



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 – 3 years Part Time – 6 years
1.8 School:	Health and Wellbeing
1.9 HECoS Code:	100499
1.10 Collaborative Provision Arrangement:	None
1.11 Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). IELTS 6.5 or equivalent.
1.12 Accrediting Professional Body/PSRB	British Psychological Society (BPS)
1.13 QAA Subject Benchmarking Group(s):	Hospitality, Leisure, Sport and Tourism (2016)
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) Supervised Experience Competency profile

1.15 Language of Study (for learning, teaching and assessment):	English
1.16 Work-Based Learning Arrangements:	N/A
1.17 Arrangements for Distance Learning:	N/A
1.18 Original Date of Production:	March 2017
1.19 Date of Commencement:	September 2017
1.20 Review Date:	September 2023

2. Programme Outline

The MSc Applied Sport Psychology programme considers a comprehensive and contemporary approach to learning, research, and applied practice in this specialist discipline of psychology and sport science. The programme seeks to align to both the British Psychological Society (BPS) (see appendix 2) as well as 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 further 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 of BPS chartership, HCPC registration, and British Association of Sport and Exercise Science (BASES) Supervised Experience.

2.1 Integrating Sustainability into the Curriculum

The programme team are passionate about the application of psychology in sport and exercise contexts to benefit a range of outcomes relating to performance, wellbeing, and quality of experience. The MSc Applied Sport Psychology was designed to help develop people who are interested in learning to apply psychology in sporting and exercise environments. These people may wish to formally train to become a BPS Chartered Sport and Exercise Psychologist, a BASES accredited Sport and Exercise Scientist, or 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 aimed to support students in developing the personal qualities that are important when practising sport and exercise psychology (e.g., ethically competent, aware of their professional philosophy), in being able to understand, critically evaluate, and apply cutting edge sport and exercise psychology to benefit sport and exercise populations, in learning and becoming confident in using developmentally-appropriate intellectual and practical skills for actually doing sport and exercise psychology, and in gaining some experience in sport or exercise psychology "real-life" contexts. The Programme Team also believe that sport and exercise psychology research and practice go hand-in-hand with one another, and that developing knowledge, skills, and experience in each of these areas of sport and exercise psychology will benefit their involvement in the other.

2.2 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 a distinguished focus on both knowledge and understanding of applied practice and applied academic research within the discipline of sport and exercise psychology. This distinction is supported by the expertise of the academic staff. 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 actually 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 involves.

- The Programme Team value and conduct 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. Through a research dissertation, 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 or exercise contexts. This research dissertation 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 and students will be encouraged to prepare a manuscript for peer review.
- The MSc programme will provide opportunities to gain relevant experience for preparing for BPS Stage 2 training as well as for BASES Supervised Experience, if relevant to the student. Completion of the programme would make students eligible to register for BPS Stage 2 training and BASES Supervised Experience, and then on to HCPC registration post degree programme and training; again if relevant to the students' interests. This programme would also 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.
- 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 South West than Bristol offer an accredited MSc programme in Sport and exercise Psychology. Plymouth Marjon university and St Mary's University are the only two 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 the British Psychology Society (Stage 2 in the Qualification in Sport and Exercise Psychology) and the British Association of Sport and Exercise Sciences (BASES Supervised Experience).
- 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 continued comprehensive knowledge and understanding of techniques and new skills 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.

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

- Manage 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 and postgraduate academic 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, 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. An in-depth and systematic knowledge and understanding of applied aspects of sport and exercise psychology (e.g. issues, challenges, philosophies, approaches, assessments, interventions, and bodies of knowledge).
3. Comprehensive 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.
4. Awareness of and ability to manage the implications of ethical dilemmas and ethical decision making and practice, working proactively with others to formulate solutions.

Intellectual skills:

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

5. A level of 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.
6. The ability to critically self-reflect on learning and practice with initiative and originality in problem solving.
7. The ability to undertake analysis of, and differentiate between, complex, incomplete or contradictory areas of knowledge, communicating the outcome effectively and with critical awareness.
8. The ability to synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of sport and exercise psychology with critical awareness.
9. The ability to act autonomously and judiciously 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:

10. 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.
11. The ability to apply theoretical/research-based knowledge at the forefront of sport and exercise psychology.
12. The ability to use counselling skills that are valuable in sport and exercise psychology practice, such as active listening and Carl Rogers' core conditions.
13. The ability to operate in complex and unpredictable and/or specialised contexts with an overview of the issues governing professional practice within sport and exercise psychology
14. 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.
15. Effective communication (verbally and non-verbally) with colleagues, research supervisors, and a wider audience.

Transferable / key skills:

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

16. 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.
17. 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).
18. Competence in undertaking research studies with limited guidance.
19. 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.
20. 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 (level 7).

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, laboratory based assessment, guest speakers who are experts in their field, applied practice with the field of sport and exercise psychology, research study work, sport and exercise psychology placements, and access to, and promotion of, additional practitioner qualifications. 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.
Critical Reflection:	Students engage in critical reflective practice and activities to highlight areas of academic, personal and professional strength and weakness.
Group Discussions	Group discussion of opinion and critique relating to taught content.
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.
Guest Speaker	Using specialists from the field to present to students. Typically refers to when a learner, guest speaker, explains or shows some content to a learning audience; similar to a lecture.
Peer Review Critique	The presentation of work in progress to peers and/or staff / professionals in order to gain constructive criticism to enable development.

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 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. 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 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
Case Study	An analysis of a real-life example within the field of sport and exercise psychology.
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.
Observation of Practice	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.
Report	A written response structured in an agreed format, based on individual research of a selected topic. This may include practical research. A structured written account of a laboratory practical with analysis and discussion of results.
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 of 15000 words (or equivalent), 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.
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).

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 20 credit module which requires each student to complete 50 hours on a relevant 'approved' professional practice placement in sport and exercise psychology. This module is coordinated by the institution's Employability team; their focus is on employability, enterprise, education, and experience. All placements 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.

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
SHSM01	Applied Professional Practice	20	100% Coursework	Semester X	Compulsory	Non-Condonable
SHSM02	Research Methods for Postgraduate Study	20	100% Coursework	Semester X	Compulsory	Non-Condonable
SHSM03	Development of the Sport Psychology Professional	20	100% Coursework	Semester X	Compulsory	Non-Condonable
SHSM04	Psychological and Therapeutic Skills in Sport Psychology	20	100% Coursework	Semester X	Compulsory	Non-Condonable

SHSM05	Contemporary Interests in Sport Psychology	40	100% Coursework	Semester X	Compulsory	Non-Condonable
SHSM06	Master's Thesis	60	100% Coursework	Semester X	Compulsory	Non-Condonable

Key: Semester X = A & B

If taking the full-time route, modules are taken in the following order:

- SHSM02, SHSM03, alongside yearlong SHSM01
- SHSM04, SHSM05
- SHSM06

Part Time

Level 7 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SHSM03	Development of the Sport Psychology Professional	20	100% Coursework	Semester A	Compulsory	Non-Condonable
SHSM04	Psychological and Therapeutic Skills in Sport Psychology	20	100% Coursework	Semester B	Compulsory	Non-Condonable
SHSM05	Contemporary Interests in Sport Psychology	40	100% Coursework	Semester A & B	Compulsory	Non-Condonable

Level 7 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
SHSM01	Applied Professional Practice	20	100% Coursework	Semester B	Compulsory	Non-Condonable
SHSM02	Research Methods for Postgraduate Study	20	100% Coursework	Semester A	Compulsory	Non-Condonable
SHSM06	Master's Thesis	60	100% Coursework	Semester C	Compulsory	Non-Condonable

Key: Semester X = A & B

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

The British Psychological Society (BPS)

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. The Professional Advisory Group is formulated by a wealth of expertise in both applied and professional practice, and academic rigour.

13. Academic Progression Opportunities

Students could continue a natural academic progression and career through continuing onto a PhD studentship at The University of St Mark & St John, or other institutions. The MSc programme includes a 60-credit thesis; this thesis would enable students to develop postgraduate research skills at each stage of the research process and would be expected to lead to a research manuscript of, or close to, the standard of research in peer-reviewed journals. The research process would prepare students who wish to pursue a postgraduate research position or continue their professional training by conducting a research PhD. In conjunction with doctoral studies there are progression opportunities within higher education teaching, becoming an associate fellow of the Higher Education Academy (HEA) in the early stages of an academic career.

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) route.

- The British Psychological Society (BPS) route completing Stage 2 training to become a registered sport and exercise psychologist
- The British Association for Sport and Exercise Sciences (BASES) accreditation route once completing Supervised Experience. <http://www.bases.org.uk/Supervised-Experience>

For more information and further clarification please see Appendix 3: Career pathways for sport and exercise psychology practitioners

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.

15. Support for Students and for Student Learning

The University recognises the value of the complete student experience within Higher Education and students have full access to University facilities for academic and pastoral support and guidance. 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:

- A 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 quiet reflection and prayer.
- On-campus Nursery provision

In addition the Student Union offers support, guidance and pastoral advice to all students across an array of situations.

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with students to ensure there is an on-going and continuous dialogue on a weekly basis to allow for regular communication and feedback. The team aim to develop a trusting culture where students see that their feedback directly influences the programme to continue to drive improvement and refine the student experience.

Formal feedback aims to be transparent where two-way reporting is apparent to students.

Feedback mechanisms include:

- Module Evaluations from students and Module Reports are available to students.
- Staff Student Liaison Committees made up of elected student representatives. Minutes and Action Points are available via the virtual learning environment and Actions from previous meetings are formally followed up at subsequent meetings.
- Programme Reports and the External Examiners report, and response, are made available to students and are discussed formally at SSLC.
- The Programme Team use social media to engage with students online. This includes publicly visible information via a programme Twitter Feed to communicate via a more informal platform.
- Student feedback on specific issues, e.g. through module evaluations or via discussions at the Staff Student Liaison Committee, are evidenced via minor modification processes

that require student engagement as part of the quality assurance mechanisms.

- The development of the new curriculum was discussed at the SSLC in order to seek the views of students.
- The development of the curriculum was also discussed with graduates embarking on careers in the sport and exercise psychology sector.

Students are made aware of the summative nature of the National Student Survey and issues identified by students are disseminated via Programme Reports and discussed via the SSLC. This evidences student feedback and how that influences the continuous development of the programme.

17. Other Stakeholder Feedback

- Current students at the University of St Mark and St John
- Undergraduate students on related courses at external intuitions
- Professional sports teams, exercise and education providers in the surrounding area
- BPS DSEP South West Division

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.

