


PROGRAMME SPECIFICATION (Undergraduate)	 Newcastle University
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1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BSc (Hons)
4	Programme Title	<p>BSc with Joint Honours Psychology and Sport and Exercise Science</p> <p>BSc with Joint Honours Psychology and Sport and Exercise Science with Professional Placement</p> <p>BSc with Joint Honours Psychology and Sport and Exercise Science with Placement Year</p> <p>BSc with Joint Honours Psychology and Sport and Exercise Science with Study Abroad</p>
5	UCAS/Programme Code	C8C6 1430U 1431U 1666U
6	Programme Accreditation	British Psychological Society
7	QAA Subject Benchmark(s)	Psychology Hospitality, Leisure, Sport and Tourism
8	FHEQ Level	6
9	Last updated	February 2023

10	Programme Aims
	<p>The programme aims</p> <p>1 To provide a multi-disciplinary, scientific degree, that integrates theoretical and practical knowledge relevant to employment opportunities and provides students with the opportunity to gain the Graduate Basis for Chartered Membership from the British Psychological Society.</p> <p>2 To provide knowledge and understanding of the theoretical and empirical basis of the major areas of contemporary Psychology and the major disciplines of Sport and Exercise Science.</p> <p>3 To provide knowledge of and competence in the practical skills and research methods needed to carry out research and applied practice in both Psychology and Sport and Exercise Science.</p> <p>4 To prepare students to progress to professional training in Psychology or related programmes.</p> <p>5 To develop students' intellectual and transferrable graduate skills relevant to work in a wide variety of careers and to equip students for postgraduate study and/or research in the fields of Psychology and Sport and Exercise Science.</p> <p>6</p>

Additional for Professional Placement/Placement Year:

- 6 Provides students with the experience of seeking and securing a position with an employer.
- 7 Facilitate independent self-management and proactive interaction in a non-university setting.
- 8 Provide a period of practical work experience that will enhance employability.
- 9 10 Enable students to ethically apply their knowledge and skills in the work place, reflect upon their development and effectively evidence and articulate their learning in relevant future settings.

Additional for Study Abroad:

- 10. To cultivate intercultural competence and global citizenship through studying in a different culture and learning environment.
- 11. Study a broader range of modules than available in the standard-length degree.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for Psychology and for Hospitality, Leisure, Sport and Tourism.

Knowledge and Understanding

On completing the programme students should be able to:

- A1 Demonstrate knowledge and understanding of the key processes and theories that underpin the main areas of Psychology which will provide sufficient breadth and depth to meet the BPS requirements for Graduate Basis for Chartered Membership.
- A2 Demonstrate knowledge and understanding of the key processes and theories that underpin the main disciplines within Sport and Exercise Science.
- A3 Demonstrate knowledge and understanding of the core areas of Psychology i.e. biological psychology, cognitive psychology, developmental psychology, social psychology, personality and individual differences, sport and exercise psychology, conceptual issues and research methods.
- A4 Demonstrate knowledge and understanding of the core areas of Sport and Exercise Science i.e. exercise physiology, biomechanics, sport and exercise nutrition, bioenergetics and strength and conditioning.
- A5 Demonstrate knowledge and understanding of the multidisciplinary nature of applied Sport and Exercise Science and the moral, ethical, and environmental issues that underpin best practice.
- A6 Demonstrate knowledge and understanding of quantitative and qualitative research methods i.e. research design, the statistical analysis of data and issues concerning research ethics.

Additional for Professional Placement/Placement Year

- A7 Apply personal and professional development strategies to prioritise, plan, and manage their own skills development and learning.

A8 Research, select and apply relevant knowledge aimed at enhancing their own skills and effectiveness in specific duties at their placement.

A9 Demonstrate an understanding of a work environment, how it functions and their contribution to it.

A10 Relate the work-based learning to other areas of personal development, including academic performance.

Teaching and Learning Methods

Learning outcomes A1-A5 are developed throughout the programme via lectures, tutorials and/or seminars, small group work, and additional online resources where appropriate. Learning outcome A6 is also developed throughout the programme via practical classes, example classes, laboratory practicals, field-based practical work, and the Stage 3 research project. Independent study also forms a major part of the programme's teaching and learning methods and students are encouraged to supplement taught material with independent reading and reading lists are provided to guide this development.

Additional for Professional Placement/Placement Year

A placement taken after Stage 2 will aid in the development of Learning Outcomes A7-A10 through exposure and experience of being employed in a relevant workplace.

Assessment Strategy

Learning outcomes A1-A6 are assessed, both formatively and summatively, by means of formal unseen written examinations (essays, MCQs, and short answers), written coursework, laboratory reports, oral presentations, and practical skills evaluations. Learning outcome A6 is assessed via practical reports and the Stage 3 project. Feedback on both form and content informs and encourages students' progress and self-monitoring.

Additional for Professional Placement/Placement Year

Learning outcomes A7-A10 are assessed by means of a poster presentation, reflective log, and supervisor reports/evaluation.

Intellectual Skills

On completing the programme students should be able to:

- B1 Gather information from a variety of sources.
- B2 Understand and apply theoretical concepts relevant to both disciplines.
- B3 Critically evaluate arguments and evidence.
- B4 Formulate and test hypotheses.
- B5 Understand and consider critical issues in psychology and sport and exercise science and articulate arguments and points of view in relation to these.
- B6 Monitor, analyse and prescribe actions to enhance exercise and sport performance outcomes in the different disciplines of sport and exercise science.

Teaching and Learning Methods

Intellectual skills (B1-B6) are promoted initially through lectures where theories, concepts, evidence, and different views and critical issues are introduced. Following this, intellectual skills are developed and promoted through tutorials, seminars, small group work, coursework essays, practical classes and statistics examples classes, and project work. Students will be encouraged to reflect on their skills development by the use of NU Reflect and a reflective log completed for the placement modules and/or the psychological literacy and professional skills module.

Assessment Strategy
Intellectual skills (B1-B6) are assessed by essays, unseen written examinations, laboratory reports, reflective log, oral presentations, data interpretation and empirical design work in Stages 1 and 2, and the Stage 3 research project.
Practical Skills
On completing the programme students should be able to:
C1 Understand and implement empirical design principles and identify appropriate research method for the design of empirical studies.
C2 Plan, design, and execute practical activities using appropriate techniques and procedures.
C3 Conduct statistical analyses and interpret data and findings.
C4 Demonstrate numerical and graphical data presentation skills.
C5 Use results to inform their understanding of psychology and sport and exercise science.
C6 Undertake laboratory or field-based work with regard to safety, ethical issues and risk assessment.
Teaching and Learning Methods
These skills (C1-C6) are taught and developed throughout the programme. Laboratory training begins in Stage 1 with a focus on the acquisition and application of basic practical skills. In Stage 2 further applied skills are developed as well as more advanced data analyses, interpretation, and report writing. Practicals are used to develop research skills and to prepare students for their Stage 3 research project.
Assessment Strategy
Assessment is by way of examination and coursework (C3), demonstration of practical skills, laboratory and practical reports and project report (C1-C6).
Transferable/Key Skills
On completing the programme students should be able to:
D1 Communicate effectively both in writing and orally.
D2 Use library and other information sources effectively.
D3 Work both independently and interact effectively within a group.
D4 Take responsibility for their own learning, intellectual, practical, and transferrable skills development.
D5 Effectively manage their time and work to deadlines.
D6 Use problem-solving skills.
D7 Use computing and IT resources.
Additional for Professional Placement/Placement Year
D8 Reflect on and manage own learning and development within the workplace.

D9	Use existing and new knowledge to enhance personal performance in a workplace environment, evaluate the impact and communicate this process.
D10	Use graduate skills in a professional manner in a workplace environment, evaluate the impact and communicate the personal development that has taken place.

Teaching and Learning Methods

Communication skills (D1) are acquired and developed through tutorials, seminars, small group work, oral presentations, essays, and practical and project report writing. The use of library and information searching skills (D2) are developed through coursework, practical and project work. Teamwork, working independently and taking responsibility for their own learning (D3, D4) are skills that are acquired in the context of practicals, group presentations and project work. Students are encouraged to use problem solving skills (D6) in practicals and in the development and analysis of case studies. Time management skills (D5) are encouraged throughout the programme by the requirement to meet regular coursework and other deadlines. Computing and IT skills (D7) are introduced in Stage 1 Induction week, developed and reinforced in many elements in each stage of the programme. The aforementioned skills will be developed further for those taking placements (D8-D10).

Assessment Strategy

Skills D1-D7 are assessed through essays, oral presentations, laboratory practicals, practical skills evaluations, practical and project report, as well as in unseen written examinations, and tutorial and seminar discussions. Skills D8-D10 are assessed by a poster presentation, a written reflective log, and supervisor (employer) evaluation.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

This is a three-year (BSc with Joint Honours Psychology and Sport and Exercise Science) or four-year (BSc with Joint Honours Psychology and Sport and Exercise Science with Professional Placement or BSc with Joint Honours Psychology and Sport and Exercise Science with Placement Year) full-time programme based on 30 weeks attendance per annum and accredited by the British Psychological Society, provided 60 credits of Psychology modules are taken in each year of study (excluding any of the optional Placement years)

Modules to the value of 120 credits are taken each year or stage, and 10 credits are equivalent to 100 hours of study time (contact time plus private study time). Modules can vary in size, although the majority are worth either 10 or 20 credits. The third year of the four-year programme is comprised of a single 120 credit module involving either a psychology professional placement or careers service placement.

Stage 1 comprises 120 credits compulsory modules. Stage 2 comprises 120 credits compulsory modules. Stage 3 comprises 100 credits of compulsory modules and 20 credits optional modules.

Key features of the programme (including what makes the programme distinctive)

This programme is delivered by the Medical Sciences Faculty within Newcastle University and draws upon the wide range of expertise relating to aspects such as the relationships between psychology, sports medicine and exercise in relation to health and disease. Students are exposed throughout the programme to researchers active in related fields and to practitioners working in a range of roles relating to psychology, sport and exercise. There is a strong emphasis on employability of graduates and helping students develop the 'real life' skills they will need when they graduate.

Stage 1 provides an introduction to a broad range of basic topics in psychology, and key discipline areas of sport and exercise science, including sport and exercise psychology. Students will begin to learn and develop a range of key skills including practical laboratory skills, time management, memory techniques, organising knowledge, note-taking, study

skills, reading styles, creative use of IT and communication skills. A range of assessment strategies are used in Stage 1 to familiarise students with different types of assessment and to appropriately assess key skills and foundation knowledge.

Stage 2 builds upon the knowledge and skills obtained in Stage 1. The focus of Stage 2 is to further develop academic and professional skills in both psychology and sport and exercise science. There is a particular focus on the application of psychology and sport and exercise science to human performance and exercise behaviours, as well as encouraging students to think critically about major issues, debates and practical issues within both fields. Dedicated Research Methods and Statistics modules are also included in Stage 2, which provide a detailed and comprehensive approach to research methodology in conjunction with practical work.

Following successful completion of Stage 2, students can apply to undertake a 32-week Professional Placement, a career service placement or a study abroad year. The Placement provides students with experience of applying psychological knowledge, for example within the NHS, within research laboratories, or within schools. Students will therefore graduate having gained experience of working in a relevant profession. Students opting for a careers placement gain similar experience and skills but via a placement in an area outside those considered professional psychology careers. For those completing a study abroad year, they gain experience of adapting to live and study in a different country whilst continuing to develop their knowledge understanding and skills.

Stage 3 further develops knowledge and skills learnt in Stage 1 and 2 and through a multidisciplinary approach to psychology and sport and exercise science and modules offer the opportunity to discover some of the latest work that is being carried out in the field. There are five compulsory modules, including the Empirical Project (30 credits) and the Psychological Literacy & Professional Skills module (10 credits) and then a range of optional 10 or 20 credit modules, which are chosen from Psychology.

Programme regulations (link to on-line version)

[RC8C6, 1430U, 1431U, 1666U_vFinal.pdf](#)

13 Support for Student Learning

[qsh_progspec_generic_info.docx](#)

14 Methods for evaluating and improving the quality and standards of teaching and learning

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15 Regulation of assessment

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In addition, information relating to the programme is provided in:

The University Prospectus: <http://www.ncl.ac.uk/undergraduate/degrees/#subject>

Degree Programme and University Regulations: <http://www.ncl.ac.uk/regulations/docs/>

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided.