

**Programme Specification for Undergraduate Programme Leading to:
BSc (Hons) Psychology (Sport, Health and Exercise)
BSc (Hons) Psychology (Sport, Health and Exercise) with Placement**

Applicable for all undergraduate students starting at FHEQ Level 4 in 2020/21

<u>Version No.</u>	<u>Date</u>	<u>Notes – QA USE ONLY</u>	<u>QA</u>
1	Jul-20	Programme specification for 2020/21 created, with major modifications. SP1704 and SP1804 replaced by SP1610; SP1601 replaced by SP1600; SP2702 and SP2802 replaced by SP2603; SP2602 replaced by SP2606; SP3704 and SP3804 and replaced by SP3604; and SP2720, SP2821 and SP3607 added. PY3604 removed and PY3621 added; PY1600 replaced with PY1608. The 'with Professional Practice' title changed to 'with placement'.	RJC

Undergraduate programme	
1. Awarding institution	Brunel University London
2. Teaching institution(s)	Brunel University London
3. Home college/department/division	College of Health and Life Sciences/Dept. Of Life Sciences/Psychology Division
4. Contributing college/department/division/ associated institution	Psychology and Sport, Health and Exercise Sciences Divisions (both Dept. of Life Sciences, College of Health and Life Sciences)
5. Programme accredited by	The British Psychological Society
6. Final award(s) and FHEQ Level of Award	BSc (Hons) Psychology (Sport, Health and Exercise) BSc (Hons) Psychology (Sport, Health and Exercise) with Placement FHEQ Level 6
7. Programme title	BSc Psychology (Sport, Health and Exercise) BSc Psychology (Sport, Health and Exercise) with Placement
8. Programme type (Single honours/joint)	Joint honours
9. Normal length of programme (in months) for each mode of study	Full-time: 36 months. Thin/thick sandwich (placement): 48 months.
10. Maximum period of registration for each mode of study	Normal or standard duration plus 3 years
11. Variation(s) to September start	None for standard levels For LBIC entry see: "LBIC Life Sciences Foundation"
12. Modes of study	Full-time, Thin sandwich, Thick sandwich.

13. Modes of delivery	Standard
14. Intermediate awards and titles and FHEQ Level of Award	<p>Certificate of Higher Education in Psychology (Sport, Health and Exercise) (FHEQ Level 4)</p> <p>Diploma of Higher Education in Psychology (Sport, Health and Exercise) (FHEQ Level 5)</p> <p>Diploma of Higher Education in Psychology (Sport, Health and Exercise) with Placement (FHEQ Level 5)</p> <p>BSc (Ord) Psychology (Sport, Health and Exercise) (FHEQ Level 6)</p> <p>BSc (Ord) Psychology (Sport, Health and Exercise) with Placement (FHEQ Level 6)</p>
15. UCAS Code	<p>C802</p> <p>C803 with Placement</p>
16. HECoS Code	100499 (sport and exercise psychology)
17. Route Code	C800UPYSHE
18. Relevant subject benchmark statements and other external and internal reference points used to inform programme design.	<p>UK Quality Code for Higher Education</p> <p>QAA Subject Benchmark Statement (Psychology, 2007/2010; current draft under consultation [2016] also referred to)</p> <p>QAA Subject Benchmark Statement (Hospitality, Leisure, Sport and Tourism, 2008; current draft under consultation [2016] also referred to)</p> <p>Brunel 2030</p> <p>Brunel Placement Learning Policy, as published under the 'Placements' section of the 'Managing Higher Education Provision with Others' page.</p> <p>British Psychological Society: Standards for the accreditation of undergraduate, conversion and integrated Masters Programmes in psychology</p> <p>British Psychological Society: Accreditation Through Partnership Handbook: Guidance for undergraduate and conversion psychology programmes.</p>
19. Admission Requirements	<p>Details of entry requirements are provided on the University's and College website.</p> <p>Levels of English for non-native speakers are outlined on Brunel International's language requirements pages.</p>
20. Other relevant information (e.g. study abroad, additional information on placements)	<p>The BSc Psychology (Sport, Health and Exercise) with Placement offers 4-year thin- and thick-sandwich modes of study, designed to link academic learning with practical experience and knowledge gained in two separate periods of work placement, with the aim to enhance employability of our graduates. The first thin sandwich work placement takes place during the Year 1 summer term and Year 2 autumn term. The second work placement takes place during Year 3 spring and</p>

	<p>summer terms. The thick sandwich placement option takes place in Year 3.</p> <p>For students on the thick sandwich programme, there is a comprehensive study guide that details the aims and requirements of the work placement (SP2555). In preparation for their placement year, Level 5 students will be required to attend a series of workshops, as part of a zero-credit study block (SP2554) in order to progress onto modular block SP2555.</p> <p>The University has a specialist Professional Development Centre, staffed on a full-time basis year-round, in order to help students find suitable placements. Within the Professional Development Centre is a team of Placement Officers who work with organisations to establish work placement opportunities and provide a service to students to help them secure a placement that is relevant to their programme of study. Those who wish to source their own placement are also encouraged to do so, subject to approval by the Professional Development Centre and the Academic Placement Convenor. While on placement, each student is assigned an Academic Placement Tutor, a member of academic staff who ensures that the placement is proceeding well and offers pastoral support, advice and guidance regarding the placement learning and assessment processes.</p> <p>Careers:</p> <p>An honours degree at 2.2 level or higher, from an accredited programme, confers the Graduate Basis for Chartered membership (GBC) of the British Psychological Society. GBC is a prerequisite for entry onto postgraduate training for psychology professions such as Sport & Exercise Psychology and Health Psychology. Academic research (PhD), counselling psychology, and teaching also feature amongst postgraduate training destinations for psychology graduates.</p>
<p>21. Programme regulations not specified in Senate Regulation 2. Any departure from regulations specified in Senate Regulation 2 must be stated here and approved by Senate.</p>	
<p>22. Further information about the programme is available from the College website.</p>	<p>http://www.brunel.ac.uk/courses/undergraduate/psychology-bsc</p> <p>http://www.brunel.ac.uk/courses/undergraduate/sport-health-and-exercise-sciences-bsc</p>

23. EDUCATIONAL AIMS OF THE PROGRAMME

Broadly, the aims of this programme are:

1. To provide a course of the highest educational quality training that covers the core knowledge domains identified in the [QAA Benchmark Statement for Psychology](#) (2010), thereby conferring the British Psychological Society's Graduate Basis for Chartered Membership (GBC) to its graduates.
2. To provide students with a broad, balanced knowledge of the application of fundamental psychological principles in sport, exercise and physical-activity-for-health contexts.
3. To develop transferable skills related to decision-making, problem-solving, communication, interpersonal relations, project management and self-management.
4. To bring students to a position on graduation wherein they are sufficiently talented and versatile, to be able not only to choose from a range of career options, but also to contribute in a meaningful way to their chosen field. This includes bringing them to a position whereby they may undertake postgraduate study, be it taught or research-based, both in the UK and overseas.

At Year 1:

1. To provide students with foundational knowledge and understanding of learning theories; social psychology; the brain and cognition; clinical psychology physical activity, health and wellbeing; the application of psychological principles to contemporary issues affecting society; and psychological concepts in relation to sport, exercise and physical activity contexts.
2. To equip students with fundamental understanding of the scientific method, common research paradigms, qualitative and quantitative research design, scientific writing and basic statistical concepts and tests.

At Year 2:

1. To expand students' knowledge and critical understanding of core concepts studied at Year 1, including cognitive, developmental and biological psychology; and the psychology of sport, exercise and physical activity for health.
2. To promote critical awareness of the ways in which multidisciplinary approaches are used to address health, physical activity and wellbeing issues in children, older adults, women and men.
3. To engender a sophisticated understanding in students, of academic staff members' experimental and applied research and how it may inform applied sport and exercise psychology practices.
4. To further students' knowledge and skills in qualitative and quantitative research methods and statistical analysis, including the provision of opportunities for collection, analysis and reporting of original data.

At Year 3:

1. To develop students' in-depth and critical understanding of advanced topics in psychology, including those in social psychology and individual differences, by drawing on the leading-edge research of staff.
2. To promote a highly nuanced appreciation of the psychosocial and environmental issues surrounding the promotion of sport for health and wellbeing.
3. To provide students with the opportunity to critically engage with applied sport and exercise psychology practice, drawing on staff members' research and practical experiences in order to do so.
4. Through a major empirical project, to equip students with the ability to apply theoretical and methodological knowledge to practical problems so as to advance disciplinary understanding of their selected research topic.

For students on the 4-year sandwich programme:

To develop students' skills, understanding and experience relevant to work and professional practice in an area directly related to their area of study.

24. PROGRAMME AND INTERMEDIATE LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding (K) cognitive (thinking) skills (C) and other skills and attributes (S) in the following areas:

Level	Category (K = knowledge and understanding, C = cognitive (thinking) skills, S = other skills and attributes)	Learning Outcome	Associated Assessment Blocks Code(s)	Associated Study Blocks Code(s)	Associated Modular Blocks Code(s)
Year 1 and FHEQ Level 4					
	K	Demonstrate basic knowledge of key concepts, findings, theoretical approaches and ethical considerations within psychology, generally	PY1800	PY1700	PY1607 PY1606 SP1600 SP1610
	K	Exhibit basic understanding of the scientific method, common research methods and basic to intermediate level statistical tests used within psychology	PY1800	PY1700 PY1701	SP1600
	K	Display an awareness of the antecedents and consequences of exercise and physical activity for health	SP1804	SP1704	SP1600 SP1610
	C	Apply multiple perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications			PY1607 PY1606
	C	Search, cite and synthesise academic literature			PY1607 PY1606 PY1608 SP1600
	C	Assess the merits and weaknesses of psychological theories, methods and evidence			PY1607 PY1606 SP1600 SP1610
	C	Organise and present reasoned arguments backed up by evidence.	SP1804	SP1704	PY1607 PY1606 PY1608
	C	Critically evaluate the link between theory and practice	SP1804	SP1704	PY1607 PY1606 PY1608 SP1610
	S	Use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments	PY1800	PY1700 PY1701	
	S	Practise effective working skills such as time management, self-discipline and goal-setting	PY1800 SP1804	PY1700 PY1701 PY1554 SP1704	PY1607 PY1606 PY1608 SP1600
	S	Communicate effectively in word-processed documents that conform to required formats and standards	PY1800 SP1804	PY1700 PY1701 SP1704	PY1606 PY1608

	S	Retrieve and organise information effectively, from physical and online sources	PY1800 SP1804	PY1700 PY1701 SP1704	PY1607 PY1606 PY1608 SP1600 SP1610
Year 2 and FHEQ Level 5					
	K	Demonstrate critical and broad knowledge of concepts, findings and theoretical approaches in core psychological topics	PY2801 SP2821	PY2704 PY2701 SP2720	PY2602
	K	Understand qualitative and quantitative research methods, and statistical analyses for simple and complex experimental designs	PY2800	PY2700 PY2705	PY2606
	K	Understand how research in psychology can inform practice in an employment context (Psychology [Sport, Health and Exercise] with Placement)			PY2556 PY2557 SP2555
	C	Search, cite and critically evaluate academic literature	PY2800 SP2821	PY2700 PY2705 SP2720	PY2602 SP2603 SP2606
	C	Generate and explore hypotheses and research questions	PY2800 SP2821	PY2700 PY2705 SP2720	PY2606 SP2603 SP2606
	C	Critically assess the merits and weaknesses of psychological theories, methods and evidence	PY2801 SP2821	PY2704 PY2701 SP2720	PY2602 SP2606
	C	Organise and present reasoned, critical arguments backed up by evidence	PY2801 SP2821	PY2704 PY2701 SP2720	PY2602 SP2603 SP2606
	C	Critically analyse issues encountered in an employment context from an academic perspective (Psychology [Sport, Health and Exercise] with Placement)			PY2556 PY2557 SP2555
	C	Evaluate methodologies and analyses employed in peer-reviewed research	PY2801 SP2821	PY2704 PY2701 SP2720	PY2602 SP2603 SP2606
	C	Assess multiple factors that may determine health-related behaviours			SP2603 SP2606
	S	Conduct empirical research, analyse quantitative and qualitative data and write up empirical reports using appropriate methodologies	PY2800	PY2700 PY2705	PY2606
	S	Work effectively as part of a team	PY2800	PY2700	SP2603 SP2606
	S	Deliver an effective oral presentation	PY2800 SP2821	PY2700 SP2720	
	S	Adapt to different employment environments and organisational expectations (Psychology [Sport, Health and Exercise] with Placement)			PY2556 PY2557 SP2555
	S	Show evidence of an ability to monitor sporting/physical			SP2603 SP2606

		activity and prescribe interventions accordingly			
Year 3 and FHEQ Level 6					
	K	In-depth and critical understanding of concepts, findings and theories in advanced topics in psychology	PY3802	PY3702 PY3703	PY3617 PY3618 PY3601 PY3607 PY3610 PY3612 PY3613 PY3614 PY3615 PY3616 PY3619 PY3621 SP3600 SP3604 SP3606 SP3607
	K	Understand, choose and use a research method appropriate to investigate an identified topic			SP3600
	K	Understand the importance of ethical considerations in designing and conducting research			SP3600
	C	Independently search, gather, cite and summarise psychological literature	PY3802	PY3702 PY3703	PY3617 PY3618 PY3601 PY3607 PY3610 PY3612 PY3613 PY3614 PY3615 PY3616 PY3619 PY3621 SP3600 SP3604 SP3606 SP3607
	C	Systematically assess the merits and weaknesses of psychological theories, methods and evidence	PY3802	PY3702 PY3703	PY3617 PY3618 PY3601 PY3607 PY3610 PY3612 PY3613 PY3614 PY3615 PY3616 PY3619 PY3621 SP3600 SP3604 SP3606 SP3607
	C	Organise and present reasoned, critical and comprehensive arguments backed up by evidence.	PY3802	PY3702 PY3703	PY3617 PY3618 PY3601 PY3607 PY3610 PY3612 PY3613

					PY3614 PY3615 PY3616 PY3619 PY3621 SP3604 SP3606 SP3607
	C	Critically evaluate methodologies and analyses employed	PY3802	PY3702 PY3703	PY3617 PY3618 PY3601 PY3607 PY3610 PY3612 PY3613 PY3614 PY3615 PY3616 PY3619 PY3621 SP3604 SP3606 SP3607
	C	Be sensitive to contextual and interpersonal factors in research and applied practice			SP3606 SP3607
	S	Effectively plan, design, execute and write up an extensive piece of original research			SP3600
	S	Obtain appropriate ethics committee approval for an independent research project			SP3600
	S	Demonstrate effective personal planning and project management skills such as time-management, self-reliance, self-discipline and goal-setting	PY3802	PY3702 PY3703	PY3617 PY3618 PY3601 PY3607 PY3610 PY3612 PY3613 PY3614 PY3615 PY3616 PY3619 PY3621 SP3600 SP3606 SP3607
	S	Show evidence of the skills required to monitor and evaluate sport or exercise performance in laboratories and/or field settings			SP3600 SP3606 SP3607
	S	Assess a client's current behaviour then prescribe interventions accordingly			SP3606 SP3607

Learning/teaching strategies and methods to enable learning outcomes to be achieved, including formative assessments

Students of this programme are taught through a combination of lectures, seminars, practical sessions, laboratory workshops, guided reading, independent research, group tutorials and individual supervision.

Knowledge and theoretical understanding is taught through interactive lectures and supporting material made available via the University's virtual learning environment (e.g., supplementary reading, podcasts,

videos). These collectively provide a platform for students to further develop their understanding through guided reading and independent research.

Students' ability to communicate effectively, both orally and in writing, are developed through a range of formative experiences, including the production of essays, laboratory reports and case study reports; working in groups to produce poster and oral presentations; attendance at, and subsequent review of, a Year 1 student conference devoted to research in Health, Physical Activity and Wellbeing; and throughout the development of their major project. Further to this, effective writing skills are developed at Year 1 via lectures and a formative assessment, through group tutorial support and more generally via feedback throughout the programme.

Skills in research methods (including ethical considerations) are taught through a combination of lectures, guided group work and individual supervision of the Individual Project study block, in which students design and execute their final year project. Statistics knowledge and skills are taught through a combination of lectures, workshops and guided practice of data analysis.

Students will have the opportunity to develop practical skills relevant for sport and exercise psychology practices in modules and by learning directly from observing and engaging with applied practice, drawing on previously learnt theory in the process.

For students on the Psychology (Sport, Health and Exercise) with Placement programme, learning is facilitated by preparatory and review sessions and is achieved through placement experience.

Summative assessment strategies and methods to enable learning outcomes to be demonstrated

There is a clear progression of assessment strategies from Year 1 to Year 3. At Year 1 there is a focus on the development of students' core knowledge and understanding; at Year 2 there is increased synthesis, analysis and evaluation of data, evidence and ideas (including those of collaborators); then, at Year 3, students have greater autonomy and they are expected to critically appraise extant theory and apply that theory to real-world scenarios.

The progression described above is manifested in the nature of the assessments used. At Year 1 there is a preponderance of examinations (50%) and coursework (45%) that almost exclusively assess knowledge and understanding; at Year 2, the proportion of examinations is similar, but the assessments include data analysis, critical review and group project submissions; then at Year 3, compulsory assessments comprise the Individual Project and multiple applied case studies.

25. Programme Structure, progression and award requirements

Programme structures and features: levels, assessment blocks, credit and progression and award requirements

- **Compulsory block:** one which all students registered for the award are required to take as part of their programme of study. These will be listed in the left hand column;
- **Optional block:** one which students choose from an 'option range'. These will be listed in the right hand column;
- A **core assessment** is an assessment identified within an assessment block or modular block (either compulsory or optional) which must be passed (at grade D- or better) in order to be eligible to progress and to be eligible for the final award. All core assessments must be specified on the programme specification next to the appropriate assessment or modular block:

Where students are expected to pass the block at D- or better, but not necessarily all elements, then the block itself is core.

e.g. AB3000 Project (40)
Core: Block

Where only some elements of assessments are required to be passed at D- or better, these will be identified by listing each element that is core

e.g. ABXXX1 Title (XX credits)
Core: 1 & 4

Where students are expected to pass all assessments in a block then this will be identified. By setting the assessment this way, students are also required to pass the block by default. This will be identified thus:

e.g. ABXXXX Title (XX credits)
Core: All, Block

- A **non-core assessment** does not have to be passed at grade D- or better, but must be better than a grade F, in order to progress and to be eligible for the final award.

Foundation Level

A Foundation Level structure is specified in document "Validated Programme Element Specification for LBIC Life Sciences Foundation. This document also specifies the admission and progression requirements.

Year 1 FHEQ Level 4

Compulsory assessment block codes, titles and credit	Optional assessment block codes, titles and credits
PY1800_CB Portfolio for Research Methods and Statistics (40) Core; Element 2 & Block	
Compulsory study block codes, titles and credit volume	Optional Study block codes, titles and credit volume
PY1700 Research Methods (20) PY1701 Statistics (20) PY1554 First Work Placement Preparation (0)	
Compulsory modular block codes, titles and credits	Optional modular block codes, titles and credits
PY1607 Foundations of Psychology III: Brain and Cognition (20) PY1606 Foundations of Psychology I: Learning and Social Psychology (20) PY1608 Employability in Psychology (20) SP1600 Introduction to the Psychology of Sport and Exercise (20) SP1610 Physical Activity, Health and Wellbeing (Zero)	

FHEQ Level 4 Progression and Award Requirements

As per [Senate Regulation 2](#)

Year 2 FHEQ Level 5

<p>Compulsory assessment block codes, titles and credits</p> <p>PY2801 Portfolio for Cognitive Neuroscience (30) PY2800 Portfolio for Advanced Research Methods and Statistics (30) Core: All, Block</p> <p>SP2821 Final Year Project Proposal (10)</p>	<p>Optional assessment block codes, titles and credits</p>
<p>Compulsory study block codes, titles and credit volume</p> <p>PY2704 Biological Psychology (20) PY2701 Cognitive Psychology (10) PY2700 Quantitative Research Methods (20) PY2705 Advanced Data Analysis (10)</p> <p>SP2720 Developing Research Methods and Data Analysis Skills (10)</p>	<p>Optional Study block codes, titles and credit volume</p>
<p>Compulsory modular block codes, titles and credits</p> <p>PY2606 Qualitative Research Methods (10) Core: All, Block PY2602 Developmental Psychology (10) SP2603 Physical Activity, Health and Wellbeing in the Lifecourse (10) SP2606 The Psychology of Sport, Exercise and Physical Activity: Theory and Application (20)</p>	<p>Optional modular block codes, titles and credits</p>
<p>FHEQ Level 5 Progression and Award Requirements</p> <p>As per Senate Regulation 2</p>	

<p>FHEQ Level 5 – Sandwich Placement</p>	
<p>Compulsory assessment block codes, titles and credits</p>	<p>Optional assessment block codes, titles and credits</p>
<p>Compulsory study block codes, titles and credit volume</p> <p>THICK Sandwich only: SP2554 Work Placement Workshops (Zero)</p>	<p>Optional study block codes, titles and credit volume</p>
<p>Compulsory modular block codes, titles and credits</p> <p>Thin Sandwich Placement only: PY2556 Work Placement (Psychology - thin 1) (60) Core: Block PY2557 Work Placement (Psychology - thin 2) (60) Core: Block</p> <p>Thick Sandwich Placement only: SP2555_CB Work Placement) (120) Core: Block</p>	<p>Optional modular block codes, titles and credits</p>

FHEQ Level 5 Placement Progression and Award Requirements

As per [Senate Regulation 2](#)

For Psychology (Sport, Health and Exercise) with Placement, PY2556 and PY2557 will jointly contribute 25% of the FHEQ 5 profile and 8.3% of the overall GPA calculation for the degree.

Year 3 FHEQ Level 6

Compulsory assessment block codes, titles and credits	Optional assessment block codes, titles and credits
PY3802 Portfolio for Advanced Issues in Social Psychology and Advanced Issues in Individual Differences (20)	
Compulsory study block codes, titles and credit volume	Optional study block codes, titles and credit volume
PY3702 Advanced Issues in Social Psychology (10) PY3703 Advanced Issues in Individual Differences (10)	
Compulsory modular block codes, titles and credits	Optional modular block codes, titles and credits
SP3600_CB Individual Project (40) Core: Block SP3604 Issues in Physical Activity, Health and Wellbeing (10) SP3606 Applied Sport & Exercise Psychology (20) SP3607 The Psychology of Physical Activity for Health (10)	Students choose 20 credits from: PY3617 Evolutionary Psychology (20) PY3618 Drugs, Hormones and the Brain (20) PY3601 Practical Investigations of Mind and Brain (20) PY3607 Cross-Cultural Psychology (20) PY3610 Animal Behaviour (20) PY3612 Personality and Close Relationships (20) PY3613 Psychology of Reading and its Impairments (20) PY3614 Disorders of Perception and Movement Control (20) PY3615 Human Sexual Diversity (20) PY3616 Psychoanalytic Psychology (20) PY3619 Psychology of Religion (20) PY3621 Forensic Psychology (20)

FHEQ Level 6 Progression and Award Requirements

As per [Senate Regulation 2](#)

Please note: this specification provides a concise summary of the main features of the programme and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods can be found in the modular block, assessment and study block outlines and other programme and block information. The accuracy of the information contained in this document is reviewed by the University from time to time and whenever a modification occurs.