

<b>Unit title</b>	Sport Psychology
<b>Unit level</b>	Three
<b>Unit credit value</b>	3
<b>Unit code</b>	WNI842
<b>Unit type</b>	Academic Subject Content
<b>Unit review date</b>	31/12/2028
<b>Graded/Ungraded</b>	Graded

**This unit has 3 learning outcomes:**

LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand how personality and motivation can affect sport performance.	1.1 Define personality including personality traits and the types of motivation. 1.2 Investigate personality and how it affects sports performance. 1.3 Investigate motivation and how it affects sports performance.
2. Know the relationship between stress, anxiety, arousal and sports performance.	2.1 Describe stress and anxiety, their causes, symptoms and effect on sports performance. 2.2 Describe three theories of arousal and the effect on sports performance.
3. Understand the role of group dynamics in team sports.	3.1 Explain the process of how a group forms. 3.2 Describe how group cohesion and leadership contribute to the development of a successful sports team.

## Assessment (Graded)

1. Meets assessment criteria	At least a Pass
2. Further grading	
▪ Meets assessment criteria but not merit grading standards	Pass
▪ Meets assessment criteria and merit but not distinction grading standards	Merit
▪ Meets assessment criteria and distinction grading standards	Distinction

## Indicative content

The following content is to be included in the delivery of the unit.

Learning outcomes	Indicative content
1. Personality	<p><b>Types:</b> type A and type B</p> <p><b>Effects on sports performance:</b> athletes versus non athletes, individual versus team sports, elite versus non-elite athletes, type A versus type B)</p> <p><b>Theories:</b> trait theory, Marten’s Schematic View and Interactional Approach, social learning theory, psychodynamic theory</p>
1. Motivation	<p><b>Types of motivation</b> (intrinsic and extrinsic motivational factors).</p> <p><b>Factors:</b></p> <ul style="list-style-type: none"> <li>• The effect of the environment on motivation, eg facilities, equipment.</li> <li>• The influence of coach, teacher or instructor on motivation</li> <li>• Mastery climate</li> <li>• Competitive climate</li> <li>• Influence of personality on motivation</li> </ul> <p><b>Theories:</b> Need Achievement Theory, Achievement Goal Theory: Self-determination Theory, Weiner’s attribution theory</p>

2 Stress	<p><b>Stress:</b> definition inc the four-stage stress process  <b>Types:</b> (eustress and distress)  <b>causes</b> (internal, external, personal, occupational, sports environments); symptoms (cognitive, somatic and behavioural); effects on sports performance (nervous system responses, negative mental state, loss of self-confidence and concentration)</p>
2 Anxiety	<p><b>Anxiety: definition</b>  <b>Types</b> (state and trait anxiety); cause (negative effect of stress); symptoms (cognitive, somatic and behavioural).  <b>Effects on sports performance</b> (negative mental state, loss of self-confidence and decreased expectations of success, fear of failure)</p>
2 Arousal	<p><b>Arousal: definition;</b>  <b>Theories</b> eg drive theory, inverted U hypothesis, catastrophe theory, individual zones of optimal functioning.  <b>Effects on sports performance</b> (improvements and decrements in performance level, changes in attention focus, increases in anxiety levels, choking.</p>
3	<p><b>Group processes:</b> eg groups or teams; Adair’s stages of group development (forming, storming, norming and performing); Steiner’s model of group effectiveness; Ringelmann effect, social loafing.</p> <p><b>Cohesion:</b> definition eg task and social cohesion; creating an effective team climate; factors affecting cohesion eg environmental, personal, leadership and team factors; relationship between cohesion and performance</p> <p><b>Leadership:</b> qualities; behaviour; prescribed versus emergent leaders; theories of leadership eg trait approach, behavioural approach, interactional approach, multidimensional model; styles eg autocratic, democratic, consultative, group style</p> <p><b>Impact of processes, cohesion and leadership on a team and performance</b></p> <ul style="list-style-type: none"> <li>• Positive impact: improved performance, clear assigned roles, common goal, clear communication.</li> <li>• Negative impact: social loafing, misunderstanding, unclear communication, selfishness and greediness</li> </ul>

## Indicative content

The following content is to be included in the assessment of the unit.

Learning outcomes	Indicative content
1. Personality	<p>Students must define personality in relation to sport and explore the different personality types (Type A and Type B) in relation to sports performance.</p> <p>Students must investigate a wide range of personality theories including:</p> <ul style="list-style-type: none"> <li>• Trait theory</li> <li>• Marten’s Schematic View and Interactional Approach</li> <li>• Social learning theory</li> <li>• Psychodynamic theory.</li> </ul> <p>Students must explore the key concepts of each theory and use examples relating to sports performance to act as case studies, to allow description of the theories and the effects on sports performance</p>
1- Motivation	<p>Students must define the types of motivation and the factors affecting motivation in relation to sport performance.</p> <p>Students must investigate a wide range of personality theories including:</p> <ul style="list-style-type: none"> <li>• Need Achievement</li> <li>• Theory, Achievement Goal Theory</li> <li>• Self-determination theory</li> <li>• Weiner’s attribution theory</li> </ul> <p>Students must explore the key concepts of each theory and use examples relating to sports performance to act as case studies, to allow description of the theories and the effects on sports performance</p>
2. Stress	<p>Students must explore stress within sport, discussing the causes, symptoms and how it can affect the sports performer. Learners must discuss the types of stress (eustress and distress) and highlight the possible causes (internal, external, personal, occupational and sports environment).</p>
2. Anxiety	<p>Students must describe anxiety and its effects on sports performance. Learners must know the different types of anxiety (state and trait) in addition to the different causes of anxiety for a sports performer</p>

	<p>Students must explore the effects that anxiety can have on sports performance which could include:</p> <ul style="list-style-type: none"> <li>• negative mental state</li> <li>• loss of self-confidence</li> <li>• decreased expectations of success</li> <li>• fear of failure</li> </ul>
<p>2. Arousal</p>	<p>Students must investigate arousal in relation to sports performance. Learners must define arousal and describe at least three theories of arousal and their effects on the sports performance. The theories include drive theory, catastrophe theory, individual zones of optimal functioning and the inverted U hypothesis</p> <p>Students must explore the effects that arousal can have on sports performance which could include:</p> <ul style="list-style-type: none"> <li>• improvements and decrements in performance levels</li> <li>• choking</li> <li>• changes in attention focus</li> <li>• increased levels of anxiety</li> </ul>
<p>3. Group Dynamics</p>	<p>Students must explain the process of how a group is formed, they must explore the concept of group dynamics and the different factors that can affect the performance of a group/dynamics of a group.</p> <p>Students are required to explain the factors that influence group dynamics and performance in team sports. They should provide clear examples from various sports and include influences from each category.</p> <ul style="list-style-type: none"> <li>• group processes (for example Tuckman’s stages of group development, Steiner’s model of group effectiveness, Ringelmann effect, social loafing)</li> <li>• cohesion (for example task and social cohesion, creating an effective team climate)</li> <li>• leadership (for example prescribed versus emergent leaders, leadership styles).</li> </ul>

**Assessment methodology**

The following assessment methods are suggested for the assessment of this unit.

- Report
- Presentation

- Academic Poster
- Assignment