

Programme Specification Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	Master of Science (MSc)
1.5 FHEQ Level:	7
1.6 Programme Title:	Applied Sport Psychology
1.7 Mode and Duration of Study:	Full Time - 1 year Part Time - 2 years
1.8 School:	Sport, Exercise and Rehabilitation
1.9 HECoS Code:	100499
1.10 Collaborative Provision Arrangement:	n/a
1.11 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent.
1.12 Accrediting Professional Body/PSRB	British Psychological Society (BPS)
1.13 QAA Subject Benchmarking Group(s):	Hospitality, Leisure, Sport and Tourism (2019)
1.14 Other External Points of Reference:	The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) QAA UK Quality Code for Higher Education QAA Master's Degree Characteristics Statement British Association of Sport and Exercise Sciences (BASES) Sport and Exercise Psychology Accreditation Route (SEPAR) pathway British Psychological Society (BPS) Health Care Professional Council (HCPC)
1.15 Language of Study (for learning, teaching and assessment):	English
1.16 Work-Based Learning Arrangements:	Work-based learning takes place within the Applied Professional Practice module (SEPM01)
1.17 Arrangements for Distance Learning:	N/A
1.18 Original Date of Production:	September 2022
1.19 Date of Commencement:	September 2023
1.20 Review Date:	September 2029

2. Programme Outline

The MSc Applied Sport Psychology programme, which is accredited by the British Psychological Society (BPS), considers a contemporary and comprehensive approach to postgraduate learning, research, and applied practice in this specialist discipline of sport psychology. The programme aligns to both the BPS and the professional standards of the Health and Care Professions Council (HCPC). The programme is underpinned by current research, theoretical discourse and professional practice; with specific applied emphasis on developing students further to become practically and ethically competent and confident in the field of sport and exercise psychology. The programme seeks to develop students' existing knowledge and understanding from undergraduate learning as well as considering continued professional development of practical, ethical and transferable skills relevant to further progression and training. For example, becoming a qualified sport and exercise psychology through HCPC registration via the BPS stage 2 qualification or the British Association of Sport and Exercise Sciences (BASES) Sport and Exercise Psychology Accreditation Route SEPAR qualification pathway.

The programme team are passionate about the application of psychology in sport and exercise contexts to benefit a range of outcomes. Since the initial design of the programme these have evolved to consider enhancing elite athlete performance, mental health and wellbeing in sport, quality of experience, equality, diversity and inclusion in sport, and applied sport psychology effectiveness.

The MSc Applied Sport Psychology was designed to help develop people who are interested in the application of sport psychology. These people may wish to formally train to become a HCPC registered Sport and Exercise Psychologist, through the BPS or SEPAR pathways; or indeed to learn how psychology could benefit them in their employed or voluntary roles within sport and exercise contexts.

Independent of their ultimate goals, the programme team aims to support students in developing their professional and personal qualities relevant to professional practice, as well as professional skills that are imperative to applied sport psychology (e.g., ethically competence, therapeutic relationships, and identifying professional philosophy). These skills will facilitate the student in being able to understand, critically evaluate, and apply cutting edge sport psychology to benefit sport and exercise populations. Students will also further their learning and become confident in using developmentally appropriate intellectual and practical skills appropriate for applied practice, gaining some experience in applied sporting environments.

The programme team also believes that applied sport psychology research and applied practice go hand-in-hand with one another, each in turn underpinning the other.

2.1 Integrating Sustainability into the Curriculum

The concept of sustainability focuses on achieving human well-being and quality of life, pursued through the maintenance, care and equitable use of natural and cultural resources. Economic, social, environmental, cultural, and psychological sustainability are all seen as key in light of contemporary discourses of uncertainty, complexity and risk (Huckle, 2008; Sousa, 2011; Sterling, 2013). Issues of sustainability are therefore integral to study and research in psychology and specifically in a programme relating to sport and exercise. The programme team will aim to enable students to participate in discussions and actions linked to sustainability which embrace the University's thematic concepts of global citizenship, employer engagement and digital scholarship. This emphasis is influential pedagogically in terms of delivery of the programme. In this context the programme team will also reduce our impact on the environment through the use of e-learning, e-submission and e-books.

3. Distinctive Features

The MSc Applied Sport Psychology programme is distinctive in nature due to its specific applied focus on both knowledge and understanding of applied practice and applied academic research within the discipline. The contemporary programme considers the latest areas of study in the field, such as current areas of mental health in sport, wellbeing, cultural considerations, and equality, diversity, and inclusion within the populations of both the athletes and support staff. This distinction is supported by the expertise of the academic staff who are experienced in both applied practice as sport and exercise psychologists and researchers in applied sport psychology. The MSc Applied Sport Psychology programme will build upon previous and existing educational provision and provide an exceptional post graduate vocational focussed programme in a number of unique ways:

- One of the leading differential qualities aforementioned is the strong applied focus and practice and practical application of subject knowledge that will underpin the programme. This applied underpinning will be developed through contemporary areas of study and research, professional development through student delivery of supervised group-based workshops, with athletes, sport teams, and clients, and observed during applied professional placements. This will facilitate all students in the development of transferable, professional, and employability skills. The three specialist applied modules seek to develop the student's knowledge and understanding of applied practice in sport and exercise psychology throughout this MSc programme as follows:
- Development of the Sport and Exercise Psychology Practitioner develops the qualities of the individual (e.g., their professional philosophy, ethics, approaches to practice, professional standards, awareness of organisational issues), so that they can become an ethical, competent, and effective practitioner.
- Psychological and Therapeutic Skills in Sport and Exercise Psychology teaches students intellectual and practical skills for doing sport and exercise psychology.
- Applied Professional Practice provides students supervised, developmentally appropriate opportunities to consider sport and exercise psychology in real-life contexts, and to observe the role of sport and exercise psychology in real-life environments.

- The applied focus is particularly on knowledge and understanding, especially understanding what the content of textbooks, journal articles, and lecture slides might “look like”, “sound like”, or “feel like” in a real-life sport or exercise context. Therefore, placements involve observation, discussion with placement hosts, and reflection. We do encourage some application, through designing or delivering something for the placement host – Examples have included a workshop, a report, or a leaflet. These give the placement hosts something tangible and encourage the students to translate evidence into something practical for a lay audience. Students do not engage in one-to-one client work or the kind of advanced applied experience that BPS Stage 2 and BASES SEPAR involves.
- The Programme Team value and conduct contemporary research that is applied in nature, although not exclusively. Students will be offered opportunities to be involved in staff research as a work experience opportunity. This opportunity could offer students who have a particular interest in research an opportunity to further develop their research skills, to increase their understanding of the research process, and to identify research interests that they could study further through a PhD. Alumni students have had their work published in peer reviewed journals supported throughout by programme team staff. Through a research thesis, students will have the opportunity to learn from the expertise of the Programme Team and conduct research that is informed by questions relevant to applied practice or that has clear implications for people in sport contexts. This research thesis will enable students to focus on a sport and/or exercise psychology research area of their interest, developing post graduate research skills, and preparing students interested in pursuing a postgraduate research position or continuing their professional training by conducting a research PhD. The research would be expected to be at, or close to, the standard of research in peer-reviewed journals, will be written in a journal format, and students will be encouraged to prepare a manuscript for peer review.
- The MSc programme will provide opportunities to gain relevant experience throughout that will prepare students for the start of the BPS Stage 2 training as well as for BASES SEPAR pathway, if relevant to the student. Completion of the MSc programme would make students eligible to register for the start of the BPS Stage 2 training and BASES SEPAR pathway, and then on completion on to HCPC registration again, only if relevant to the students’ interests. This programme would also facilitate students to start the BASES Supervised Experience accreditation process if relevant to the student and allow access to the BASES accredited sport science laboratory facilities to support the practical and applied nature of the discipline.
- There will be opportunities for students to work with the academic staff who are qualified Sport and Exercise Psychologists with a wealth of practitioner experience; and students will be fervently encouraged to develop, progress, and disseminate their academic work and applied practical knowledge and experience through attendance and presentation of research at national and international conferences as well as publications. Alumni students on this programme were involved in these research activities during their postgraduate studies.
- Accreditation with the BPS is a key strength of the proposed MSc, with only 26 institutions in the UK currently being able to offer this—at present, no universities further to the Southwest than Bristol offer an accredited MSc programme in Sport and exercise Psychology. Plymouth Marjon university, University of Winchester, and St Mary’s University are the only three universities to offer a BPS accredited MSc in Applied Sport psychology.

4. Programme Aims

The programme aims to:

- Provide students with in-depth knowledge and understanding of the discipline of sport and exercise psychology, including a critical awareness of applied research, current issues and developments, informed by current scholarship and academic research.
- Develop students' critical thought, contemporary learning, intellectual reasoning, academic research and practical skills for application to diverse environments and clients within sport and exercise psychology.
- Enable students to develop a distinct range of core and transferable skills that are central to sport and exercise psychology practice and other areas of employment and progression within the field.
- Provide students with the knowledge, understanding, intellectual skills, and practical skills that they will need to embark on supervised training that is accredited by either the BPS Stage 2 or BASES SEPAR pathways.
- Enable graduates of this programme to fulfil the HCPC's Standards of Proficiency for practitioner psychologists that represent the key concepts and bodies of knowledge relevant to the practice of sport and exercise psychologists.
- Provide a stimulating, caring, and nurturing learning environment in which students feel secure, confident, and motivated to learn.

Specific Programme aims are to:

- Critically evaluate current knowledge, theory, and evidence base within sport and exercise psychology.
- Develop a deep and systematic critical understanding of the contemporary concepts, academic research, theories and principles of sport and exercise psychology.
- Construct a critical awareness of current issues and developments in applied practice of sport and exercise psychology.
- Allow students to design, implement and evaluate safe, effective, and relevant sport and exercise psychology assessment and interventions, ensuring close supervision and reflective practice throughout.
- Develop students' knowledge and understanding of professional practice frameworks, ethical considerations, effective communication, and professional boundaries in applied practice of sport and exercise psychology.
- Allow students to develop and apply their research skills within sport and exercise psychology, with sound consideration of relevant moral, ethical, and legal issues applicable to research of psychological enquiry.

5. Programme Learning Outcomes

The programme learning outcomes are formulated by both the level 7 framework for higher education qualifications in England (FHEQ) and the BPS Programme Standard 1.

The FHEQ states that holders of a master's degree will have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice.
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship.
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.
- conceptual understanding that enables the student: - to evaluate critically current research and advanced scholarship in the discipline - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of a master's degree will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.
- continue to advance their knowledge and understanding, and to develop new skills to a high level.

Knowledge & understanding:

By the end of this programme students should be able to demonstrate:

1. Advanced knowledge and understanding of the key concepts and bodies of information including specialist areas which are relevant to the practice of sport and exercise psychologists. These include professional practice, philosophies, approaches, assessments, interventions, and bodies of knowledge, psychological skills and strategies, exercise and physical activity, individual differences, participation and well-being, social processes in sport and exercise psychology, cognitive processes in sport and exercise psychology, and developmental processes and lifespan issues.
2. Comprehensive and systematic knowledge and understanding of the principles of scientific enquiry, including the evaluation of treatment efficacy and the research process, and how to conduct qualitative and quantitative research of relevance to sport and exercise psychology.
3. Conceptual knowledge, understanding and awareness of ethical dilemmas and ethical decision making and practice, working proactively with others to formulate solutions and manage the implications.

Intellectual skills:

By the end of this programme students should be able to demonstrate:

4. Conceptual understanding that allows the sport and exercise psychology practitioner to critically evaluate the current knowledge, theory, applied practice frameworks and guidelines, and research evidence base relevant to sport and exercise psychology, arguing alternative approaches where appropriate.
5. A systematic understanding of knowledge, and a critical awareness of self-reflection on learning and practice with initiative and originality in problem solving.
6. The ability to undertake analysis of, and differentiate between, complex, incomplete, or contradictory areas of knowledge, communicating the outcome effectively and with critical awareness.
7. The ability to synthesise information in a manner that is innovative, utilising knowledge and processes from the forefront of sport and exercise psychology with critical awareness.
8. An autonomous and judicious work ethic in planning and implementing tasks at a professional or equivalent level, making decisions in complex and unpredictable situations within the practice and study of sport and exercise psychology.

Practical skills:

By the end of this programme students should be able to demonstrate:

9. The ability to use a range of research methods and techniques relating to data collection, assessment, intervention, and evaluation applicable to sport and exercise psychology and advanced scholarship.
10. Self-direction and originality in tackling and solving problems, application of theoretical/research-based knowledge, and act autonomously in planning and implementing tasks at a professional or equivalent level.
11. A comprehensive understanding of professional applied techniques applicable to their own research or advanced scholarship
12. The ability to exercise initiative and personal responsibility in professional practice, demonstrating clear understanding of ethical frameworks relevant to research and applied practice; and to apply relevant ethical, legal, and professional practice frameworks (e.g., BPS, HCPC, BASES), maintaining appropriate professional boundaries.

Transferable / key skills:

By the end of this programme students should be able to demonstrate:

13. The ability to disseminate work appropriately in a range of appropriate written (e.g., professional reports, journal papers, conference posters) and oral (e.g., presentations, one-to-one feedback) formats.
14. A comprehensive understanding of and ability to apply knowledge and techniques applicable to their learning and research (i.e., clarity of writing, clarity of argument, capacity to analyse, critical interpretation of information).
15. The ability to be an independent and self-critical learner, guiding the learning of others and managing own requirements for continuing professional development sport and exercise psychology.
16. The ability to systematically organise and communicate advanced information evidencing appropriate proficiency in English language, using criteria developed for specialist audiences in unpredictably complex contexts.

6. Learning and Teaching Methods

6.1 Learning Enhancement

The MSc Applied Sport Psychology programme adopts key aspects of the institutional Learning, Teaching and Assessment Strategy including the need to ensure equality of opportunity and widening participation through a range of learning and teaching strategies. The strategy aims to support students from all backgrounds to participate and succeed in higher education, progress their careers and postgraduate studies, and effectively demonstrates our commitment and contribution to social mobility.

The University's approach to learning, teaching and assessment is informed by research and scholarly activity, as well as by evidence that effective and deep learning is promoted when students are empowered to take responsibility for their own education. It has an applied practice-based focus creating a supportive and enabling learning environment which is underpinned by academic knowledge and understanding and research-led teaching.

A range of learning, teaching and assessment approaches are utilised to enable flexible, student-centred learning, including the adoption of some of the opportunities offered by technology enhanced learning, such as the creative use of the virtual learning environment and social media. The strategies used aim to develop student approaches to learning which will facilitate reflection and analysis, aid application of theory to practice, and develop critical awareness of the multi-dimensional influences of sport and exercise science to professional practice.

Modules in the MSc Applied Sport Psychology curriculum carry a duty of care statement that students are fit to study. In particular, professional and applied practice modules require a professional commitment and regular attendance thus ensuring that the students' delivery meets the required professional standards, all ethical standards, and appropriate codes of conduct. All practical and off-site activities are risk assessed by the respective academic staff.

The learning, teaching and assessment strategies employed enhance and contribute directly to the development of key and transferable skills and professional practice skills, enabling students to monitor their achievements and identify their learning needs and targets for personal and professional development. This is evident through the Applied Professional Practice and master's Thesis modules. This is supported by the academic staff who are qualified practitioners and utilise evidence-based practice and research-led teaching throughout the programme. To achieve this, the course employs a variety of approaches, such as field-based assessment, , guest speakers who are experts in their field, applied practice with the field of sport and exercise psychology, research study work, applied sport psychology placements. The activities and events across the programme are visible to all students via the Virtual Learning Environment (VLE). The VLE allows students to have an overview of learning opportunities that are integrated in their programme, yet decoupled from modules, allowing access to a wide range of learning opportunities e.g., national governing body awards, sport and exercise psychology support, voluntary experiences within the discipline.

The following teaching and learning methods are used to engage students in the learning process and to support student achievement of the programme aims including:

Method	Description
Case studies	A group of people, or an individual, engaged in study or work, based on a 'real life' situation in a practical field. Case study or scenario-based learning activities.
Computer-based learning / e-learning	Computer and network enabled transfer of skills and knowledge, using electronic applications and processes to learn. This includes engagement with the University's virtual learning environment, CANVAS.
Critical reflection:	Students engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and weakness.
Directed reading	Reading which is directed by the module lead as a core aspect of the teaching and learning environment, typically given as either preparation for a live session, or following to add depth/breadth to knowledge
Enquiry-based learning	Students investigate a presented question, problem or scenario. The process is usually facilitated
Flipped classroom	Students complete prep work before session and session focusses on case study/application of this prep work
Formative peer review	Group work which centres on a specific topic. Discussion is facilitated by a leader and members of the group are encouraged to think and speak critically on the topic
Group discussions	Group discussion of opinion and critique relating to taught content.
Group lectures	Lectures are typically delivered to a large group of students in a lecture theatre setting, they include minimal interaction between lecturer and students and give students the opportunity to listen and take notes.
Group seminars / Seminars	Seminars are more informal than lectures and encourage student engagement throughout. Students are expected to contribute to discussions, often about the subject of that week's lecture/s
Group work	Students work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the larger module group.
Independent (self-directed) study	Student decides focus of learning and study, responsibility for acquisition and assimilation remains with the student
Individual tutorials	This is a 1-2-1 meeting between student and lecturer and the students can use this time to discuss previous coursework and assignments, gather constructive and in-depth feedback as well as talk about plans regarding future assessments.
Peer review critique	The presentation of work in progress to peers and/or staff / professionals in order to gain constructive criticism to enable development.
Professional Practice / Placement	Learning achieved by undertaking activities, under supervision and mentoring, in a work context. Learning concepts and techniques associated with a particular profession or trade in a live working environment, while being monitored and supported by a tutor.

6.2 e-Learning

The Applied Sport Psychology programme team recognise the increasing contribution that digital resources and digital literacy make to the learning experiences of students. The team utilises the virtual learning environment to provide access to resources, discussion groups, and other learning materials such as audio and video files, learning objects, lecture capture, and performance analysis technology, e.g., in the Contemporary Interests in Sport Psychology module. Links to professional organisations and the development of professional networks will be encouraged through the use and safe practice of social media for the Applied professional practice and the psychological and therapeutic skills modules. In addition, students have open access to extensive computer facilities within the University to support their studies.

7. Modes of Assessment

The assessment strategy of the MSc Applied Sport Psychology programme uses a holistic approach incorporating formative and summative achievement of Learning Outcomes. Assessment practices are designed to be fair, valid, reliable, and appropriate to the level of award being offered; and also to support student development in relation to employability, professional practice, and career development, e.g. evidenced through the Development of the Sport Psychology Professional module.

Achievement of Learning Outcomes is formative through responses and observations of practice tasks and directed tasks, and the professional experience gained through the accumulation of portfolio evidence from work-based learning - this is evident in both the Applied Professional Practice and the Psychological and Therapeutic Skills in Sport Psychology modules. Formative assessment will be evident in various online quizzes and observation evaluations for example. The student is required to draw on these experiences to inform summative assessments, thus providing the opportunity for cumulative learning and reflection, and to demonstrate the whole of their learning. Module Learning Outcomes are explicitly stated in module teaching handbooks and incorporated into assignment marking criteria to guide the student.

A broad range of assessment methods are used in the programme to support the development of knowledge and understanding, and professional and practical skills, as well as providing opportunities to foster key and transferable skills. This is evident in the Psychological Skills and Therapeutic Skills in Sport Psychology module where all students will be assessed conducting a needs analysis and intervention in an applied practical environment.

Throughout the taught modules formative assessment is employed to support students in their learning and development. Modules throughout the programme (e.g., Development of the Sport Psychology Professional) will assess a range of techniques and relevant research methods applicable to psychological enquiry as well as ethical and professional standards, philosophy and approaches to professional practice and reflective practice. Students will be required to reflect on their own practice within assessments and therefore it will be personal to them and their own development, circumstances and learning journey. This will support an objective approach to assessment against the academic criteria.

The University uses Turnitin electronic assessment submission, which allows students to submit assignments electronically without the need to be physically present on campus. The typed feedback via Turnitin allows students to be able to read feedback clearly avoiding a range of handwriting styles on assessment forms.

Method	Description
Artefact	Student produces a creative artefact, online tool or object in response to a question or problem posed by the lecturer, this is supported by an evidence-based report.
Case study	An analysis of a real-life example within the field of sport and exercise psychology.
Coursework	Coursework can encompass a wide range of activities, including practice, experimentation, research, and writing (e.g., dissertations, book reports, and essays).
Coursework (written justification and process overview)	Students overview and provide a justification (with links to theory, research, and best-practice guidelines) for decisions made in relation to their observation of practice (see above).
Critical review	A critique of a selected text (usually a chapter from a book or an article from a journal), activity or organisation. An essay style assignment critically evaluating literature pertinent to a topic.
Essay	A written response to a question based on synthesis and analysis. These may be negotiated with an academic tutor.
Ethics proposal	Completed documentation relating to a piece of research that is appropriate for ethical review scrutiny. Often prepared alongside a research proposal.
Observation	Students are assessed performing an aspect of applied sport and exercise psychology (e.g. conducting a needs analysis, delivering a workshop).
Oral presentation	A talk illustrated/supported by a variety of audio-visual aids, which demonstrates knowledge and understanding of a selected topic. They could be individual or group. The aids could be computer-based (e.g., PowerPoint), a poster, or otherwise.
Portfolio	A collection of assessments covering the learning outcomes of a module, which usually takes several different forms such as essays, reports, presentations and task sheets, and digital media. A compilation of weekly tasks, brief laboratory reports, reflective diary and evaluations as evidence of students' achievement.
Research proposal	A brief written plan which indicates clearly and succinctly how the student wishes to proceed in a piece of research, including their thesis.
Thesis	An in-depth independent study approved by the module leader, following a subject area of the students' choice, which should indicate the capacity to synthesise the different elements of sport and exercise science.

8. Exemptions to University Regulations

N/A

9. Work-Based Learning/Placement Learning

The MSc Applied Sport Psychology programme provides opportunities for all students to apply and develop their knowledge, practical skills, and values in relevant applied workplaces, obtaining professional and personal progression through this experience that will enhance their future employability. This will be achieved in the Applied Professional Practice module (20 credits) which requires each student to complete 50 hours (or equivalent) on a relevant 'approved' professional practice placement considering sport psychology in a live sporting context. This module is coordinated and guided by the institution's Employability team; their focus is on employability, enterprise, education, and experience. All placements for this module adhere to the University Policy on Placement Learning.

This module will include a placement based in a sport or exercise psychology environment, such as an elite swimming school, gym or running club, or football or rugby academies. The nature of the placement would be negotiated with the placement hosts, but it could include observations, shadowing an experienced practitioner, or the application of sport psychology knowledge (within the area of competency of students) such as through delivery of sport psychology workshops. This is evident in the Psychological Skills and Therapeutic Skills in Sport Psychology module where all students will be observed and assessed conducting a needs analysis and intervention in an applied practical environment. Students will be guided, encouraged, and diligently supervised by qualified Sport and Exercise Psychologists through their work-based learning to assist in students' development and ensure professional and competent practice. Students will not conduct any one-to-one work of any kind during the MSc programme.

In addition to the uniqueness of the applied focus of our MSc programme our students will be offered opportunities to be involved in staff research as a work experience opportunity. This opportunity could offer students who have a particular interest in research an opportunity to further develop their research skills, to increase their understanding of the research process, and to identify research interests that they could study further through a PhD.

10. Programme Structure

Full Time

Level 7

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SEPM01	Applied Professional Practice	20	100% Coursework	Semester B	Compulsory	Non- Condonable
SEPM02	Research Methods for Postgraduate Study	20	100% Coursework	Semester A	Compulsory	Non- Condonable
SEPM03	Development of the Sport Psychology Professional	20	100% Coursework	Semester A	Compulsory	Non- Condonable
SEPM04	Psychological and Therapeutic Skills in Sport Psychology	20	100% Coursework	Semester B	Compulsory	Non- Condonable
SEPM05	Contemporary Interests in Sport Psychology	40	100% Coursework	Semester X	Compulsory	Non- Condonable
SEPM06	Master's Thesis	60	100% Coursework	Semester C	Compulsory	Non- Condonable

Key: Semester X = A & B

Part Time

Level 7 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SEPM03	Development of the Sport Psychology Professional	20	100% Coursework	Semester A	Compulsory	Non- Condonable
SEPM04	Psychological and Therapeutic Skills in Sport Psychology	20	100% Coursework	Semester B	Compulsory	Non- Condonable
SEPM05	Contemporary Interests in Sport Psychology	40	100% Coursework	Semester X	Compulsory	Non- Condonable

Level 7 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
SEPM01	Applied Professional Practice	20	100% Coursework	Semester X	Compulsory	Non- Condonable
SEPM02	Research Methods for Postgraduate Study	20	100% Coursework	Semester A	Compulsory	Non- Condonable
SEPM06	Master's Thesis	60	100% Coursework	Semester C	Compulsory	Non- Condonable

Delivery Pattern

Full-time (12 months)

Duration	Taught Input	Module
September - January	September October, November, December, January	SEPM02 SEPM03 SEPM05
January - May	January, February, March, April, May	SEPM05 SEPM01 SEPM04
January- July	January, February, March, April, May, June, July	SEPM06

Part-time (24 months)

Year 1

Duration	Taught Input	Module
September - January	September October, November, December, January	SEPM03 SEPM05
January - May	January, February, March, April, May	SEPM05 SEPM04

Year 2

Duration	Taught Input	Module
September - January	September October, November, December, January	SEPM02
January - May	January, February, March, April, May	SEPM01
January- July	January, February, March, April, May, June, July	SEPM06

The table overleaf shows the various ‘threads’ through the programme. These ‘threads’ provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The ‘threads’ act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Threads

Module Code	Module Title	Thread
SEPM01	Applied Professional Practice	4, 8, 9
SEPM02	Research Methods for Postgraduate Study	2
SEPM03	Development of the Sport Psychology Professional	8, 7, 1,9
SEPM04	Psychological and Therapeutic Skills in Sport Psychology	8, 4, 1, 9
SEPM05	Contemporary Interests in Sport Psychology	1, 3, 5, 7, 6, 9
SEPM06	Master's Thesis	1 & 8

1. Participation and wellbeing (PW)
2. Research Methods (RM)
3. Individual differences (ID)
4. Psychological skills and strategies (PSS)
5. Developmental processes (DP)
6. Cognitive psychology (CP)
7. Social processes (SP)
8. Professional practice (PP)
9. Employability skills and professional qualities (EPQ)

Structure and Points of Progression

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
SEPM01	Applied Professional Practice	20	5	MAB – September PAB - September	Exit award available for PgCert on completion
SEPM02	Research Methods for Postgraduate Study	20	2	MAB – Feb PAB – Feb	Exit award available for PgCert on completion
SEPM03	Development of the Sport Psychology Professional	20	1	MAB – Feb PAB – Feb	Exit award available for PgCert on completion
SEPM04	Psychological and Therapeutic Skills in Sport Psychology	20	4	MAB – June PAB – July	Exit award available for PgCert on completion
SEPM05	Contemporary Interests in Sport Psychology	40	3	MAB – June PAB – July	Exit award available for PgCert on completion
SEPM06	Master's Thesis	60	6	MAB – September PAB - September	Completion of MSc Applied Sport Psychology programme

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

The British Psychological Society (BPS) are a professional, charitable, flagship organisation and a national representative for psychology.

By choosing a degree with BPS accreditation, the postgraduate programme offers the highest standards of education and training in sport psychology. Greatly valued by employers, it is a seal of approval which demonstrates that our programme has undergone a rigorous process of assessment.

The MSc Applied Sport psychology programme has been successfully benchmarked against the BPS's high standards for: programme design; programme content; working ethically and legally; student development and professional membership; academic leadership and programme delivery; and quality management and governance. Having a postgraduate degree that has been formally recognised by the professional body for psychology provides a level of industry recognition above that you would gain by studying a non-accredited course.

12. Professional Advisory Group

The MSc Applied Sport Psychology programme has a Professional Advisory Group that meets annually to continue the development of this programme, to ensure contemporary, relevant academic and applied research and practice. Members of the PAG are Alumni, Current students, Fellow academics, Applied sport psychologists, and Industry experts from the BPS and BASES SEPAR. The Professional Advisory Group is formulated by a wealth of expertise in both applied and professional practice, and academic rigour. Please see MSc applied sport psychology PAG document.

13. Academic Progression Opportunities

Successful participants could be eligible to apply for an MPhil/PhD programme at Plymouth Marjon University, or other institutions.

14. Employability and Career Progression Opportunities

Students who wish to pursue a career as an accredited sport and exercise psychology professional can follow two routes: the British Psychological Society (BPS) route and the British Association for Sport and Exercise Sciences (BASES) SEPAR route.

- BPS route completing Stage 2 training to become a registered sport and exercise psychologist <https://www.bps.org.uk/bps-qualifications/sport-and-exercise-psychology>
- BASES SEPAR training pathway to become a registered sport and exercise psychologist https://www.bases.org.uk/spage-professional_development-separ.html
- BASES accreditation route once completing Supervised Experience as a sport scientist (psychology). <http://www.bases.org.uk/Supervised-Experience>

Outside of sport and exercise psychology, psychology has application to a wide range of employment contexts, such as coaching, health and fitness, education, and the military. Postgraduate education in sport and exercise psychology could therefore benefit students who pursue a wide range of career paths.

Careers and employability attributes and skills:
• Analytical thinking and innovation – students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.
• Active learning and reflective practice – students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
• Creativity, originality and initiative – students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
• Critical thinking and analysis - students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgement to reach an answer or conclusion
• Complex problem-solving – students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
• Leadership and social influence - students are able to motivate others to act towards achieving a common goal
• Emotional intelligence – students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.
• Reasoning, problem-solving and ideation – students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions
• Systems analysis and evaluation – students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The programme team on the MSc Applied Sport Psychology fully support the inclusion of all students, and previous alumni on the programme have included students with physical disabilities. The programme has been designed to be suitable to a wide range of students. As part of the student experience students on this specific programme and due to the programmes applied nature students will have to pay for a DBS check at the start of the programme. The student support team and/or admissions team will assist the students on completing this.

The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus Nursery provision

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with participants through ongoing and continuous dialogue and regular communication.

Feedback at programme level will be achieved through programme and module evaluations, mid module evaluations, end of semester evaluations and the Programme Voice Panel. In addition, students will be invited to participate in the Postgraduate Taught Experience Survey (PTES).

17. Other Stakeholder Feedback

Since the programme was first developed there have been a number of developmental changes to enhance the programme further based on stakeholder feedback (BPS, external examiner reports, student feedback, applied practitioners working in the field, and professional sports teams, exercise, and education providers in the surrounding area).

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through university annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

