Programme Specification

Programme award and title: MSc/PGD/PGC Psychology of Sport

SCQF Level: 11  SCQF Credit Value: 180

Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

- The programme aims to develop a critical understanding of contemporary theory, research and practice in sport psychology
- The programme aims to integrate and translate theory and research into practice as applied practitioners.
- The programme aims to prepare students who are intending to pursue a PhD and/or professional qualification in sport psychology.
- This programme has a broad focus and is ideally suited to applicants who are interested in working as a sport psychologist in applied sport settings, and/or wish to pursue doctoral work in sport psychology.

Intended programme learning outcomes:
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student’s personal development planning (PDP) and future employability.

Knowledge and understanding
- On successful completion of this programme, students should be able to demonstrate knowledge and understanding of:
  - key theories of motivation and individual differences and their application to sport
  - the psychological demands of sport contexts
  - a broad knowledge base of psychological skills, strategies and techniques in order to facilitate performance enhancement within individuals and teams
  - guidelines for interventions in sport settings

Subject-specific skills and other attributes
- Apply key theoretical principles to sport
- Apply a variety of assessment methods in order to develop comprehensive profiles for performance enhancement work with athletes
- Facilitate performance enhancement within individuals and teams
- Critically evaluate the psychological research evidence in sport
- Critically and reflectively analyse current trends and evidence and its implications for practice
- Identify areas of practice that could benefit from small-scale research; design, conduct and evaluate an appropriate investigation.

Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes
- Communicate effectively orally, electronically and in writing
- Manage personal learning efficiently and effectively
- Use IT effectively as a learning and communication tool
- Develop and utilise qualitative and quantitative research skills
- Work confidently both as an individual and as part of a small team
- Work independently and use available support strategically and effectively.

Learning, teaching and assessment strategies:

ARO 29b : August 06  PG
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

- Knowledge and understanding are acquired and enhanced through lectures, seminars, group work, student presentations and guided independent study. Individual staff/student tutorials are used for providing feedback and for supervision of the Project. Students would receive a School handbook describing the programme outline, module details, procedures and assessment criteria. In addition, module handbooks include details of timetable, content, assessment and an extensive bibliography. The assessment procedures involve a mixture of coursework, presentations and written examinations, and encourage students to link theory to professional practice.

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<th>Professional/statutory body accreditation or recognition:</th>
<th>Planned Accredited through the British Psychological Society</th>
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Further details:

Entry requirements: [http://www.stir.ac.uk/postgraduate/how-to-apply](http://www.stir.ac.uk/postgraduate/how-to-apply)

Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)

Relevant Subject Benchmark statement (if applicable): [http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx](http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx)


Introduction/revision date: September 2012