

**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 2021/22

| Version No. | Date   | Notes – QA USE ONLY   | QA  |
|-------------|--------|---|-----|
| 1           | May-21 | Programme specification for 2021/22 created, with PY1608 replaced by PY1703 and PY1801; PY1702 and PY2706 added; PY2800 replaced by PY2803; and new optional blocks PY3622 and PY3623 added.  | RJC |
| 2           | Aug-21 | For 2021/22 delivery, PY2803 changed from 'Core: All, Block', to 'Core: 1, Block', meaning element 1 and the block overall are core, but the other assessments are not. And "Foundation in Humanities, Social Sciences, Education and Psychology" added and an alternative entry. | RJC |

| Undergraduate programme   |  |
|---|--|
| 1. Awarding institution   | Brunel University London   |
| 2. Teaching institution(s)  | Brunel University London   |
| 3. Home college/department/division                                 | College of Health, Medicine 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, Medicine 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)<br>BSc (Hons) Psychology (Sport, Health and Exercise) with Placement<br>FHEQ Level 6  |
| 7. Programme title  | BSc Psychology (Sport, Health and Exercise)<br>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.<br>Thin/thick sandwich (placement): 48 months<br>Where students commence their programme at Brunel Pathway College (BPC), the normal length stated above will vary as follows:<br>Foundation Year September commencement: + 1 year<br>Foundation Year January commencement: + 9 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 BPC entry see:<br>“Life Sciences Foundation” and<br>“Foundation in Humanities, Social Sciences, Education and Psychology”  |
| 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><a href="#">UK Quality Code for Higher Education</a></p> <p><a href="#">QAA Subject Benchmark Statement</a> (Psychology, 2007/2010; current draft under consultation [2016] also referred to)</p> <p><a href="#">QAA Subject Benchmark Statement</a> (Hospitality, Leisure, Sport and Tourism, 2008; current draft under consultation [2016] also referred to)</p> <p><a href="#">Brunel 2030</a></p> <p>Brunel Placement Learning Policy, as published under the ‘Placements’ section of the <a href="#">‘Managing Higher Education Provision with Others’</a> page.</p> <p>British Psychological Society: <a href="#">Standards for the accreditation of undergraduate, conversion and integrated Masters Programmes in psychology</a></p> <p>British Psychological Society: <a href="#">Accreditation Through Partnership Handbook: Guidance for undergraduate and conversion psychology programmes.</a></p> |
| 19. Admission Requirements  | <p>Details of <a href="#">entry requirements</a> are provided on the University’s and College website.</p> <p>Levels of English for non-native speakers are outlined on Brunel International’s <a href="#">language requirements</a> pages.</p>  |

|  |   |
|--|---|
| <p>20. Other relevant information (e.g. study abroad, additional information on placements)</p>  | <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 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 &amp; 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><a href="http://www.brunel.ac.uk/courses/undergraduate/psychology-bsc">http://www.brunel.ac.uk/courses/undergraduate/psychology-bsc</a></p> <p><a href="http://www.brunel.ac.uk/courses/undergraduate/sport-health-and-exercise-sciences-bsc">http://www.brunel.ac.uk/courses/undergraduate/sport-health-and-exercise-sciences-bsc</a></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<br>(K = knowledge and understanding,<br>C = cognitive (thinking) skills,<br>S = other skills and attributes) | Learning Outcome   | Associated Assessment Blocks Code(s) | Associated Study Blocks Code(s)                       | Associated Modular Blocks Code(s)    |
|--------------------------------|---|--|--------------------------------------|---|--------------------------------------|
| <b>Year 1 and FHEQ Level 4</b> |   |  |                                      |   |                                      |
|                                | K   | Demonstrate basic knowledge of key concepts, findings, theoretical approaches and ethical considerations within psychology, generally                      | PY1800<br>PY18XX                     | PY1700<br>PY1703                                      | PY1607<br>PY1606<br>SP1600<br>SP1610 |
|                                | K   | Exhibit basic understanding of the scientific method, common research methods and basic to intermediate level statistical tests used within psychology     | PY1800                               | PY1700<br>PY1701                                      | SP1600                               |
|                                | K   | Display an awareness of the antecedents and consequences of exercise and physical activity for health  | SP1804                               | SP1704  | SP1600<br>SP1610                     |
|                                | C   | Apply multiple perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications |                                      |   | PY1607<br>PY1606                     |
|                                | C   | Search, cite and synthesise academic literature  | PY18XX                               | PY1703<br>PY1702                                      | PY1607<br>PY1606<br>PY1608<br>SP1600 |
|                                | C   | Assess the merits and weaknesses of psychological theories, methods and evidence   | PY18XX                               | PY1703<br>PY1702                                      | PY1607<br>PY1606<br>SP1600<br>SP1610 |
|                                | C   | Organise and present reasoned arguments backed up by evidence.   | SP1804<br>PY18XX                     | SP1704 PY1703   | PY1607<br>PY1606<br>PY1608           |
|                                | C   | Critically evaluate the link between theory and practice   | SP1804                               | SP1704  | PY1607<br>PY1606<br>PY1608<br>SP1610 |
|                                | S   | Use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments                                     | PY1800                               | PY1700<br>PY1701                                      |                                      |
|                                | S   | Practise effective working skills such as time management, self-discipline and goal-setting  | PY1800<br>SP1804<br>PY18XX           | PY1700<br>PY1701<br>PY1702<br>PY1554<br>SP1704 PY1703 | PY1607<br>PY1606<br>PY1608<br>SP1600 |
|                                | S   | Communicate effectively in word-processed documents that   | PY1800<br>SP1804                     | PY1700<br>PY1701                                      | PY1606<br>PY1608                     |

|                                |   |  |                  |                                      |  |
|--------------------------------|---|--|------------------|--------------------------------------|--|
|                                |   | conform to required formats and standards  |                  | SP1704                               |  |
|                                | S | Retrieve and organise information effectively, from physical and online sources  | PY1800<br>SP1804 | PY1700<br>PY1701<br>SP1704           | PY1607<br>PY1606<br>PY1608<br>SP1600<br>SP1610 |
| <b>Year 2 and FHEQ Level 5</b> |   |  |                  |                                      |  |
|                                | K | Demonstrate critical and broad knowledge of concepts, findings and theoretical approaches in core psychological topics                               | PY2801<br>SP2821 | PY2704<br>PY2701<br>SP2720           | PY2602   |
|                                | K | Understand qualitative and quantitative research methods, and statistical analyses for simple and complex experimental designs                       | PY2803           | PY2700<br>PY2705<br>PY2706           | PY2606   |
|                                | K | Understanding the importance of ethical considerations in designing and conducting research.   | PY2800           | PY2700<br>PY2706                     | PY2606   |
|                                | K | Understand how research in psychology can inform practice in an employment context (Psychology [Sport, Health and Exercise] with Placement)          |                  |                                      | PY2556<br>PY2557<br>SP2555                     |
|                                | C | Search, cite and critically evaluate academic literature   | PY2803<br>SP2821 | PY2700<br>PY2705<br>PY2706<br>SP2720 | PY2602<br>SP2603<br>SP2606                     |
|                                | C | Generate and explore hypotheses and research questions   | PY2803<br>SP2821 | PY2700<br>PY2705<br>SP2720           | PY2606<br>SP2603<br>SP2606                     |
|                                | C | Critically assess the merits and weaknesses of psychological theories, methods and evidence  | PY2801<br>SP2821 | PY2704<br>PY2701<br>PY2706<br>SP2720 | PY2602<br>SP2606                               |
|                                | C | Organise and present reasoned, critical arguments backed up by evidence  | PY2801<br>SP2821 | PY2704<br>PY2701<br>PY2706<br>SP2720 | PY2602<br>SP2603<br>SP2606                     |
|                                | C | Critically analyse issues encountered in an employment context from an academic perspective (Psychology [Sport, Health and Exercise] with Placement) | PY2803           | PY2706                               | PY2556<br>PY2557<br>SP2555                     |
|                                | C | Evaluate methodologies and analyses employed in peer-reviewed research   | PY2801<br>SP2821 | PY2704<br>PY2701<br>SP2720           | PY2602<br>SP2603<br>SP2606                     |
|                                | C | Assess multiple factors that may determine health-related behaviours   |                  |                                      | SP2603<br>SP2606                               |
|                                | S | Conduct empirical research, analyse quantitative and qualitative data and write up empirical reports using appropriate methodologies                 | PY2803           | PY2700<br>PY2705<br>PY2706           | PY2606   |
|                                | S | Work effectively as part of a team   | PY2803           | PY2700                               | SP2603<br>SP2606                               |
|                                | S | Deliver an effective oral presentation   | PY2803<br>SP2821 | PY2700<br>SP2720                     |  |

|                                |   |   |        |                  |  |
|--------------------------------|---|---|--------|------------------|--|
|                                | S | Adapt to different employment environments and organisational expectations (Psychology [Sport, Health and Exercise] with Placement) | PY2803 |                  | PY2556<br>PY2557<br>SP2555   |
|                                | S | Show evidence of an ability to monitor sporting/physical activity and prescribe interventions accordingly                           |        |                  | SP2603<br>SP2606   |
| <b>Year 3 and FHEQ Level 6</b> |   |   |        |                  |  |
|                                | K | In-depth and critical understanding of concepts, findings and theories in advanced topics in psychology                             | PY3802 | PY3702<br>PY3703 | PY3617<br>PY3618<br>PY3601<br>PY3607<br>PY3610<br>PY3612<br>PY3613<br>PY3614<br>PY3615<br>PY3616<br>PY3619<br>PY3621<br>PY3622<br>PY3623<br>SP3600<br>SP3604<br>SP3606<br>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<br>PY3703 | PY3617<br>PY3618<br>PY3601<br>PY3607<br>PY3610<br>PY3612<br>PY3613<br>PY3614<br>PY3615<br>PY3616<br>PY3619<br>PY3621<br>PY3622<br>PY3623<br>SP3600<br>SP3604<br>SP3606<br>SP3607 |
|                                | C | Systematically assess the merits and weaknesses of psychological theories, methods and evidence                                     | PY3802 | PY3702<br>PY3703 | PY3617<br>PY3618<br>PY3601<br>PY3607<br>PY3610<br>PY3612<br>PY3613<br>PY3614<br>PY3615<br>PY3616<br>PY3619<br>PY3621<br>PY3622<br>PY3623   |

|  |   |  |        |                  |  |
|--|---|--|--------|------------------|--|
|  |   |  |        |                  | SP3600<br>SP3604<br>SP3606<br>SP3607   |
|  | C | Organise and present reasoned, critical and comprehensive arguments backed up by evidence.   | PY3802 | PY3702<br>PY3703 | PY3617<br>PY3618<br>PY3601<br>PY3607<br>PY3610<br>PY3612<br>PY3613<br>PY3614<br>PY3615<br>PY3616<br>PY3619<br>PY3621<br>PY3622<br>PY3623<br>SP3604<br>SP3606<br>SP3607 |
|  | C | Critically evaluate methodologies and analyses employed  | PY3802 | PY3702<br>PY3703 | PY3617<br>PY3618<br>PY3601<br>PY3607<br>PY3610<br>PY3612<br>PY3613<br>PY3614<br>PY3615<br>PY3616<br>PY3619<br>PY3621<br><br>SP3604<br>SP3606<br>SP3607                 |
|  | C | Be sensitive to contextual and interpersonal factors in research and applied practice  |        |                  | SP3606<br>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<br>PY3703 | PY3617<br>PY3618<br>PY3601<br>PY3607<br>PY3610<br>PY3612<br>PY3613<br>PY3614<br>PY3615<br>PY3616<br>PY3619<br>PY3621<br>PY3622<br>PY3623<br>SP3600<br>SP3606<br>SP3607 |
|  | S | Show evidence of the skills required to monitor and evaluate sport or exercise   |        |                  | SP3600<br>SP3606<br>SP3607   |



|  |   |  |  |  |                  |
|--|---|--|--|--|------------------|
|  |   | performance in laboratories and/or field settings                            |  |  |                  |
|  | S | Assess a client's current behaviour then prescribe interventions accordingly |  |  | SP3606<br>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

Foundation Level structures are specified in the Validated Programme Element Specifications for "Life Sciences Foundation" and "Foundation in Humanities, Social Sciences, Education and Psychology". These documents also specify 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<br>PY18XX Portfolio for Academic and Employability Skills in Psychology (20)                             |  |
| Compulsory study block codes, titles and credit volume  | Optional Study block codes, titles and credit volume |
| PY1700 Research Methods (20)<br>PY1701 Statistics (20)<br>PY1702 Academic Skills for Psychology (0)<br>PY1703 Employability in Psychology (20)<br>PY1554 First Work Placement Preparation (0) |  |

|  |  |
|--|--|
| <p><b>Compulsory modular block codes, titles and credits</b></p> <p>PY1607 Foundations of Psychology III: Brain and Cognition (20)<br/>         PY1606 Foundations of Psychology I: Learning and Social Psychology (20)<br/>         SP1600 Introduction to the Psychology of Sport and Exercise (20)<br/>         SP1610 Physical Activity, Health and Wellbeing (Zero)</p> | <p><b>Optional modular block codes, titles and credits</b></p> |
| <p><b>FHEQ Level 4 Progression and Award Requirements</b></p> <p>As per <a href="#">Senate Regulation 2</a></p>  |  |

|  |  |
|--|--|
| <p><b>Year 2 FHEQ Level 5</b></p>  |  |
| <p><b>Compulsory assessment block codes, titles and credits</b></p> <p>PY2801 Portfolio for Cognitive Neuroscience (30)<br/>         PY2803 Portfolio for Advanced Research Methods, Statistics and Academic Skills (30) Core: 1, Block</p> <p>SP2821 Final Year Project Proposal (10)</p>   | <p><b>Optional assessment block codes, titles and credits</b></p>  |
| <p><b>Compulsory study block codes, titles and credit volume</b></p> <p>PY2704 Biological Psychology (20)<br/>         PY2701 Cognitive Psychology (10)<br/>         PY2700 Quantitative Research Methods (20)<br/>         PY2705 Advanced Data Analysis (10)<br/>         PY2706 Advanced Academic Skills for Psychology (0)</p> <p>SP2720 Developing Research Methods and Data Analysis Skills (10)</p> | <p><b>Optional Study block codes, titles and credit volume</b></p> |
| <p><b>Compulsory modular block codes, titles and credits</b></p> <p>PY2606 Qualitative Research Methods (10) Core: All, Block<br/>         PY2602 Developmental Psychology (10)<br/>         SP2603 Physical Activity, Health and Wellbeing in the Lifecourse (10)<br/>         SP2606 The Psychology of Sport, Exercise and Physical Activity: Theory and Application (20)</p>                            | <p><b>Optional modular block codes, titles and credits</b></p>     |
| <p><b>FHEQ Level 5 Progression and Award Requirements</b></p> <p>As per <a href="#">Senate Regulation 2</a></p>  |  |

|   |   |
|---|---|
| <p><b>FHEQ Level 5 – Sandwich Placement</b></p>                     |   |
| <p><b>Compulsory assessment block codes, titles and credits</b></p> | <p><b>Optional assessment block codes, titles and credits</b></p> |

|   |  |
|---|--|
| <p><b>Compulsory study block codes, titles and credit volume</b></p> <p>THICK Sandwich only:<br/>SP2554 Work Placement Workshops (Zero)</p>   | <p><b>Optional study block codes, titles and credit volume</b></p> |
| <p><b>Compulsory modular block codes, titles and credits</b></p> <p>Thin Sandwich Placement only:<br/>PY2556 Work Placement (Psychology - thin 1) (60)<br/>Core: Block<br/>PY2557 Work Placement (Psychology - thin 2) (60)<br/>Core: Block</p> <p>Thick Sandwich Placement only:<br/>SP2555_CB Work Placement) (120) Core: Block</p> | <p><b>Optional modular block codes, titles and credits</b></p>     |
| <p><b>FHEQ Level 5 Placement Progression and Award Requirements</b></p> <p><b>As per <a href="#">Senate Regulation 2</a></b><br/>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.</p>          |  |

|   |  |
|---|--|
| <p><b>Year 3 FHEQ Level 6</b></p>   |  |
| <p><b>Compulsory assessment block codes, titles and credits</b></p> <p>PY3802 Portfolio for Advanced Issues in Social Psychology and Advanced Issues in Individual Differences (20)</p>   | <p><b>Optional assessment block codes, titles and credits</b></p>  |
| <p><b>Compulsory study block codes, titles and credit volume</b></p> <p>PY3702 Advanced Issues in Social Psychology (10)<br/>PY3703 Advanced Issues in Individual Differences (10)</p>  | <p><b>Optional study block codes, titles and credit volume</b></p>   |
| <p><b>Compulsory modular block codes, titles and credits</b></p> <p>SP3600 Individual Project (40) Core: Block<br/>SP3604 Issues in Physical Activity, Health and Wellbeing (10)<br/>SP3606 Applied Sport &amp; Exercise Psychology (20)<br/>SP3607 The Psychology of Physical Activity for Health (10)</p> | <p><b>Optional modular block codes, titles and credits</b></p> <p>Students choose 20 credits from:</p> <p>PY3617 Evolutionary Psychology (20)<br/>PY3618 Drugs, Hormones and the Brain (20)<br/>PY3601 Practical Investigations of Mind and Brain (20)<br/>PY3607 Cross-Cultural Psychology (20)<br/>PY3610 Animal Behaviour (20)<br/>PY3612 Personality and Close Relationships (20)<br/>PY3613 Psychology of Reading and its Impairments (20)<br/>PY3614 Disorders of Perception and Movement Control (20)<br/>PY3615 Human Sexual Diversity (20)<br/>PY3616 Psychoanalytic Psychology (20)<br/>PY3619 Psychology of Religion (20)<br/>PY3621 Forensic Psychology (20)<br/>PY3622 Psychology of Social Media (20)<br/>PY3623 Mindfulness – Neuroscience and Clinical Applications (20)</p> |

## **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.