



Module Descriptor

Title	The Psychology of Sport		
Session	2024/25	Status	
Code	SPOR09058	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	Drew Wallace		
Summary of Module			
<p>This module advances the knowledge of psychology and human behaviour covered in previous modules. The students will explore and apply psychological theories and research within the context of sport. Through the introduction and evaluation of key psychological approaches and topics, the module aims to facilitate a contemporary understanding of human behaviour in sport. The module will equip students with critical insight into how psychological factors can influence athletic experience and performance which can be applied towards the optimisation of training and competition environments.</p>			
Universal			
<ul style="list-style-type: none">• Analytical• Emotionally intelligent• Collaborative• Ethically-minded			
Work Ready:			
<ul style="list-style-type: none">• Problem-solver• Effective Communicator• Digitally literate			
Successful:			
<ul style="list-style-type: none">• Innovative• Resilient• Transformational			

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>		
Campuses for Module Delivery	<input checked="" type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)			
Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
L1	Describe and interpret psychological variables and approaches to understanding experiences of sport.
L2	Analyse key psychological variables which influence an individual's experience of sport.
L3	Critically apply psychological research and theories to explain an individual's responses in sport contexts.
L4	
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF 9 SCQF Level 9.</p> <p>Demonstrating a critical understanding of psychological variables which are thought to influence an individual's experience of sport and understand the interaction between psychological variables.</p> <p>Critically evaluating contemporary psychological research and theories to explain an individual's responses in sport contexts.</p>
Practice: Applied Knowledge and Understanding	SCQF 9

¹ Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

² The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

³ Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

⁴ Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	<p>Applying psychological theories and principles to real world sport contexts.</p> <p>Using a range of data collection skills and techniques to evaluate the influence of psychological variables upon individuals within sport contexts</p>
Generic Cognitive skills	<p>SCQF 9</p> <p>Critically identifying, analysing and evaluate psychological variables which impact upon individuals within sport contexts.</p> <p>Drawing on a range of sources to make judgements regarding the influential psychological factors within real world sport contexts.</p>
Communication, ICT and Numeracy Skills	<p>SCQF 9</p> <p>Presenting or conveying, formally and informally, information about contemporary psychological research and theories.</p> <p>Using a range of IT applications to support and enhance work.</p> <p>Interpreting, using and evaluating numerical and graphical data to achieve goals.</p>
Autonomy, Accountability and Working with Others	<p>SCQF 9</p> <p>Exercising autonomy and initiative in learning activities and assessment preparation during the module.</p> <p>Working in ways which take account of own and others' roles and responsibilities when working as a team.</p>

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
<p>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</p>	
<p>Learning Activities</p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours</p> <p>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Laboratory / Practical Demonstration / Workshop	6
Tutorial / Synchronous Support Activity	18

Asynchronous Class Activity	12
Independent Study	164
Please select	
Please select	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Gill, D.L., Williams, L., & Reifsteck, E.J. (2017). Psychological Dynamics of Sport and Exercise. Champaign, IL: Human Kinetics.

Taylor, J. (2018). Assessment in Applied Sport Psychology. Champaign, IL: Human Kinetics.

Schinke, R.J., McGannon, K.R., and Smith, B. (2016) Routledge International Handbook of Sport Psychology. London, UK: Routledge.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Attending classes/practical sessions and completing the required tasks and assessments.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical learning or assessment, alternative formats and/or roles will be provided for students with physical disabilities which impact participation.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Sport Exercise Health
----------------------------	-----------------------

Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	HLS
Moderator	Laura Carey
External Examiner	A Tocknell
Accreditation Details	N/A
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1.02

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Creative Output
Assessment 2
Case Study
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Creative Output	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	0

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Case Study	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	0

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Combined total for all components	100%	hours
--	------	-------

Change Control

What	When	Who