

Programme Specification Sport & Exercise Psychology

1	Awarding institution/body University of Worcester
2	Teaching institution University of Worcester
3	Programme accredited by British Psychological Society; Graduate Basis for Chartered membership (GBC)
4	Final award BSc (Hons)
5	Programme title Sport and Exercise Psychology
6	Pathways available Single
7	Mode and/or site of delivery Taught programme at University of Worcester
8	Mode of attendance Full Time/ Part Time
9	UCAS Code C813
10	Subject Benchmark statement and/or professional body statement QAA Psychology Benchmark Statement, 2007 and British Psychological Society Qualifying Examination Syllabus, 2008.
11	Date of Programme Specification preparation/revision <i>March 2009/</i> (updated Dec 2010)

12 Educational aims of the programme

The Educational Aims of the programme are based on the principles of the QAA Psychology Benchmark Statement, 2007. These are to:

1. Facilitate the exploration of the complex interaction between mind, brain, behaviour and experience
2. Develop knowledge and present multiple perspectives in a manner that encourages their critical evaluation;
3. Develop a critical understanding of how theory and research findings can be applied to real life experience and behaviour, and future vocational and career goals;
4. Develop an understanding of how theory is created and constrained by empirical evidence, and the interdependence of this knowledge;
5. Facilitate the acquisition of knowledge and skills in a range of quantitative and qualitative research methods, skills and techniques, leading to the ability to conduct research independently;
6. Provide appropriate learning experiences to ensure the development of a range of transferable skills;
7. Implement the University of Worcester Learning, Teaching and Assessment Strategy by providing an academically rewarding, personally fulfilling student experience in order to meet the diverse needs of students, employers and society

13 Intended learning outcomes and learning, teaching and assessment methods

The Intended Learning Outcomes of the Programme are based on the following

frameworks: QAA Psychology Benchmark Statement, 2007; The Framework for Higher Education Qualifications (FHEQ) [FHEQ](#) ; The University of Worcester Strategic Plan 2007-2012, the new Undergraduate Regulatory Framework (2007) [Framework 2007](#) the Curriculum Design Policy (2007) [Curriculum Design Policy](#), the Learning, Teaching and Assessment Strategy 2006/7-2008/9 [Strategy document](#) (previous strategy 2002-2005 [Learning and teaching Strategy](#) along with a range of other University-wide strategies and policies relating to Equal Opportunities [University of Worcester - Equal Opportunities](#)), and the development of an e-learning strategy [E-Learning](#)

The Programme uses a set of 11 Intended Learning Outcomes shaped by the above frameworks.

On successful completion of the course, students should be able to:

1. Understand the historical and scientific origins and limitations of psychology as a discipline;
2. Use scientific and evidence-based reasoning to critically evaluate psychological arguments and develop their own perspective on psychological debates by the systematic analysis of multiple perspectives, their interrelationships, and their ethical and contextual underpinnings;
3. Show knowledge and critical understanding of how core areas within the discipline have conceptualised factors that influence psychological behaviours, experience and functioning;
4. Identify and evaluate, meaningfully, significant patterns, variability and diversity in the full range of psychological behaviour, experience and functioning;
5. Problem solve by developing and evaluating research questions;
6. Demonstrate substantial and competent research skills through the appropriate and critical use of research paradigms, and a range of qualitative and quantitative research methods and measurement techniques; including: statistical reasoning; comprehension and use of numerical and other data, including presenting and analysing complex data sets by a variety of methods;
7. Show knowledge of some of the cutting edge research in specialised and/or applied areas of psychology, specifically Sport and Exercise Psychology;
8. Initiate, design, conduct with appropriate supervision, and report an ethical empirical research project on a topic within Sport and Exercise Psychology, and recognise its methodological and ethical limits;
9. Use effective and fluent written, oral and visual communication to convey ideas and research findings;
10. Learn independently through self-reflection, the evaluation of strengths and weaknesses, self-directed study, and self and task management to meet set objectives;
11. Demonstrate team working skills through awareness and sensitivity to the contextual

and interpersonal features of group work.

The 11 Intended Learning Outcomes map onto the QAA Benchmark Statement, 2007, typical standards for these.

The learning, teaching and assessment methods of the Course provide students with a wide range of learning and teaching experiences. For example, lectures, seminars, practical classes, computer workshops, CD ROM and Internet, tutorials, visiting speakers, and directed study. In addition, there is considerable support available for students. A Student Handbook is available and is updated annually. There are further subject guides most of which are also available on Blackboard (the virtual learning environment). A one week induction programme is provided for all new entrants and, in addition, a summer school is available for mature, direct entry and late entry clearing students. Furthermore, library induction and information skills packages are available throughout the course, although the focus is at Level 4 where it is included in some mandatory modules. Study skills are provided by the subject team and additional support can be provided and learning support services (Information and Library Services or ILS, IT, and Media and Print).

All students have a personal tutor who guides completion of the Personal Development Profile (PDP) and offers support when requested by the student. In addition, all students are contacted by their personal tutor each semester offering dedicated tutorial support. There are also opportunities to take an IT module as part of the programme and arrangements can also be made to study abroad.

Sport and Exercise Psychology uses the Undergraduate generic grade descriptors adapted to the subject and, where necessary, made specific to the assessments they are used to evaluate. The 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 are designed to relate to.

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 Sport and Exercise Psychology and provide evidence of the students' progress and achievement throughout the course and prepare 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, presentations, assessment of their interpersonal communication skills, portfolios, research reports, and examinations. The opportunity for students to demonstrate independence in a sustained piece of work is provided in the completion of the Independent Study, which must have a Sport and Exercise Psychology emphasis.

Formative assessment is an important feature of the programme. 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, and these are also used to enhance how student's progress within a module. Psychology uses a mixture of self-directed, e-learning, and in-class formative assessment activities. Overall, the programme has been designed to ensure that across each semester students get regular formative assessment opportunities that are both diagnostic – to help students self-assess their progress; and, aligned to the summative assessment – to ensure students learning experiences are enhanced as they work towards achieving the learning outcomes of a module measured in the formal summative assessments.

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

See Annex Award Maps

16 QAA Academic Infrastructure

Section 13 of this Programme Specification describes the range of external and internal frameworks that shape the Aims and Intended Learning Outcomes of the programme. The curriculum of the Programme follows the content set out by the BPS QE Syllabus, 2008; The Framework for Higher Education Qualifications (FHEQ) and the BPS Code of Practice. This means that the Programme has a syllabus covering the core topic areas specified within the QE Syllabus (i.e. cognitive psychology, psychobiology, social psychology, developmental psychology, individual differences, historical and conceptual issues, research design and methods in psychology). 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 .

17 Support for students

The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee.

The [Disability and Dyslexia Service](#) within Student Services provides specialist support on a one to one basis.

The learning, teaching and assessment methods of the Course provides students with a wide range of learning and teaching experiences. For example, lectures, seminars, practical classes, computer workshops, CD ROM and Internet, tutorials, visiting speakers, and directed study.

In addition, there is considerable support available for students. A Student Handbook is available and is updated annually. There are further subject guides most of which are also available on Blackboard (the virtual learning environment). A one week induction programme is provided for all new entrants and, in addition, a summer school is available for mature, direct entry and late entry clearing students. Furthermore, library induction and information skills packages are available throughout the course, although the focus is at Level 4 where it is included in some mandatory modules.

Study skills are provided by the subject team and additional support can be provided and learning support services (Information and Library Services or ILS, IT, and Media and Print). All students have a personal tutor who guides completion of the Personal Development Profile (PDP) and offers support when requested by the student. In addition, all students are contacted by their personal tutor each semester offering dedicated tutorial support. There are also opportunities to take an IT module as part of the programme and arrangements can also be made to study abroad.

[Study Skills Advice Sheets](#) have been developed in order to help students to plan and carry out their coursework and assessments, making the most of the time available and helping them to achieve their potential.

The normal support offered to Undergraduate students, including attendance at the standard Induction Programme and the other support strategies outlined below it is intended to provide a supporting infrastructure appropriate for students. This will include measures to promote a distinctive course culture for students on this programme.

For example:

- A dedicated induction and ice breaking session
- Encouragement of exchange of personal information to promote self help groups and mutual study support
- Support meetings / seminars and to discuss a range of pastoral, career and study skills issues
- A dedicated Blackboard discussion facility

Induction

The Induction week for the Sport and Exercise Psychology (SEP) degree students will introduce the students to both the School of Psychology and the Institute of Sport and Exercise Science, as students will be an integral part of both departments. The welcome meetings that are held for both departments will include all SEP students and the students will also will be addressed as a separate group (on the Thursday) as a means of developing a sense of identity unique to this cohort.

In common with other UW courses all students have a personal tutor who guides completion of the PDP and offers support when requested by the student. In addition, all students are contacted by their personal tutor each semester offering dedicated tutorial support.

The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee. The Disability Service within Student Services provides specialist academic and other support on a one to one basis, makes recommendations for reasonable adjustments to teaching and assessment based on individual need and works with disabled students to allow them to manage their own learning development

18 Admissions Policy, Criteria & Procedures

[Admissions Policy for the course](#)

The University of Worcester 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.

Entry requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

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 accreditation 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).

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.

Induction

The Induction week for the Psychology degree students will introduce the students to the Psychological Sciences. There is also a Psychology Quiz and opportunity to learn about the Virtual Learning Environment (VLE) tools that are used here at University of Worcester, including Blackboard and PebblePad. Induction week is also an important week for educating the students on other resources such as Student Service, Library resources, use of computer facilities as well as the little things like how to register with a doctor / dentist and where all the shops are!

The Course Leader will be on hand all week to make sure the students first week at University of Worcester is fun, informative and sets them up nicely for the start of an exciting time in Higher Education.

Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

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

There are a number of methods used by the course team in order to monitor, evaluate and improve the quality and standards of teaching and learning:

- Annual review of the quality of the Subject;
- External Examiners reports;
- Mid and end of module evaluations by students;
- Subject staff/student committee considers student and staff feedback on modules;
- Peer observation of teaching;

- A teacher accredited course (PG Certificate Learning and Teaching in Higher Education, accredited by HEA, and SEDA for new staff);
- Regular staff meetings have a standing item on sharing good practices, including teaching and learning;
- Institute of Health and Society, Learning and Teaching Group;
- Institute of Sport & Exercise Science, Learning Advisory Group

Psychological Sciences achieved re-accreditation for all pathways by the British Psychological Society in 2005 for a period of 5 years; and, had its resources re-approved by the BPS in 2008 as appropriate for a GBC accredited course. The BSc Sport and Exercise Psychology is accredited with eligibility for GBC with the British Psychological Society.

In November 2005, the institution was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education.

20 Regulation of assessment (UMS)

Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are 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.
- Some modules have attendance requirements (delete if this does not apply).
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see URF.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.

- Reassessment items that are passed are graded 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).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

Award	Requirement
CertHE	Passed 120 credits at Level 4 or higher
DipHE	Passed a minimum of 240 credits with at least 105 credits at Level 5 or higher
Degree (non-honours)	Passed a minimum of 300 credits with at least 105 credits at Level 5 or higher and a minimum of 60 credits at Level 6
Degree with honours	Passed a minimum of 360 credits with at least 105 credits at Level 5 or higher and a minimum of 120 credits at Level 6

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 best 3 module (45 credits) grades attained at Level 5 and the best 8 module (120 credits) at Level 6 or
- classification determined on the best 8 module (120 credits) grades attained at Level 6 only

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

The BPS currently requires that, for students to achieve eligibility for GBC, their degree classification must be at least 2ii honours degree and that the Independent Study Component has been passed. Departmental Examination Boards review and confirm results for modules, and the Scheme Examination Board considers candidates' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

The University requires Departments and/or course teams to have a formally stated policy for internal and external verification and moderation of marking which meets the requirements of the [University Assessment Policy](#). In addition to using the University of Worcester Assessment Policy for the internal and external verification and moderation of marking, the course uses a robust procedure for the moderation and marking of student work (see

Psychology Student Handbook). This system is especially important because of the diversity of assessments used

21 Indicators of quality and standards

Psychology achieved re-accreditation for all pathways by the British Psychological Society in 2005 for a period of 5 years; and, had its resources re-approved by the BPS in 2008 as appropriate for a GBC accredited course. The BSc Sport and Exercise Psychology is accredited with eligibility for GBC with the British Psychological Society.

External Examiners in the past three years have consistently judged the course as meeting the academic standards of an accredited Psychology undergraduate degree course, and commended the learning opportunities and confirmed that the quality enhancement of the provision meets required standards. In particular, External Examiners have commended Psychology for providing a course that not only meets both internal and external criteria for a BPS GBC accredited provision, but that students on the course have a high quality learning experience that supports their achievement in a friendly context with supportive and accessible staff. These views have been confirmed by the National Student Survey which, in 2005/6 and 2006/7 saw Psychology at the University of Worcester rated as joint 1st amongst 12 Psychology Departments surveyed from West Midlands Universities in terms of the overall student experience and satisfaction.

In November 2005, the institution was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education.

22 Career Opportunities & Links with Employers

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 sports and exercise-related discipline, in particular fields whereby communication skills are central, such as within the health and social care professions; those who are currently working within a sports and exercise setting, who

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. Clinical, Forensic, Educational, Occupational or Health 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 Health Psychology Society). In terms of employability, these students will have 'added value' for any organization seeking graduates with interpersonal and communication skills because of their basic grounding in sports and exercise 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 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 the following areas:

- Sport and Exercise Psychology (after postgraduate professional training)
- Those electing to take a course which confers GBC can apply for postgraduate psychology training required to become a professional (Chartered) psychologist (e.g. Sports, counselling, clinical, educational, occupational)
- Health-related disciplines (e.g. Assistant Psychologist; mental health worker)
- Research
- Other postgraduate study (e.g. PGCE);
- Police force at graduate level
- General graduate careers

Both Psychology and Sport and Exercise Psychology at the University of Worcester has a strong emphasis on employability through the course, For example, the 'Group Dynamics in Sport' module at Level 5 gives students the opportunity to apply their psychological knowledge to the development of relationship formation and interpersonal communication skills, which are beneficial competences in several areas of employment, particularly in sports related settings.

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 the module study guides and course student handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

AWARD MAP FOR A SINGLE HONOURS AWARD

Year: 2009/10

Last Updated: July 2010

LEVEL 4							
Module Code	Module Title	Credits	Status (Mandatory (M) or Optional(O))				Pre-requisites
			Single	Major	Joint	Minor	
PSYC1401	Introduction to Psychology 1	15	M	NA	NA	NA	NONE
PSYC1402	Introduction to Psychology 2	15	M	NA	NA	NA	NONE
PSYC1403	Research Methods 1	15	M	NA	NA	NA	NONE
PSYC1404	Research Methods 2	15	M	NA	NA	NA	NONE
SPRT1003	Foundations of Sport (Physiology)	15	M	NA	NA	NA	NONE
SPRT1001	Foundations of Sport (Practical Kinesiology)	15	M	NA	NA	NA	NONE
SPRT1002	Psychological Foundations of Sport & Exercise	15	M	NA	NA	NA	NONE
SPRT1004	The Making of Modern Sport	15	O	NA	NA	NA	NONE
SPRT1005	Introduction to Motor Learning and Skill Acquisition	15	O	NA	NA	NA	NONE
SPRT1008	Partnerships and Sports Coaching	15	O	NA	NA	NA	NONE
SPRT1014	Personal Growth & Teambuilding Through Outdoor Adventurous Activity	15	O	NA	NA	NA	NONE

Single Honours Requirements at Level 4

Single Honours students must take the four (4) Mandatory Psychology modules (PSYC 1401, PSYC 1402, PSYC 1403, and PSYC 1404), the three (3) Mandatory Sports Modules (SPRT 1003, SPRT 1001, SPRT 1011 **plus** one (1) Optional Sport modules from those listed above.

Subject specific rules:

Students are reminded that to achieve eligibility for GBC with the BPS they must take the Sport and Exercise Psychology Single Honours course.

LEVEL 5							
Module Code	Module Title	Credits	Status (Mandatory (M) or Optional(O))				Pre-requisites
			Single	Major (GBC)*	Joint	Minor	
PSYC2501	Cognitive Psychology	15	M	NA	NA	NA	PSYC1401 or 1402 AND 1403 or 1404
PSYC2502	Biopsychology	15	M	NA	NA	NA	PSYC1401 or 1402 AND 1403 or 1404
PSYC2503	Research Methods 3	15	M	NA	NA	NA	PSYC1404
PSYC2504	Developmental Psychology	15	M	NA	NA	NA	PSYC1401 or 1402 AND 1403 or 1404
PSYC2505	Social Psychology	15	M	NA	NA	NA	PSYC1401 or 1402 AND 1403 or 1404
PSYC2506	Individual differences	15	M	NA	NA	NA	PSYC1401 or 1402 AND 1403 or 1404
SPRT2004	Psychology of Sport and Exercise	15	M	NA	NA	NA	
SPRT2018	Invasion Sports	15	O	NA	NA	NA	NONE
SPRT2019	Non-Invasion Sports	15	O	NA	NA	NA	NONE
SPRT2020	Motor Skill Progression	15	O	NA	NA	NA	NONE
SPRT2022	Sports Nutrition	15	O	NA	NA	NA	NONE

Sport and Exercise Psychology Single Honours Requirements at Level 5

Students must take the six (6) Mandatory Psychology modules (PSYC 2501, PSYC 2502, PSYC 2503, PSYC 2504, PSYC 2505 and PSYC 2506), one (1) Mandatory Sport and Exercise Psychology module (SPRT 2004), **plus** one (1) Optional Sport module from those listed above (including those modules listed that are shared with another subject).

Subject specific rules

Students are reminded that to achieve eligibility for GBC with the BPS they must take the BSc Sport and Exercise Psychology Single Honours course.

LEVEL 6							
Module Code	Module Title	Credits	Status (Mandatory (M) or Optional(O))				Pre-requisites
			Single	Major	Joint	Minor	
PSYC3001 or PSYC3002	Independent Study (on a sport psychology topic)	30	M	NA	NA	NA	PSYC1404 AND 2503
PSYC3616	Current issues and counselling approaches in Sport & Exercise Psychology	15	M	NA	NA	NA	
SPRT3009	Group Dynamics in Sport	15	M	NA	NA	NA	
SPRT3013	Consultancy in Applied Sport and Exercise Psychology	15	M	NA	NA	NA	
PSYC3603	Applied Child Development	15	O	NA	NA	NA	Any L5 PSYC Module
PSYC3604	Business Psychology	15	O	NA	NA	NA	Any L5 PSYC Module
PSYC3605	Clinical Psychology	15	O	NA	NA	NA	Any L5 PSYC Module
PSYC3606	Coaching Psychology	15	O	NA	NA	NA	Any L5 PSYC Module
PSYC3607	Counselling Psychology	15	O	NA	NA	NA	Any L5 PSYC Module
PSYC3608	Educational Psychology	15	O	NA	NA	NA	Any L5 PSYC Module
PSYC3609	Forensic Psychology	15	O	NA	NA	NA	Any L5 PSYC Module
PSYC3610	Health Psychology	15	O	NA	NA	NA	Any L5 PSYC Module
PSYC3611	Key Figures in Psychology	15	O	NA	NA	NA	Any L5 PSYC Module
PSYC3612	Minds, machines and consciousness	15	O	NA	NA	NA	Any L5 PSYC Module
PSYC3613	Positive Psychology	15	O	NA	NA	NA	Any L5 PSYC Module
PSYC3614	Psychology of Emotion	15	O	NA	NA	NA	Any L5 PSYC Module
PSYC3615	Sociocultural Perspectives	15	O	NA	NA	NA	Any L5 PSYC Module
PSYC3620	Social and Critical Psychology	15	O	NA	NA	NA	Any L5 PSYC Module
SPRT3023	Learning and Performance of Sport Skill	15	O	NA	NA	NA	
SPRT3026	Developing Child in Sport	15	O	NA	NA	NA	

Sport and Exercise Psychology Single Honours Requirements at Level 6

Single Honours students must take the double mandatory Independent Study module (PSYC 3001/02) over one or two semesters, one (1) Mandatory Psychology Module (PSYC3616), two (2) Mandatory Sports Modules (SPRT3009, SPRT3013), **plus** three (3) Optional modules from those listed above, one of which must be SPRT3023 **or** SPRT3026.

Subject specific rules:

Students are reminded that to achieve eligibility for GBC with the BPS they must take the Sport and Exercise Psychology Single Honours course

Full details of the Undergraduate Modular Scheme Undergraduate Regulatory Framework for entry from 2009 can be found at:

<http://www2.worc.ac.uk/registry/pdf/UndergraduateRegulatoryFramework2007entry.pdf>