# COURSE SPECIFICATION

## *BSc (Hons) Psychology of Sport and Performance*

# COURSE SPECIFICATION

*Please refer to the Course Specification Guidance Notes for guidance on completing this document.*

| | |
|---|---|
| Course Title | BSc (Hons) Psychology of Sport and Performance |
| Final Award | BSc (Hons) |
| Exit Awards | CertHE, DipHE |
| Course Code / UCAS code (if applicable) | U4048PYC (C600) |
| Mode of study | Full Time |
| Mode of delivery | Campus |
| Normal length of course | 3 years, 4 years with placement |
| Cohort(s) to which this course specification applies | September 2026 intake onwards |
| Awarding Body | University of Portsmouth |
| Teaching Institution | University of Portsmouth |
| Faculty | Faculty of Science & Health |
| School/Department/Subject Group | School of Psychology, Sport and Health Sciences |
| School/Department/Subject Group webpage | https://www.port.ac.uk/about-us/structure-and-governance/organisational-structure/faculty-of-science-and-health/school-of-psychology-sport-and-health-sciences |
| Course webpage including entry criteria | https://www.port.ac.uk/study/courses/undergraduate/bsc-hons-sport-and-exercise-psychology |
| Professional and/or Statutory Regulatory Body accreditations | British Psychological Society (BPS) |
| Office for Students Conditions of Registration | *https://www.officeforstudents.org.uk/for-providers/registering-with-the-ofs/registration-with-the-ofs-a-guide/conditions-of-registration/* |
| Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level | Levels 6 |

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.
This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the Course and Module Catalogue for further information on the course structure and modules.

## Educational aims of the course

- 

**General Aims.**

- To provide a challenging and stimulating study environment.
- To provide a framework allowing students to follow a flexible, coherent programme of study.
- To provide students with the opportunity to develop key transferable skills for lifelong learning, employability and flexibility in the context of changing labour markets.
- To provide students with the skills and knowledge required to maximise career and postgraduate study opportunities.

**Subject Specific Aims.**

Where relevant, subject specific aims are derived from Section 2 (Distinctive Features of a Psychology Degree) of the QAA Subject Benchmark Statement for Psychology (2023).

- To produce a scientific understanding of the mind, brain, behaviour and experience, and how they interact with the complex environments in which they exist.
- To provide a broad education presenting multiple perspectives in a way which meets the needs of a career in any area of psychology but especially sport psychology and to prepare for postgraduate study.
- To foster knowledge of psychology and its contexts and a critical engagement with its specialised subject areas, especially sport and exercise psychology, including evaluation of theory, research findings and applications.
- To 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 via qualitative and quantitative research methodologies.
- To cultivate technical and transferable skills required for professional success.
- To provide course content that includes both a broad base of psychology modules (commensurate with BPS requirements) and sport content at all three levels.
- To encourage an appreciation of the relevance to sport and exercise psychology of theories and findings from a range of other areas of psychology.
- To promote an awareness of ethical issues in relation to research and practice in psychology (with a special focus in sport and exercise psychology).
- To provide an opportunity for students to gain experience and skills relevant to employment (or further study) within psychology or related subject areas by choosing relevant work placement/work-based learning/study options and/or completion of an optional sandwich year.

## Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The Quality Assurance Agency for Higher Education (QAA) sets out a national framework of qualification levels, and the associated standards of achievement are found in their Framework for Higher Education Qualifications document.

The Course Learning Outcomes for this course are outlined in the tables below.

| A. Knowledge and understanding of: | | | |
|---|---|---|---|
| **LO number** | **Learning outcome** | **Learning and Teaching methods** | **Assessment methods** |
| A1 | The range of approaches to understanding psychological phenomena (and the links between them) including biological psychology, cognitive psychology, individual differences, developmental psychology and social psychology, as well as cultural and historical perspectives. | Content on modules across the programme is delivered through a mixture of lectures, seminars, tutorials, practical workshops and regular individual meetings with staff.<br><br>At Level 4, the course covers the conceptual, philosophical and cultural history of psychology, including different perspectives; a range of research and analysis techniques, providing opportunities to use this knowledge in research projects including sport psychology topics; content providing a foundation for exploring psychological processes relevant to sport and exercise performance; and the development of key skills important in the transition to university life.<br><br>At Level 5, the course develops 'core' aspects | To ensure that the full range of skills and knowledge being developed by the programme can be demonstrated, a variety of forms of summative assessment are used including: essays; portfolios; research reports (including major dissertation project); reflective reports; psychometric reports; presentations (oral and poster); interviews; interpretation and application of statistical techniques.<br><br>All core areas of the BPS (GBC) curriculum are delivered at FHEQ Levels 5 and 6 and are non-optional such that achievement in these modules can contribute to the |
| A2 | Major theoretical frameworks and research methodologies used in sport psychology and how theory and research findings are applied to real world problems and psychological practice. | | |

| | | | |
|---|---|---|---|
| A3 | The different research methodologies used to investigate psychological phenomena, and the range of measurement and analytical techniques, used to interpret different forms of psychological data. | of the BPS (GBC) curriculum providing an appreciation of the different perspectives from which human and non-human animal behaviour may be viewed, including links between research and theoretical development within the discipline; advanced research methods and analyses; and specific career orientated content covering professional work roles allied to sport psychology.<br><br>At Level 6, core modules provide coverage of key advanced areas of sport, exercise, and performance psychology, while optional modules focus on specialised areas outside of sport and exercise psychology, but within the broader domain of applied psychology (e.g., occupational psychology). The empirical project is completed providing the opportunity to carry out independent research work. | final award classification.<br><br>In addition, opportunities for formative assessment are identified throughout the programme so students are able to develop their understanding and application of skills in assessment type activities other than those which are purely summative. |
| A4 | The conventions and presentation styles used for reporting on academic literature, scientific findings and delivering oral presentations to facilitate effective communication and cogent argumentation. | | |
| A5 | The professions, roles and responsibilities relating to different forms of psychological practice and vocations, especially in the area of sport psychology. | | |

| **B. Cognitive (Intellectual or Thinking) skills, able to:** | | | |
|---|---|---|---|
| **LO number** | **Learning outcome** | **Learning and Teaching methods** | **Assessment methods** |

| | | | |
|---|---|---|---|
| B1 | Generate and explore creative ideas and apply multiple perspectives to psychological issues. | Using an established tradition of empirical inquiry and scientific thought, to examine evidence and critically evaluate academic arguments underpins the delivery of content across the course.<br><br>This approach evolves as the student moves through the three FHEQ levels, including progressive coverage of more advanced content, research methods and methodological issues.<br><br>Basic information literacy skills for finding and evaluating academic literature, as well as basic research and analysis skills to enable examination of trends in human behaviour are examined early in the course. Small group discussion through seminars helps to further develop skills in debate and critical evaluation.<br><br>Emphasis is placed on the examination of primary sources. Later in the course, more complex practical and theoretical work is undertaken where students may generate their own arguments or ideas for research and derive rationales for investigations from existing literature. | Written feedback is provided to students for all coursework-based and practical-type assessments. Supporting a 'feed forward' approach, markers identify the major strengths and weaknesses of the student's performance, and outline priorities for improving their future work.<br><br>Feedback is provided in the context of level-specific and module-specific marking criteria which are aligned to the course learning outcomes. The importance of developing different cognitive skills are emphasised (e.g., argumentation, use of supporting literature and evidence to justify opinions or interpretations, application of critical thinking, etc.). |
| B2 | Develop and sustain reasoned arguments using psychological theories and empirical findings, to formulate and appreciate different opinions. | | |
| B3 | Evaluate and reflect on different practical, theoretical and ethical issues involved in psychological research with different methodologies. | | |
| B4 | Identify and focus on pertinent issues. | | |

| C. Practical (Professional or Subject) skills, able to: | | | |
|---|---|---|---|
| **LO number** | **Learning outcome** | **Learning and Teaching methods** | **Assessment methods** |
| C1 | Communicate psychological ideas and research findings by written, oral and visual means. | Programme learning outcomes specific to the development of psychology specific skills are primarily demonstrated through coverage of methodological and analytical techniques enabling students to practice the application of research skills throughout the programme.<br><br>In the early stages, students work on practical assignments completed periodically throughout the academic year involving experimental and non-experimental methods; design; project planning; data collection; data management; and the interpretation and presentation of findings in a range of different professional formats. This culminates with the completion of an original and independently conducted research project at Level 6. | Students complete a range of assessments which are aimed at developing practical skills in study design, ethical processes and data analysis. These are reported using different formats such as poster and oral presentations as well as individual and group research reports which increase in complexity throughout the course.<br><br>Self-tests (with immediate feedback) are also used as part of research-based tuition, as well as other professional formats (e.g., client feedback on psychological tests).<br><br>Final-year project work is assessed by completion of an empirical dissertation which provides relevant background literature and a rationale for the research conducted, |
| C2 | Reason scientifically using a range of statistical and non-statistical methods with confidence to understand the nature of psychological evidence. | | |
| C3 | Conduct independent psychological research, through practical activities, under appropriate supervision. | | |

| | | | |
|---|---|---|---|
| C4 | Be aware of ethical principles, behaviours and as they apply to research and practice. | Programme learning outcomes specific to the development of psychology specific skills are primarily demonstrated through coverage of methodological and analytical techniques enabling students to practice the application of research skills throughout the programme.<br><br>In the early stages, students work on practical assignments completed periodically throughout the academic year involving experimental and non-experimental methods; design; project planning; data collection; data management; and the interpretation and presentation of findings in a range of different professional formats. This culminates with the completion of an original and independently conducted research project at Level 6.<br><br>Further opportunities to develop subject specific practical skills are also provided by optional work-based and placement learning opportunities at Levels 5 and 6. | Students complete a range of assessments which are aimed at developing practical skills in study design, ethical processes and data analysis. These are reported using different formats such as poster and oral presentations as well as individual and group research reports which increase in complexity throughout the course.<br><br>Self-tests (with immediate feedback) are also used as part of research-based tuition, as well as other professional formats (e.g., client feedback on psychological tests).<br><br>Final-year project work is assessed by completion of an empirical dissertation which provides relevant background literature and a rationale for the research conducted, and which explains the conduct and findings of the study and its scientific contribution. Students may also opt for a Level 6 pathway in which a panel questions them about their study as part of the assessment for the final-year project. |

| D. Transferrable (Graduate and Employability) skills, able to: | | | |
|---|---|---|---|
| **LO number** | **Learning outcome** | **Learning and Teaching methods** | **Assessment methods** |
| D1 | Gather, retrieve and synthesise information effectively. | Core modules throughout the course equip students with training in the selection and evaluation of appropriate sources.<br><br>Research focussed modules support the development of IT and communication skills for study design, data interpretation, presentation and reporting skills. Practical work also provides opportunities for students to work together to develop teamwork skills and produce shared outputs.<br><br>Practical work becomes increasingly self-directed as students' progress through the programme, leading to the independently conducted research project at Level 6.<br><br>The tutorial programme at Levels 4, 5, and 6 also supports the development of students, providing opportunities for | The programme provides both practical-based and coursework-based assessments of problem solving, numeracy and research skills. Through the completion of group work there is also provision for assessment of the ability to work collaboratively, manage projects, communicate effectively in different formats, demonstrate IT skills and team working. Where group summative assessments are used, peer evaluations are integrated into assessment marking and feedback.<br><br>Portfolio assessments are also used which in some cases incorporate reflexive learning components associated with personal experience, academic and/or career development. |
| D2 | Communicate clearly through a range of media, visually, orally, written in a manner appropriate to their audience. | | |
| D3 | Demonstrate an ability to use IT effectively, including word-processing, spreadsheets, data analysis software, electronic bibliographic databases and other online resources relevant to psychology. | | |
| D4 | Demonstrate effective team-working skills, being sensitive to environmental and interpersonal aspects. | | |

| | | | |
|---|---|---|---|
| D5 | Take charge of own learning, reflecting and evaluating personal strengths and weaknesses for future learning. | Core modules throughout the course equip students with training in the selection and evaluation of appropriate sources.<br><br>Research focussed modules support the development of IT and communication skills for study design, data interpretation, presentation and reporting skills. Practical work also provides opportunities for students to work together to develop teamwork skills and produce shared outputs.<br><br>Practical work becomes increasingly self-directed as students' progress through the programme, leading to the independently conducted research project at Level 6.<br><br>The tutorial programme at Levels 4, 5, and 6 also supports the development of students, providing opportunities for discussion, feedback and reflection on learning. Other opportunities for reflective learning are provided through seminars and work-based or placement learning opportunities throughout the course, and the completion of directed activities on which students receive feedback. | |

## Academic Regulations

The current University of Portsmouth Academic Regulations: Examination & Assessment Regulations will apply to this course.

## Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the MyPort student portal.

## Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our Policy for Listening to and Responding to the Student Voice where you can also find further information.

## Reference Points

The course and outcomes have been developed taking account of:

- University of Portsmouth Connected Curriculum
- University of Portsmouth Vision
- Office for Students Conditions of Registration
- University of Portsmouth Code of Practice for Work-based and Placement Learning
- Quality Assurance Agency UK Quality Code for Higher Education
- Quality Assurance Agency Qualification Characteristic Statements
- Quality Assurance Agency Subject Benchmark Statement for **Psychology**
- Quality Assurance Agency Framework for Higher Education Qualifications
- Requirements of Professional and/or Statutory Regulatory Bodies: **British Psychological Society (BPS)**
- British Psychological Society (BPS) Standards for the Accreditation of Undergraduate Programmes in Psychology (2024)
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff
- National Occupational Standards

## Changes to your course/modules

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student

registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

## Copyright

The contents of this Course Specification are the copyright of the University of Portsmouth and all rights are reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, such as electronic, mechanical, photocopied, recorded or otherwise, without the prior consent of the University of Portsmouth.

| **Document Details** | |
|---|---|
| **CSD Template date** | July 2025 |
| **Author** | Dr Zarah Vernham |
| **Date of production and version number** | July 2018 |
| **Date of update and version number** | November 2025, V2 |
| **Minimum student registration numbers** | 20 |