC3654	Understanding Trauma & Violence	15	O	ANY LEVEL 5 MODULE	None
PSYC3669	Work Based Learning	15	O	ANY LEVEL 5 MODULE	None

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include the mandatory modules PSYC3660, PSYC3661, SPRT3064 and PSYC3665 **plus** 45 credits from the optional modules listed.

16. QAA and professional academic standards and quality

A range of external and internal frameworks helps shape the Aims and Intended Learning Outcomes of the programme. The curriculum of the programme follows the content set out by the QAA Subject Benchmark Statement Psychology 2019 and the

BPS Accreditation through partnership handbook: Guidance for undergraduate and conversion psychology programmes. This means that the programme has a syllabus covering the core areas specified within the BPS Accreditation through partnership handbook (i.e. biological psychology, cognitive psychology, developmental psychology, individual differences, social psychology, conceptual and historical issues, and research methods). This is introductory at Level 4, providing an overview, with mandatory modules on these topics repeated at Level 5 so that students learning, knowledge and skills can show progression; and, at Level 6 a range of optional more advanced modules in these core and more specialist applied topic areas in Psychology are available to enable continued student progression. This award is located at Level 6 of the [OfS sector recognised standards](#).

17. Support for students

As part of the University's commitment to inclusion and diversity of staff and students, this course fully implements the University's Inclusion Toolkit, in order to fully support students' individual [learner journeys](#). This enables the course to meet the core Areas of Activity of the UK Professional Standards Framework (UKPSF) (available [here](#)). Therefore, the course will:

- Be designed inclusively
- Be taught inclusively
- Be assessed inclusively
- Create inclusive environments

To achieve this, the course and curriculum has been developed to be inclusive for all, for example the learning outcomes of the course will be achievable by all students regardless of needs to demonstrate success. The curriculum is also inclusive, ensuring where possible that a diverse perspective on the content covered is represented. Assessments are also designed to be inclusive, with clear criteria and rationale and where appropriate a choice of assessment methods available to meet the needs of students. Similar feedback is inclusive by being positive and constructive, developing confidence and engagement in it from students of different backgrounds. Within individual modules, expectations of students are made clear and explicit with sensitivity to the needs and circumstances of students as well as providing inclusive learning materials that are accessible to all. Overall the course and the School of Psychology overall embed inclusive values within all areas as well as encourage staff and students to develop and practice intercultural competence. Finally, we believe the practice of inclusion in the course is a continuing and evolving element, therefore the course team regularly review this, particularly in light of student outcomes, to ensure all students have the same experiences and opportunities to be successful in their degree.

Before starting the course, applicants are offered the opportunity to visit the University and experience the styles of learning and teaching to help them prepare for University life. Upon joining the course, an initial one week induction programme is provided for all new entrants, which is designed and delivered in conjunction with students to promote the ethos of academic partnership under which the course operates. Activities include general University information as well as a subject-specific study session, a social session and an informal session where new students can meet their Personal Academic Tutor. Library and information staff are available to provide support during induction and throughout the course.

Whilst at the University, students will be allocated a Personal Academic Tutor (PAT) who is experienced in the field of Sport and Exercise Psychology who will work with

them to support their academic development, learning and progression. Our aim is to help students make the transition from one level to another as they progress through higher education, from their entry to the course from school/FE college and right through the different level of the course to their graduation and beyond. Therefore we aim to ensure that students have the same PAT throughout their time studying with us, although this may be subject to change if there are changes within the course team. Students will be supported to develop as they become self-reflective learners, recognise the knowledge and skills achieved, identify gaps in knowledge and think about how to address these gaps. The defining questions about this journey are therefore 'Where have you been?' 'Where are you going?' and 'How will you get there?'

In addition to supporting academic development, tutors are able to advise and guide students on any issues or problems arising whilst they are at the University and signpost them to the broader range of [services provided](#) by the University. Tutors also aim to help students make the most of the learning resources and other forms of learning support available to them, including the University wide [student services](#). Students with additional needs may also wish to take advantage of the [Disability and Dyslexia Service](#) within Student Services, which provides specialist support on a one to one basis to any student requiring such services.

In addition, there is further considerable support available for students. A Student Handbook is available and is updated annually. An initial one week induction programme is provided for all new entrants, which is designed and delivered in conjunction with students to promote the ethos of academic partnership under which the course operates. Activities include general university information as well as subject specific study, research skills and relationship building sessions. Library induction and information skills packages are available at induction and throughout the course with a strong focus, during Level 4, to support students' transition to higher education. A general psychology Blackboard page contains many resources to support skills development. Study skills sessions are also provided by the subject team and additional support is provided and learning support services (Library Services, ICT and Media and Print). There are also opportunities for students to study abroad.

Finally, the course will emphasise to students the need and value of gaining extra skills, knowledge and experience alongside the course. Therefore students will be given the opportunity to be involved in opportunities such as acting as peer mentors, developing their personal resilience, further methods of data analysis and relevant programming skills. Students will be encouraged to tailor the extra-curricular skills they gain and add them to their own personalised learning journey which develops as their own personal aspirations do with regards to their careers and future selves. This can also include any voluntary or paid work experience, and can be formally recognised in student references and/or in final degree awards (perhaps in combination with the Worcester Award).

18. Admissions

Admissions policy

The course team seeks to admit students who have the capacity to benefit from study at higher education level, and Admissions Tutors seek to identify applicants who can demonstrate their potential to succeed at this level. We are committed to widening participation, equality and diversity and inclusion and thus would encourage students from all backgrounds to apply. As part of this mature students (i.e. over the age of 21) are very welcome and if they fulfil the standard entry requirements as detailed below, they should apply through UCAS. Also students with few or no formal qualifications should contact the [Registry Admissions Office](#) with details of their age, any work

undertaken, including caring or organised voluntary work, and any other relevant experience gained since leaving school.

Entry requirements

The normal minimum entry requirement for undergraduate degree courses is the possession of 4 GCSE's (Grade C/4 or above) that must include Maths, and a minimum of 2 A Levels (or equivalent Level 3 qualifications). The current UCAS Tariff requirements for entry to this course are published in the prospectus and on the UW website <https://www.worc.ac.uk/journey/a-z-of-courses.html>

See the [Admissions Policy](#) for other acceptable qualifications.

Recognition of Prior Learning

Details of acceptable Level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the [Registry Admissions Office](#) (01905 855111). Furthermore, applications to join the course in either Level 5 or Level 6 will only be acceptable from applicants who wish to transfer credits from a BPS accredited course at another UK HE institution.

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

Admissions procedures

Full-time applicants apply through UCAS (C800)

Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

Places are offered to all students who fulfil the University entry requirements and who demonstrate that they have the potential to benefit from the study of psychology at degree level.

Please contact the [Registry Admissions Office](#) for further information or guidance on 01905 855111.

19. Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- A student is required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.

- A student who submits work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure

- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Progression

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student will be permitted to progress from Level 5 to Level 6 if, by the time of the reassessment Board of Examiners, they have passed at least 210 credits, including 90 credits at Level 5. Outstanding Level 5 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

Table 9: Requirements for Awards

Award	Requirement
Certificate of Higher Education Cert HE [Cert HE]	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for Level 4 of the award as specified on the award map.
Diploma of Higher Education DipHE [Dip HE]	In order to be eligible for the exit award of Diploma in Higher Education in the named subject/area of study, a student must have passed at least 240 credits in total including the mandatory modules for Level 4 and Level 5 of the award as specified on the award map.
Degree (non-honours)	Passed a minimum of 300 credits with at least 90 credits at Level 5 or higher and a minimum of 60 credits at Level 6, including the mandatory modules for Level 5 and Level 6 of the award (not the dissertation module) as specified on the award map.

Degree with honours	Passed a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map.

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification.

- Classification determined on the profile of the 120 credits attained at Level 5 and 120 credits at Level 6. Level 5 and Level 6 grades are weighted on a ratio of 1:2. OR
- Classification determined on the profile of the 120 credits attained at Level 6 only.
- Classification will be based on the weighted average grade together with a requirement for at least half of the Level 6 grades to be in the higher class.

For further information on honours degree classification, see the [Taught Courses Regulatory Framework](#).

Note that the above methods apply to students entering Level 4 of three or four year degree programmes who commence Level 4 from September 2022 onwards.

20. Graduate destinations, employability and links with employers

Graduate destinations

This course is designed to permit students to study key components of Psychology including Sport and Exercise Psychology whilst obtaining eligibility for Graduate Basis for Chartered membership (GBC) with the British Psychological Society (BPS). BSc Sport and Exercise Psychology provides eligibility for Graduate Basis for Chartered Membership (GBC) with the BPS, the first step in a career in Psychology. In order to achieve GBC, students need to pass their degree with honours, with a minimum of 360 credits with at least 90 credits at Level 5 or higher and a minimum of 120 credits at Level 6, as specified on the award map, achieving a minimum of a 2ii with successful completion of PSYC3661 Psychology Research Project.

Although the degree prepares students for employment and further study in psychology, (through acquisition of the first step in a career in psychology- a GBC degree); it should be noted that **this is not a professional qualification in Sport and Exercise Psychology**. Further postgraduate study would be necessary for students to become eligible to apply for Chartership with the British Psychological Society and this programme provides students with the necessary foundations to pursue such training, including the GBC requirement.

The course is therefore designed to meet a number of different needs:

- To provide an opportunity for undergraduate students to study Sport and Exercise Psychology as a Single Honours pathway;
- To enable students to develop the graduate knowledge, skills and attitudes to critically evaluate the contested and multi-dimensional nature of Psychology
- To prepare students for a number of diverse roles, for example, further training in Sport and Exercise Psychology, management, education, human resource management and other careers in psychology-related fields.

This specific pathway has been designed with employability in mind. It has been introduced to better suit the needs of the market, and students, with a more focused attitude towards skills and employment opportunities in Sport and Exercise Psychology and related careers. Hence it is designed to cater for three types of student: those who are aiming for a career in a Sport and Exercise setting; those who are currently working within a Sport and Exercise setting who wish to gain additional understanding and knowledge of the theoretical underpinnings of their work; and those who are aiming for a career in Sport and Exercise Psychology. Hence the degree is designed for those with both an interest in the application of psychological theory to the Sport and Exercise practice and for those wishing to contribute their knowledge and skills to other general and/or specific settings. This programme hopes to attract those who wish to develop their career in Sport and Exercise Psychology whilst furthering their interest in other areas of psychology. Furthermore, it will benefit those who have an interest in psychology but wish to have a more directed career in Sport and Exercise Psychology.

In addition to the usual recruitment of school/college leavers with A levels and equivalent, recruits to this course may include individuals working in the Sport and Exercise-care professions, including counsellors and psychotherapists who wish to gain further theoretical knowledge to assist and develop their practice. The Sport and Exercise Psychology course differs from the BSc (Hons) Psychology degree by providing a specific vocational direction in Sport and Exercise Psychology, whilst still providing the GBC status to students who want to study postgraduate courses in other aspects of psychology (e.g. Forensic, Educational, Counselling or Clinical Psychology). It will allow those GBC students membership of the BPS and therefore to engage with the psychological community of applied psychologists through the BPS and other professional bodies (e.g. European Sport and Exercise Psychology Society). In terms of employability, these students will have 'added value' for any organisation seeking graduates with interpersonal and communication skills because of their basic grounding in Sport and Exercise and relationship formation as well as psychology. They would also be particularly suited to further professional training in Sport and Exercise Psychology.

Students are encouraged to consider their potential career pathways at the earliest opportunity through progress reviews with their PAT's and in their choice of modules. Psychology liaises with the University's Careers service to keep it informed of changes within professional areas of the discipline, and to communicate to potential employers the knowledge and skills acquired by students taking psychology. The Careers Service runs a series of workshops especially for Psychology Students. The course prepares students for careers in many areas such as:

- Sport and Exercise Psychology (after postgraduate professional training)
- Those electing to take a course which confers GBC can apply for other postgraduate psychology training required to become a professional (Chartered) psychologist (e.g. clinical, forensic, educational, occupational);
- Research;
- Other postgraduate study (e.g. PGCE);
- Police force at graduate level;
- A range of caring professions (e.g. nursing, social work);
- General graduate careers

Student employability

The employability of students on this course is closely aligned with the University's list of Graduate Attributes, which are:

1. Problem-solving and the application of knowledge and skills
2. Cultural and social awareness of global issues
3. Effective communication and digital capabilities
4. Independent, curious and lifelong learners

These attributes are created, developed and promoted throughout the course in many ways. For example; the use of experiential learning and focus on key skills that psychologists need in the world around us through innovative assessments (1), The use of themes relating to global issues (such as sustainability) to guide and augment the study of psychology and how it can have real world impacts (2), The range of assessments for life that promote the learning of both academic and highly valuable employable skills (3), and the emphasis of providing assessments for life which promote life-long learning among our graduates for the different careers they will have (4).

Furthermore, there is also guidance for students on the BSc Sport and Exercise Psychology course on how to gain relevant work and voluntary experience in order to develop relevant practical skills and employability. This is through a variety of methods e.g. identifying and providing training and careers guidance, the Psychology Careers Day where students can attend subject-specific talks and workshops, signposting of relevant volunteering opportunities, information on career paths and development, and vacation research assistant projects within a relevant area. This can contribute to students' learning journey, as can other recognised schemes such as the Worcester Award, thereby increasing the employability options of our graduates.

Links with employers

The programme is fully aligned with the BPS Accreditation through partnership handbook: Guidance for undergraduate and conversion psychology programmes to ensure that graduates with a 2ii or above are eligible for GBC, thereby giving them access to further professional training in psychology.

For those interested in a career in or related to Sport and Exercise Psychology, the course team develop links with local organisations and projects, in order to support students in gaining relevant experience. In addition, students are directed to the BPS resources on careers in Sport and Exercise Psychology if they wish to pursue this route via further postgraduate study: <https://careers.bps.org.uk/area/sport-exercise>

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 s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.