

## Course Specification Template

This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

We undertake continuous review of our courses to ensure quality enhancement and professional relevance, in response to student and other stakeholder feedback and to manage our resources. As a result, this course may be revised during a student's period of registration. Major changes to courses and modifications to courses are approved following consideration through the University College's Course Approval and Review processes or Course and Unit Modification policy, as appropriate; Any changes will be balanced against our obligations to students as set out in our Student Agreement and will be discussed with and communicated to students in an appropriate and timely manner.

### Basic Course Information

<b>Final award and title</b>	MSc Performance Psychology PGDip Performance Psychology PGCert Performance Psychology	<b>Course Code</b>	MSPPSF MSPPSP PDPPSF PDPPSP PCPPSF PCPPSP
<b>FHEQ level and credit of final award</b>	7		
<b>Intermediate awards titles</b>	<b>For MSc Performance Psychology:</b> PGDip Performance Psychology PGCert Performance Psychology  <b>For PGDip Performance Psychology:</b> PGCert Performance Psychology		
<b>FHEQ level and credit of intermediate award</b>	7		
<b>Awarding Institution</b>	AECC University College		
<b>Teaching Institution</b>	n/a		
<b>Professional, Statutory and Regulatory Body (PSRB) accreditation/recognition</b>	None		
<b>Duration of PSRB accreditation/recognition where applicable)</b>	n/a		
<b>Mode of study</b>	Full-time/Part-time		
<b>Distance Learning course</b>	Yes		
<b>Standard length of course</b>	One year (Full-time) Two years (part-time)		

<b>Language of delivery</b>	English
<b>Place of delivery</b>	AECC University College (Online)
<b>UCAS code (where applicable)</b>	n/a
<b>HECOS Code(s)</b>	100493 Applied Psychology 199497 Psychology
<b>Date Course initially approved</b>	July 2024
<b>Version number</b>	1.0
<b>Date this version approved</b>	12 July 2024
<b>Academic year from which this applies</b>	2024-25
<b>Author</b>	Stewart Cotterill

## Course Overview

### 1. Admissions regulations and entry requirements

The regulations for this Course are the University College's Standard Admission Regulations which may be found from the [Latest Policies webpage](#). These regulations include the general entry requirements and specific requirements regarding English language.

The detailed entry requirements for the course may be found from the relevant course page on the University College website.

#### Recognition of Prior Learning (RPL)

AECC University College has a Recognition of Prior Learning Policy which can be found from the [Latest Policies webpage](#)

*In addition to the standard text please indicate any specific limits on RPL; and whether the course is particularly designed to provide for admission through RPL and if so, what arrangements apply; provide any relevant information.*

Students for whom English is not their first language must achieve a score of 7.0 overall or equivalent (with no element below 7.0) for the International English Language Test Score (IELTS) that is no more than 2 years old on application; or Test of English as a Foreign Language (TOEFLS) with a minimum score of 100 with minimum scores of 24 in listening and reading, 23 in speaking and 27 in writing.

### 2. Additional entry requirements

Not applicable

### 3. Aims of the course

The course aims enable students to attain skills and knowledge across domains of performance psychology to ensure in-depth understanding of psychological theories and principles guiding professional practice. The aims of the course are to:

- Develop critical understanding of psychological concepts and theories underpinning the role of a practitioner in performance domains
- Extend students' theoretical knowledge and understanding of performance psychology.
- Critically apply psychological knowledge and skills in a range of performance-focused scenarios in innovative ways.

### 3. Aims of the course

- Develop a detailed understanding of ethical issues relating to both research and professional practice.
- Critically evaluate current research and advanced scholarship in the content of performance.
- Evaluate methodologies, develop critiques of them and, where appropriate, propose new hypotheses.
- Develop competence in undertaking an extensive piece of independent research that informs practice.

### 4. Course Learning Outcomes – what students will be expected to achieve

<p><b>This course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:</b></p>	<p><b>The methods used to enable outcomes to be achieved and demonstrated are as follows:</b></p>
<p><b>Subject Knowledge and Understanding</b> Having successfully completed this course students will be able to demonstrate knowledge and understanding of:</p> <p>A1 Approaches to critically evaluating the implications of contemporary issues in performance psychology.</p> <p>A2 Professional expertise in relation to professional body and client expectations.</p> <p>A3 The application of performance psychology theory to enhance performance and to increase engagement in physical activity and exercise.</p> <p>A4 The rigorous evaluation of psychological knowledge to enable critical application to performance contexts.</p> <p>A5 The research process and conducting empirical research at a higher level.</p>	<p><b>Teaching and Learning Methods</b> Seminars, workshops, groupwork. Students will engage in interactive learning opportunities and debate taught content. These methods will promote independent study skills, group/practical work will aid students' ability to work proactively with others. Additionally, by locating and accessing information, using current and emerging digital technologies, students will develop a range of communication and employability skills.</p> <p><b>Assessment Methods</b> Essays, reports, portfolios, presentations. Assessments present a mixture of the integration of research and theory into problem-based learning, practical skills, and recall in case-based scenarios, thereby encouraging students to be critical and apply fundamental theories.</p>
<p><b>Cognitive Skills</b> Having successfully completed this course students will be able to:</p> <p>B1 Systematically and creatively explore complex issues in order to make well-structured, reasoned arguments, supported by relevant evidence.</p> <p>B2 Evaluate and reflect upon their individual research or applied practice</p>	<p><b>Teaching and Learning Methods</b> Seminars, workshops, group work, online tutorials. Students are frequently notified of professional developments, are encouraged to read new publications, and are taught about cutting edge developments within the field. Specifically, applied-relevant and research-relevant skills are integrated throughout the course.</p> <p><b>Assessment Methods</b></p>

<p>in order to plan effectively for continuing professional development.</p> <p>B3 Demonstrate a critical awareness of current problems and new insights in performance psychology.</p> <p>B4 Apply new knowledge and insight to develop and enhance understanding</p>	<p>Essays, reports, portfolios, presentations, research project. Assessments require a mixture of problem-based learning, practical skills, and literature research and evaluation skills, thereby encouraging students to apply relevant knowledge to practical and theoretical situations and preparing them for further training.</p>
<p><b>Practical Skills</b></p> <p>Having successfully completed this course students will be able to:</p> <p>C1 Apply theory and evidence about performance psychology in implementing specific psychological interventions and approaches to research.</p> <p>C2 Design services and interventions that can be used in a range of performance-focused settings.</p> <p>C3 Apply reflective practice skills in evaluating their own professional and practical performance.</p> <p>C4 Use a range of techniques and research methods applicable to performance and applied psychology.</p>	<p><b>Teaching and Learning Methods</b></p> <p>Lectures, seminars, workshops, group work. Students will engage with practical and research activities throughout their course. They will be appropriately supervised and ethical independence will be promoted throughout. While such issues are considered in every module, the research-focused units are the main conduit for such learning.</p> <p><b>Assessment Methods</b></p> <p>Reports, research project. Students must integrate reflections and considerations of the BPS code of conduct and professional practice frameworks via reports, and the research project, thus being challenges to be critical, reflective and analytical.</p>
<p><b>Transferable skills</b></p> <p>Having successfully completed this course students will be able to:</p> <p>D1 Efficiently search large and complex literature sources, paying particular critical attention to the quality of the evidence provided.</p> <p>D2 Solve problems in creative and innovative ways.</p> <p>D3 Communicate ideas effectively via different media, and to different audiences.</p>	<p><b>Teaching and Learning Methods</b></p> <p>Seminars, workshops. Students' will be encouraged to complete preparatory material/work and assessed work in an appropriate time frame ensuring deadlines are met. This will require students to manage and plan their time effectively and do so for multiple modules simultaneously. This will enhance students' time management and organisation skills, which are critical employability skills.</p> <p><b>Assessment Methods</b></p> <p>Essays, reports, research project. Assessments consist of both formative and summative elements and will consist of a mixture of written, practical and oral assessment modes which require a range of IT packages and knowledge.</p>

**Intermediate exit award outcomes**

**Postgraduate Certificate**

**Subject Knowledge and Understanding**

Having successfully completed this course students will be able to demonstrate knowledge and understanding of:

- A1 Approaches to critically evaluating the implications of contemporary issues in performance psychology.
- A3 The application of performance psychology theory to enhance performance and to increase engagement in physical activity and exercise.
- A4 The rigorous evaluation of psychological knowledge to enable critical application to performance contexts.

### **Cognitive Skills**

Having successfully completed this course students will be able to:

- B1 Systematically and creatively explore complex issues in order to make well-structured, reasoned arguments, supported by relevant evidence.
- B3 Demonstrate a critical awareness of current problems and new insights in performance psychology.

### **Practical Skills**

Having successfully completed this course students will be able to:

- C1 Apply theory and evidence about performance psychology in implementing specific psychological interventions and approaches to research.
- C3 Apply reflective practice skills in evaluating their own professional and practical performance.

### **Transferable skills**

Having successfully completed this course students will be able to:

- D1 Efficiently search large and complex literature sources, paying particular attention to the quality of the evidence provided.
- D2 Solve problems in creative and innovative ways.
- D3 Communicate ideas effectively via different media, and to different audiences.

## **Postgraduate Diploma**

### **Subject Knowledge and Understanding**

Having successfully completed this course students will be able to demonstrate knowledge and understanding of:

- A1 Approaches to critically evaluating the implications of contemporary issues in performance psychology.
- A2 Professional expertise in relation to professional body and client expectations.
- A3 The application of performance psychology theory to enhance performance and to increase engagement in physical activity and exercise.
- A4 The rigorous evaluation of psychological knowledge to enable critical application to performance contexts.

### **Cognitive Skills**

Having successfully completed this course students will be able to:

- B1 Systematically and creatively explore complex issues in order to make well-structured, reasoned arguments, supported by relevant evidence.
- B2 Evaluate and reflect upon their individual research or applied practice in order to plan effectively for continuing professional development.
- B3 Demonstrate a critical awareness of current problems and new insights in performance psychology.

### **Practical Skills**

Having successfully completed this course students will be able to:

- C1 Apply theory and evidence about performance psychology in implementing specific psychological interventions and approaches to research.
- C2 Design services and interventions that can be used in a range of performance-focused settings.
- C3 Apply reflective practice skills in evaluating their own professional and practical performance.
- C4 Use a range of techniques and research methods applicable to performance and applied psychology.

### **Transferable skills**

Having successfully completed this course students will be able to:

- D1 Efficiently search large and complex literature sources, paying particular attention to the quality of the evidence provided.
- D2 Solve problems in creative and innovative ways.
- D3 Reflect on complex theory and communicate novel ideas effectively via different media, and to different audiences.

## **Course Structure**

### **5. Outline of course content**

The course is composed of 180 credits of compulsory postgraduate (level 7) units as follows:

- Dissertation (60)
- Research Methods (20)
- Performance Psychology (10)
- Mental Health (10)
- Performance Vision (10)
- Psychology of Injury, Pain and Recovery (10)
- Leadership (20)
- Advanced Performance Psychology (20)

In addition, the following optional units are available:

- Applied Practice Experience (20)
- Independent Study (20)

This course will provide students with the opportunity to extend their contemporary understanding and application of performance psychology knowledge in a dynamic and supportive environment. This course draws on the research and applied practice strengths of the applied psychology team here at AECC University College, to provide students with a course that supports their career aspirations of enhancing psychological performance in a range of different performance settings/domains.

The course will enable students to become evidence-based practitioners who are active problem-solvers, providing the best psychological solutions to the challenges they encounter. As well as delivering a very contemporary curriculum the course offers the opportunity to gain applied experience in understanding the impact of psychology in practice and the process of engaging in research projects.

The optional Applied Practice Experience unit also offers a great opportunity to apply the knowledge, skills, and expertise that students will develop on the course. For students who are keen to further develop a deep understanding in a specific area there is the option to undertake a



## 5. Outline of course content

focused independent study unit to further deepen their knowledge and understanding in a specific topic area.

## 6. Placements, work-based learning or other special features of the course

As part of the course students will have the opportunity to undertake an optional Applied Practice Experience unit. The focus of this unit is on applying psychological theory and knowledge in an applied setting, it is important to note that there is no expectation for students to act as a sport and exercise psychologist.

Applied practical experiences will be individually sourced through personal contact by the student(s) registered on the course. The appropriateness of the experience will be explored by the unit tutor and contact made with the experience provider to ensure that there is an appropriate awareness of the nature of the experience, the demands on the experience provider, and the roles and responsibilities for the Institution, the student and the experience provider.

As part of the applied practice experience unit students will be required to undertake a minimum of 24 hours of psychology-focused engagement activities, and there will also be compulsory supervision / mentoring sessions with a designated member of the unit team.

There will also be volunteering opportunities for students outside of the formal curriculum to gain experience applying performance psychology research and theory.

## 7. Course structure, levels, units, credit and award

The level of study, units and credits required for the course and for final and exit awards are set out in the **course diagram** provided at [Appendix 1](#).

The **learning outcomes mapping document** at [Appendix 2](#) shows the relationship between ILOs for units and the overarching ILOs of the course.

The **Course summary document** at [Appendix 3](#) shows the structure of each unit in terms of summative assessment and gives an indication of learning hours/student workload for each unit.

## 8. Learning hours/student workload

AECC University College courses are made up of units of study, which are given a credit value indicating the notional amount of learning undertaken. One credit equates to ten student study hours, including student contact time, tutor guided learning time, and independent study (including assessment). Ten University credits are equivalent to five European Credit Transfer System (ECTS) credits.

**Student contact time** is a broad term, referring to the amount of time students can expect to engage with University College staff in relation to teaching and learning. It includes scheduled teaching sessions (sessions on a student and/or staff timetable), specific academic guidance (i.e. not broader pastoral support/guidance) and feedback. Contact time can take a wide variety of forms depending on the subject and the mode of study. It can include engagement both face-to face (in person) through on-campus seminars, labs, studios and workshops - and online, for example through Teams seminars, online discussion forums, webinars, e-mail or live chat. Online contact time can be synchronous or asynchronous. Online contact time is always characterised by personalised tutor presence and input within a specified timeframe.

Opportunities for one-to-one interaction with members of staff, during which students can receive individual help or personalised feedback on their progress, may not always present themselves as formal scheduled sessions. 'Office hours' for example are a frequent feature where members of

## 8. Learning hours/student workload

staff are available for one-to-one sessions at set times. Interactions via email is another example of contact time.

**Independent study** incorporates student-led activities (without the guidance of a member of teaching staff), such as preparation for scheduled sessions, reflecting on feedback received and planning for future tasks, follow-up work, wider reading (including reading beyond set topics), or practice, revision, and completion of assessment tasks,

Independent study helps students learn to manage their own learning as preparation for the expectations of a professional life that emphasises continuing professional development and life-long learning.

**Tutor-guided learning** covers specific learning activities that students are asked to undertake by a tutor, such as directed reading, review of learning materials on the Virtual Learning Environment (VLE) in advance of scheduled 'flipped classroom' sessions.

In a typical week students on this course will normally have around 12 hours of learning time, that may include a range of asynchronous learning activities including interactive tasks, videos, quizzes, reading and workshops.

In addition to contact time and guided non-contact hours, students are expected to undertake around 12 hours of independent study per week. This includes time for revisions/preparation for assessments, as well as activities such as private reading and researching.

More detail about student workload is provided in unit specifications.

## 9. Staff delivering the course

Students will be taught by AECC University College academic staff and qualified professional practitioners with relevant expertise.

This will include both BPS Chartered Psychologists and HCPC registered practitioner sport and exercise psychologists.

## 10. Progression and assessment regulations

The regulations for this course are the University College's Assessment Regulations which may be found from the [Latest Policies webpage](#).

Where specific requirements apply – for example, where Professional, Statutory and Regulatory bodies have additional or alternative requirements this is specified in the relevant course-specific section of the Assessment regulations.

## 11. Employment progression routes

Graduates could use this qualification to better underpin their performance in a current job, or seek to work as a psychologist focused on performance in a range of relevant settings including: the military, dance and the performing arts, business, the emergency services, and sport.

## 12. Additional costs and special or unusual conditions which apply to this course

Additional costs are mandatory or optional costs which students will need to meet in order to fully participate in and complete their course. Students will need to budget for these costs separately as they are not included in the overall Tuition Fee they are charged.

'Special or unusual conditions' are aspects of the course which students may not be expecting and which may therefore have an impact on whether or not they wish to undertake the course.

Information about additional costs and special or unusual conditions applying to students on this course can be found in the **Important information to take into account when choosing your course** available from the [Latest Policies webpage](#)



## 12. Additional costs and special or unusual conditions which apply to this course

*If there are any specific costs which the course team consider should be drawn to the attention of students this may be added*

## 13. Methods for evaluating the quality of learning and teaching

Students have the opportunity to engage in the quality assurance and enhancement of their courses in a number of ways, which may include:

- Completing student surveys annually to give feedback on individual units and on the course as a whole
- Completing the National Student Survey in the final year of the course (delete where not applicable)
- Taking part in focus groups as arranged
- Seeking nomination as a Student Union representative OR engaging with these elected student representatives
- Serving as a student representative on Course Consideration panels for course approval/review
- Taking part in Course Consideration or professional body meetings by joining a group of students to meet with the panel
- Taking part in meetings with the external examiner(s) for the course (such meetings may take place virtually)

The ways in which the quality of the University College's courses are monitored and assured, both inside and outside the institution, are:

- Annual monitoring of units and courses.
- Periodic Course review, at least every six years.
- External examiners, who produce an annual report.
- Oversight by Academic Standards and Quality Committee (which includes student representation), reporting to Academic Board.
- Professional body accreditation and annual reports to these bodies

## 14. Inclusivity statement

AECC University College is committed to being an institution where students and staff from all backgrounds can flourish. AECC University College recognises the importance of equality of opportunity and promoting diversity, in accordance with our Equality, Diversity and Inclusion Policy. We are committed to a working and learning environment that is free from physical, verbal and non-verbal harassment and bullying of individuals on any grounds, and where everyone is treated with dignity and respect, within a positive and satisfying learning and working environment.

AECC University College seeks to ensure that all students admitted to our courses have the opportunity to fulfil their educational potential. The interests of students with protected characteristics will be taken into consideration and reasonable adjustments will be made provided that these do not compromise academic or professional standards as expressed through the learning outcomes.

## 15. External reference points

- UK Quality Code for Higher Education: The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (October 2014)
- QAA Characteristics Statement: Master's Degree (2020).
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#### 16. Internal reference points and policy frameworks

- AECC University College Strategic Plan
- AECC University College Course Design Framework
- AECC University College Feedback on Assessments policy

The course conforms fully with the University College's academic policies and procedures applicable to Taught Courses.

### Record of Modifications

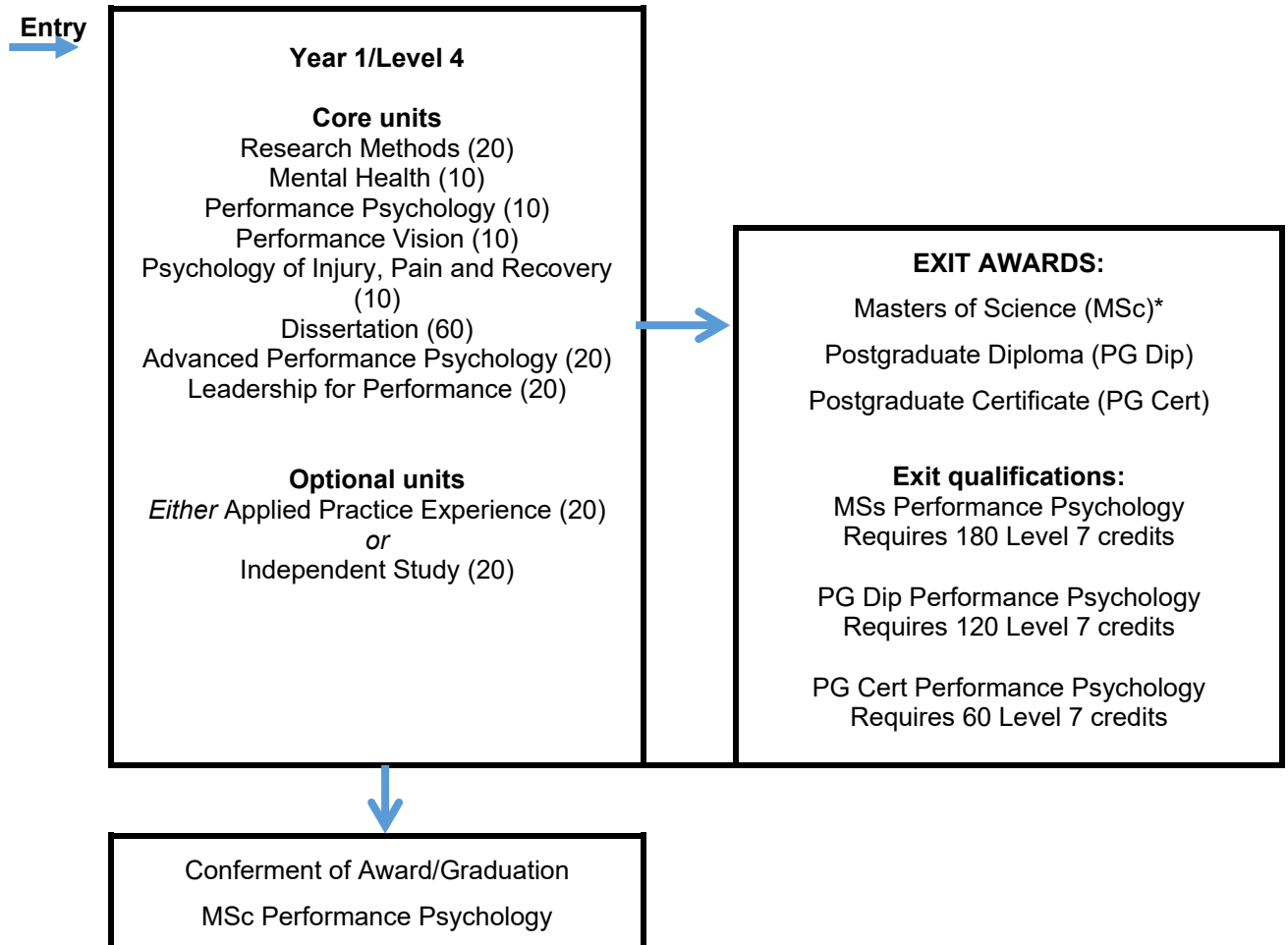
#### Course level

Description of Modification	Date approved	Intake to which modification applies

#### Unit level

Unit code and title	Nature of modification	Date of approval/ approving body	Intake to which modification applies
PPS7008 Mental Health	Editorial correction to assessment weightings	N/A- Correction	September 2024 and all future

## Appendix One - Course Diagram MSc Performance Psychology (Online)





**Appendix 2: Learning outcomes mapping document template**

This table shows where a learning outcome referenced in the course specification may be **taught (T)**, **developed (D)** and/or **assessed (A)** within a unit. The numbers A1 A2 B1 B2 etc refer back to the learning outcomes listed under Subject Knowledge and Understanding, Intellectual Skills, Practical Skills and Transferable skills in this course specification template (Course [Intended Learning Outcomes](#)).

Unit Code	Level	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3
PSY7000	7					X			X	X	X		X	X	X	X	X
PSY7001	7					X			X		X		X	X	X	X	X
PSY7002	7		X	X	X			X			X	X	X			X	X
PSY7003	7	X					X				X			X	X		X
PSY7005	7	X	X	X	X		X	X			X	X			X	X	
PSY7006	7	X	X		X		X	X			X	X			X	X	X
PSY7008	7		X					X		X	X		X			X	X
PSY7009	7			X	X			X			X	X	X			X	
PSY7010	7			X				X		X	X	X	X	X		X	X
PSY7011	7	X		X	X		X	X			X			X	X	X	X
PSY7012	7		X					X			X		X			X	X

## Appendix 3 Course summary

### Course title: MSc Performance Psychology

Unit details						Assessment Component Weightings (%)*						Prof. body requirement Applies*	Estimated learning hours		
Code	Title	Version	Credits	Core/Option	Pre/co requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		scheduled contact	directed non-contact	self-directed
PSY7000	Dissertation	1	60	C				80%	10%	10%			16	44	540
PSY7001	Research Methods	1	20	C				100%					32	64	104
PSY7002	Applied Practice Experience	1	20	O				25%		75%			8	32	160
PSY7003	Independent Study	1	20	O				100%					8	32	160
PSY7005	Performance Psychology	1	10	C				100%					16	32	52
PPS7008	Mental Health	2.0	10	C				50%		50%			16	32	52
PSY7009	Psychology of Injury, Pain and Recovery	1	10	C				100%					16	32	52
PSY7010	Performance Vision	1	10	C				100%					16	32	52
PPS7011	Leadership for Performance	1	20	C				50%		50%			32	64	104
PPS7012	Advanced Performance Psychology	1	20	C				100%					32	64	104
<b>Exit qualification:</b> MSc Performance Psychology (requires 180 credits at Level 7) PGDip Performance Psychology (requires 120 credits at Level 7) PGCert Performance Psychology (requires 60 credits at Level 7)															

\* If this box is marked 'yes,' then it is a requirement set by the relevant professional body that the pass mark must be achieved in all components of assessment to pass the unit, regardless of the overall aggregated mark.