



## PROGRAMME SPECIFICATION

### Section 1: Basic Data

<b>Awarding institution/body</b>	University of the West of England
<b>Teaching institution</b>	University of the West of England
<b>Delivery Location(s)</b>	University of the West of England
<b>Faculty responsible for programme</b>	Health and Life Sciences
<b>Modular Scheme title</b>	
<b>Professional Statutory or Regulatory Body Links (type and dates)</b>	British Psychological Society (pending)
<b>Highest award title</b>	MSc Sport and Exercise Psychology
<b>Default award title</b>	
<b>Interim award titles</b>	PG Cert in Sport and Exercise Psychology PG Dip in Sport and Exercise Psychology
<b>UWE progression route</b>	N/A
<b>Mode(s) of delivery</b>	Full time or part time
<b>Codes</b>	
<b>UCAS code</b>	<b>JACS code</b> C890
<b>ISIS code</b>	<b>HESA code</b>
<b>Relevant QAA subject benchmark statements</b>	Psychology, 2007 and Masters degree specifications 2010
<b>On-going/valid until* (*delete as appropriate/insert end date)</b>	On-going
<b>Valid from (insert date if appropriate)</b>	September 2011
<b>Original Validation Date:</b> June 2011	
<b>Latest Committee Approval:</b> Quality and Standards Committee <b>Date:</b> 15th March 2010	
<b>Version Code:</b> 1	

## **Section 2: Educational aims of the programme**

### **Context**

MSc Sport and Exercise Psychology is a one year full time, or two year part time, postgraduate programme designed to provide students with an advanced understanding of the use of psychology in sport and exercise contexts. The programme is designed to enable students to develop a critical understanding of the relationship between theory and practice, and apply this knowledge to a variety of contexts. The programme is equally focused on sport psychology and exercise psychology, and how these are integrated. Practical workshops, role play and seminars provide students experience of motivational interviewing, the underpinnings of cognitive behavioural therapy (CBT) and key psychological skills in sport and exercise psychology. The students work experience in sport and exercise settings is utilised in the programme within a work placed learning module. The MSc team members have links with the Centre for Sport at UWE (CFS) and local professional sport teams. The CFS assist students on this programme in terms of support for the practice-based modules, where students can gain experience of the work of a sport and exercise psychologist working with elite athletes and exercisers. This advanced study into theory, applied skills and application of knowledge is stage 1 training in sport and exercise psychology and prepares students for stage 2 training in sport and exercise psychology which leads to chartership with the British Psychological Society (BPS) and registration with the Health Professionals Council (HPC). Alternatively those students who wish to follow a different route or are from allied health professions this MSc provides an in-depth of understanding of the application of psychology in sport and exercise contexts.

### **General Aims:**

This programme is designed to offer an advanced, flexible professional educational programme in sport and exercise psychology.

It will enable students:

- To develop the understanding and application of current knowledge in sport and exercise psychology to applied settings and to practice.
- To acquire and apply a wide range of appropriate professional skills.
- To make significant, independent and original contributions to knowledge in sport and exercise psychology.
- To appreciate the value of professional integrity and high standards in practice in sport and exercise psychology, and the importance of continuing professional development.
- To develop research skills; specifically advanced analysis, collection and interpretation of data and production of publishable standard of work.
- To develop autonomy in the learning process and to become effective self directed learners.
- To develop expertise in practice and application of psychological skills.
- To achieve a high level of presentation and defence of own work.

### **Specific aims:**

The specific aims of the programme are to:

- develop an in depth understanding of theory, research and practice in sport and exercise psychology.
- develop expertise in sport and exercise psychology to underpin a dissertation in sport and exercise psychology.
- equip students with transferable professional and practical skills appropriate to a career in sport and exercise psychology and allied disciplines.
- equip students with applied skills in sport and exercise psychology in preparation for further training in sport and exercise psychology.

**Section 3: Learning outcomes of the programme**

*The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas: ...*

**A Knowledge and understanding**

Learning outcomes	Teaching, Learning and Assessment Strategies
<p><b>A Knowledge and understanding of:</b></p> <ol style="list-style-type: none"> <li>1. current psychological theory and new developments in sport and exercise psychology</li> <li>2. the conduct and application of psychological research in sport and exercise settings</li> <li>3. the different frameworks and methods of analysing psychological data</li> <li>4. the different applications and uses of key psychological skills in sport and exercise contexts</li> <li>5. the practical and ethical issues associated with sport and exercise psychology</li> <li>6. professional practice in sport and exercise psychology</li> <li>7. different career pathways in both sport and exercise psychology</li> </ol>	<p><b>Teaching/learning methods and strategies:</b></p> <p>Acquisition of 1-7 is through lectures, seminars and problem solving exercises via teaching blocks and through a virtual learning environment (VLE) and to prepare students for independent learning via reading and discussion with fellow students.</p> <p>Seminars, presentations, workshops and tutorial contact will challenge and support an appreciation of competing perspectives and approaches in sport and exercise psychology. They also provide a context for students to test their ideas amongst peers and in a broader academic context through the presentation of reports and critiques of their own and published work.</p> <p>Throughout, the learner is required to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p> <p>In addition learning outcomes 3 - 7 will be acquired through work placed experience.</p> <p><b>Assessment:</b>          Assessment of the knowledge base (1-7) is through assessed coursework, seminar presentations, poster presentations, research critiques, problem based learning, role-play, portfolio of reflective practice, observational reports, a dissertation and oral presentations.</p>

## B Intellectual Skills

<b>B Intellectual Skills</b>	<b>Teaching/learning methods and strategies</b>
<ol style="list-style-type: none"> <li>1. Critically analyse relationship of current theoretical developments in sport and exercise psychology and application of said theory</li> <li>2. Synthesize complex and competing theories and methods currently used within sport and exercise psychology</li> <li>3. Critically evaluate competing theories and practice and their utility in sport and exercise psychology</li> <li>4. Demonstrate ability of analysing data collected for own research project.</li> <li>5. Develop research questions and design studies to evaluate psychological interventions in sport and exercise</li> <li>6. Develop key psychological skills for use in sport and exercise contexts</li> </ol>	<p>Acquisition of 1-7 is through lectures, seminars and problem solving exercises via teaching blocks and through a virtual learning environment (VLE) and to prepare students for independent learning via reading and discussion with fellow students.</p> <p>These methods will provide a context for students to test their ideas amongst peers and in a broader academic context through the presentation of critiques of their own and published work and through presentations and defence of position statements. Skills of analysis, synthesis and evaluation of research will be developed through summative and formative assessments. Applied skills will also be developed via workshops and workplace learning and reflection.</p> <p><b>Assessment</b>          Assessment of Intellectual skills (1-6) is through assessed coursework, seminar presentations, poster presentations, research critiques, problem based learning, role-play, portfolio of reflective practice, observational reports, a dissertation and oral presentations.</p>

### C Subject, Professional and Practical Skills

<b>C Subject/Professional/Practical Skills</b>	<b>Teaching/learning methods and strategies</b>
<ol style="list-style-type: none"> <li>1. Can plan, conduct and report on a programme of independent research and show links to practice in sport and exercise psychology</li> <li>2. Can apply professional skills independently to a range of problems and work based sport and exercise situations.</li> <li>3. Can demonstrate and critique how motivational interviewing, CBT and other key psychological skills can be use in sport and exercise contexts</li> <li>4. Can design sport and exercise interventions for individuals, and groups and demonstrate awareness of their associated advantages, limitations and practicalities in a range of applied areas</li> <li>5. Has a clear understanding and awareness of professional and ethical practice and can apply this to current issues and research in sport and exercise psychology</li> <li>6. Will be able to demonstrate in a work based learning module reflective skills, application of theory to practice and applied sport psychology skills</li> </ol>	<p>Skills are synthesised across the range of modules and in particular the world based learning module (1-6). The relationship between theory and practice, ethical issues and current research and professional practice developments are also addressed across modules and through work based experiences. The use of debates and workshops on current issues and specialised input from a range of sport and exercise professionals facilitates this. Professional practice skills are addressed in all modules through a focus on application of knowledge and understanding to practice and through module assessments. The work based learning module will be entirely focussed on application of 1-7, with assessments based on these practical skills.</p> <p><b>Assessment</b></p> <p>Assessment of 1-6 is through a range of assessment from coursework, formal examinations (seen and unseen), seminar presentations, research critiques, research practice, portfolios of skills, the design implementation and analysis of an original piece of independent research, interview practice, research/intervention proposals and work based learning.</p>

## D Transferable Skills and other attributes

<b>D Transferable skills and other attributes</b>	<b>Teaching/learning methods and strategies</b>
<ol style="list-style-type: none"> <li>1. Work effectively within a group taking on a variety of roles</li> <li>2. Able to utilise and develop extensive skill in using a variety of learning resources</li> <li>3. Able to undertake self reflection and to reflect on others, providing constructive feedback</li> <li>4. Can undertake independent research to a high standard</li> <li>5. Is an independent and self critical learner</li> <li>6. Can engage confidently in academic and professional communication</li> <li>7. Can understand and analyse different psychological data.</li> <li>8. Can disseminate and communicate research findings</li> <li>9. Can design and justify research to meet a wide range of objectives</li> <li>10. Can communicate clearly across a range of mediums to a wide variety of audiences</li> <li>11. Can write clearly, concisely and appropriately.</li> <li>12. Able to reflect and build upon practice.</li> <li>13. Understand the application of research and applied skills to a wide variety of settings.</li> <li>14. Competency in oral communication</li> <li>15. Reflective skills in which strengths and weaknesses in performance are identified and acted upon</li> <li>16. Competence in managing and regulating own performance in the work context</li> <li>17. Enhanced skills in self directed learning</li> <li>18. Understanding and experience of a career as a sport/exercise psychologist</li> </ol>	<p>The award builds on the skills developed through the students first degrees such as cognitive skills, numeric, information technology and research skills. The award aims in particular to develop research, communication and applied skills in sport and exercise psychology.</p> <p>Transferable skills such as problem solving, utilising learning resources, self reflection, the management of information and autonomy are developed to a very high standard across all modules and in the dissertation. Communication skills are developed in seminars conducted in 3 day workshops where there is the opportunity to argue, debate and exchange ideas. These skills will then be practised and developed further via the VLE. Students carry out different types of written assignments, present papers and critiques both in writing and orally. They receive feedback on both content and presentation. They also produce a carefully structured dissertation. These activities develop written, graphical, visual and verbal communication skills.</p> <p>Personal effectiveness skills such as time management, goal setting, and management of learning are required in all modules. Professional skills involve the development and assessment of key psychological skills applied to sport and exercise contexts and requires self evaluation and reflection.</p> <p><b>Assessment</b></p> <p>Assessment of the transferable skills (1-18) is through assessed coursework, seminar presentations, poster presentations, research critiques, problem based learning, role-play, portfolio of reflective practice, observational reports, a dissertation and oral presentations.</p>

**Section 4: Programme structure**

**STRUCTURE DIAGRAM**

Full time route through the programme

<p><b>ENTRY</b> ↓</p>	<p><b>Level M – Semester 1</b></p>	<p><b>Compulsory modules</b></p> <p><b>USPJMJ-10-M</b></p> <ul style="list-style-type: none"> <li>• Social Process in sport and exercise</li> </ul> <p><b>USPJMS-20-M</b></p> <ul style="list-style-type: none"> <li>• The Psychology of physical activity and exercise: Theory</li> </ul> <p><b>USPJME-20-M</b></p> <ul style="list-style-type: none"> <li>• Quantitative and Qualitative Methods in Psychology</li> </ul>		<p><b>Interim Awards:</b></p> <p><u>PG Cert in Sport and Exercise Psychology</u></p> <ul style="list-style-type: none"> <li>• Credit requirements 60 credits</li> </ul> <p><u>PG Dip in Sport and Exercise Psychology</u></p> <ul style="list-style-type: none"> <li>• Credit requirements 120 credits</li> </ul> <p><b>Awards:</b></p> <ul style="list-style-type: none"> <li>• Target/highest</li> <li>• <u>MSc Sport and Exercise Psychology</u></li> <li>• 180 credits</li> </ul>
	<p><b>Level M – Semester 2</b></p>	<p><b>Compulsory modules</b></p> <p><b>USPJMR-10-M</b></p> <ul style="list-style-type: none"> <li>• The Psychology of physical activity and exercise: Applications</li> </ul> <p><b>USPJMH-10-M</b></p> <ul style="list-style-type: none"> <li>• Skill acquisition in sport</li> </ul> <p><b>USPJMT-30-M</b></p> <ul style="list-style-type: none"> <li>• Therapeutic skills in sport and exercise</li> </ul>		
	<p><b>Level M – Semester 3</b></p>	<p><b>Compulsory modules</b></p> <p><b>USPJM8-60-M</b></p> <ul style="list-style-type: none"> <li>• Dissertation</li> </ul> <p><b>USPJMK-20-M</b></p> <ul style="list-style-type: none"> <li>• Sport and exercise Psychology in Action</li> </ul>		

→ **GRADUATION**

**Part time route through the programme**

**YEAR 1  
ENTRY**



<b>Level M – Semester 1</b>	<p><b>Compulsory modules</b></p> <p><b>USPJMJ-10-M</b></p> <ul style="list-style-type: none"> <li>• Social Process in sport and exercise</li> </ul> <p><b>USPJME-20-M</b></p> <ul style="list-style-type: none"> <li>• Quantitative and Qualitative Methods in Psychology</li> </ul>		<p><b>Interim Awards:</b></p> <p><u>PG Cert in Sport and Exercise Psychology</u></p> <ul style="list-style-type: none"> <li>• Credit requirements 60 credits</li> </ul>
<b>Level M – Semester 2</b>	<p><b>Compulsory modules</b></p> <p><b>USPJMT-30-M</b></p> <ul style="list-style-type: none"> <li>• Therapeutic skills in sport and exercise</li> </ul>		
<b>Level M – Semester 3</b>	<p><b>Compulsory modules</b></p> <p><b>USPJMK-20-M</b></p> <ul style="list-style-type: none"> <li>• Sport and exercise Psychology in Action</li> </ul>		

**YEAR 2  
ENTRY**



<b>Level M – Semester 1</b>	<p><b>Compulsory modules</b></p> <p><b>USPJMS-20-M</b></p> <ul style="list-style-type: none"> <li>• The Psychology of physical activity and exercise: Theory</li> </ul>		<p><b>Interim Awards:</b></p> <p><u>PG Dip in Sport and Exercise Psychology</u></p> <ul style="list-style-type: none"> <li>• Credit requirements 120 credits</li> </ul> <p><b>Awards:</b></p> <ul style="list-style-type: none"> <li>• Target/highest</li> <li>•</li> </ul> <p><u>MSc Sport and Exercise Psychology</u></p> <ul style="list-style-type: none"> <li>• 180 credits</li> </ul>
<b>Level M – Semester 2</b>	<p><b>Compulsory modules</b></p> <p><b>USPJMR-10-M</b></p> <ul style="list-style-type: none"> <li>• The Psychology of physical activity and exercise: Applications</li> </ul> <p><b>USPJMH-10-M</b></p> <ul style="list-style-type: none"> <li>• Skill acquisition in sport</li> </ul>		
<b>Level M – Semester 3</b>	<p><b>Compulsory modules</b></p> <p><b>USPJM8-60-M</b></p> <ul style="list-style-type: none"> <li>• Dissertation</li> </ul>		

→ GRADUATION



## **Section 5: Entry requirements**

Students should have either:

- an honours degree awarded by a UK institute of higher education of at least lower second status, in Psychology or a relevant subject
- an honours degree in Psychology and be eligible for the Graduate Basis for Chartership (GBC) for membership of the British Psychological Society (BPS)
- qualifications deemed equivalent by the Course Leader

In order to be eligible to progress from the MSc to Stage 2 training in Sport and Exercise Psychology and become a Chartered Sport and Exercise Psychologist students must have GBC status. Applicants that do not have GBC status would not be eligible, under current BPS and HPC arrangements, to go on to Chartered Psychologist status. Those students without GBC may have a route for becoming HPC registered Sport and Exercise Psychologists in the future.

## **Section 6: Assessment Regulations**

In accordance with the University's Academic Regulations and Procedures

## **Section 7: Student learning: distinctive features and support**

### **Distinctive features**

MSc Sport and Exercise Psychology is a postgraduate programme of study that provides students with an extensive programme of study into the theory of sport and exercise psychology, an opportunity to develop key psychological skills relevant to this discipline and the application of this knowledge and these skills to applied settings. The ethos of the programme is the application of theory to practice and experience of what a sports and exercise psychologist might actually do in a variety of sporting and exercise contexts. This is reflected in all modules delivered as part of the programme; with equal focus on exercise and sport; and also within a work based project module.

The unique feature of the programme is the blended delivery method, as a majority of the modules that make up the MSc will be delivered on-line, via a virtual learning environment (VLE; Blackboard). There are also blocks of workshops to support the applied nature of the course, i.e. workshops on CBT, motivational interviewing and key psychological skills applied to sporting and exercise contexts. The programme builds on existing relationships between UWE and local sports teams, as well as using the Centre for Sport (CfS) at UWE, to provide students with opportunities to work directly with athletes and exercisers, and to observe teams in action. Work-based learning is supported by an academic tutor. This work based learning component provides students with the opportunity to expand their subject knowledge and understanding within the specific context of their work based setting, as well as developing a range of subject-specific and generic employment skills which will enhance their long-term employment prospects.

These work based experiences provide students with opportunities to reflect on how their learning can be applied to real world sport and exercise environments as well as enhancing transferable skills and the marketability of students post MSc, within the sport and exercise industries.

In addition students develop the analytical and research based skills needed to produce a postgraduate dissertation in sport and exercise psychology through a dissertation module and will be asked to submit this in journal format, with the aim of creating high quality publishable research.

## **Student Support**

This programme is one of a number of MSc programmes in Psychology within the Faculty of Health and Life Sciences. Day to day management of the award is undertaken by the programme leader with support from the MSc team and the support of the department of psychology in general. The programme leader has responsibility for the smooth running of the programme, supported at modular level by named module leaders.

Guidance to students on the programme, along with full details of the academic and pastoral support available, is provided in the programme handbook which is available to all students at the start of the programme. In addition module specific information is provided via individual module handbooks and through the VLE. Matters relating to students are addressed through the programme management committee that includes student representatives, the programme leader and the teaching team. For all students, access to staff can be via email, appointment or virtually (i.e. pronto, Skype).

The small module team have dedicated time to the running of the programme and as such there is high levels of staff-student contact, and student to student contact, via face to face seminars and also via the VLE, providing ample opportunities for formative assessment and feedback. Students are able to access the academic and support facilities offered by UWE, including library access, access to extensive online material, the intranet and student union.

Information is provided at induction that includes information on the Faculty, the University, its regulations and procedures and is supplemented by specific module information. Student autonomy and self direction is also developed through interaction with peers and private study. The dedicated Postgraduate Resource Room provides an invaluable space where students can meet to exchange ideas and a quiet location for private study with appropriate specialist resources. Students also have an enhanced on-line resource as part of the VLE used for this course.

## **Section 8 Reference points/benchmarks**

### **Subject benchmarks**

The learning outcomes have been developed with reference to the qualification descriptors using the QQA Framework for Higher Education Qualifications and, in particular, the subject benchmark statement in psychology (2007) and the masters degree characteristics (March 2010). In particular the following characteristics of the psychology benchmark have been considered:

- aim to produce a scientific understanding of the mind, brain, behaviour and experience, and of the complex interactions between these
- present multiple perspectives in a way that fosters critical evaluation
- lead to an understanding of real life applications of theory to the full range of experience and behaviour
- develop an understanding of the role of empirical evidence in the creation and constraint of theory, and also in how theory guides the collection and interpretation of empirical data
- include the acquisition and knowledge of a range of research skills and methods for investigating experience and behaviour, culminating in an ability to conduct research independently
- develop knowledge, leading to an ability to appreciate and critically evaluate theory, research findings, and applications.

In addition, close consideration has been given to the masters degree characteristics when devising the curriculum, in particular the programme was developed to:

- enable students to focus on a particular aspect of a broader subject area in which they have prior knowledge or experience through previous study or employment
- enable students to focus on a particular subject area or field of study in greater depth than they encountered during the course of previous study or experience.
- enable students to learn how to conduct research, often linked to a particular discipline or field of study and enabling students to undertake a research project on a topic within the area of interest that makes up the majority of the overall assessment
- enable students to specialise or to become more highly specialised in an area of employment or practice related to a particular profession

### **University teaching and learning policies**

In line with the universities teaching and learning policies, this programme takes a student-centred approach to learning by allowing students to take control of aspects of their learning and providing a learning environment that stimulates active engagement and participation. The programme seeks to create an environment that will stimulate students to take responsibility for aspects of their learning, while the module team facilitate this learning. Module learning outcomes have been designed to ensure that students meet the overall programme learning outcomes on completion of the programme.

A variety of assessment methods are incorporated within the programme to cater for a diversity of approaches to learning. The programme teams recognises the importance of both summative and formative assessments and feedback as an integral part of the learning teaching process. All assessments comply with university assessment regulations, in line with this the MSc will be awarded to students who can demonstrate:

- 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.

### **Staff research projects**

Teaching and project work is underpinned and informed by current research of staff and the applied expertise of the psychology department and the programme team in particular.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Academic Registrar.

## Appendix A: Location and assessment of learning outcomes

X = Primary location of learning O = Supportive location of learning Figures in bold and underlined indicate assessment of the learning outcome	Qualitative and Quantitative research methods	MSc Dissertation	Social process in sport and exercise psychology	The psychology of sport and exercise: Theory	The psychology of sport and exercise: Application	Skill acquisition in sport	Sport Psychology in action	Therapeutic skills in sport and exercise
<b>A) Knowledge and understanding</b>								
Current psychological theory and new developments in sport and exercise psychology			<b>X</b>	<b>X</b>	X	X		X
The conduct and application of psychological research in sport and exercise settings	O	<b>X</b>			X		X	X
The different frameworks and methods of analysing psychological data	<b>X</b>		O	O	O	O		
The different applications and uses of key psychological skills in sport and exercise contexts			O	O	<b>X</b>	O	<b>X</b>	<b>X</b>
The practical and ethical issues associated with sport and exercise psychology	O	O					<b>X</b>	<b>X</b>
Professional practice in sport and exercise psychology	O	O					<b>X</b>	X
Different career pathways in both sport and exercise psychology	O						<b>X</b>	X
<b>B) Intellectual skills</b>								
Critically analyse relationship of current theoretical developments in sport and exercise psychology and application of said theory			O	O	<b>X</b>		O	O
Synthesize complex and competing theories and methods currently used within sport and exercise psychology		O	O	O	O	<b>X</b>	X	
Critically evaluate competing theories and practice and their utility in sport and exercise psychology			O	X	<b>X</b>	O	<b>X</b>	
Demonstrate ability of analysing data collected for own research project.	<b>X</b>	<b>X</b>						
Develop research questions and design studies to evaluate psychological interventions in sport and exercise	<b>X</b>	<b>X</b>			<b>X</b>			
Develop key psychological skills for use in sport and exercise contexts					X		<b>X</b>	<b>X</b>

X = Primary location of learning  O = Supportive location of learning  Figures in bold and underlined indicate assessment of the learning outcome	Qualitative and Quantitative research methods	MSc Dissertation	Social process in sport and exercise psychology	The psychology of sport and exercise: Theory	The psychology of sport and exercise: Application	Skill acquisition in sport	Sport Psychology in action	Therapeutic skills in sport and exercise
<b>D) Subject/Professional/Practical skills</b>								
Can plan, conduct and report on a programme of independent research and show links to practice in sport and exercise psychology		<b><u>X</u></b>			O			
Can apply professional skills independently to a range of problems and work based sport and exercise situations.			O	O	<b><u>X</u></b>	O	<b><u>X</u></b>	O
Can demonstrate and critique how motivational interviewing, CBT and other key psychological skills can be use in sport and exercise contexts			O	O	O		<b><u>X</u></b>	<b><u>X</u></b>
Can design sport and exercise interventions for individuals, and groups and demonstrate awareness of their associated advantages, limitations and practicalities in a range of applied areas	O	O		X	<b><u>X</u></b>			
Has a clear understanding and awareness of professional and ethical practice and can apply this to current issues and research in sport and exercise psychology		<b><u>X</u></b>	O	O		O	<b><u>X</u></b>	<b><u>X</u></b>
Will be able to demonstrate in a work based learning module reflective skills, application of theory to practice and applied sport psychology skills	O				O		<b><u>X</u></b>	O
<b>E) Transferrable skills and other attributes</b>								
Work effectively within a group taking on a variety of roles			O	O	<b><u>X</u></b>	O		<b><u>X</u></b>
Able to utilise and develop extensive skill in using a variety of learning resources	<b><u>X</u></b>	<b><u>X</u></b>	<b><u>X</u></b>	<b><u>X</u></b>	<b><u>X</u></b>	<b><u>X</u></b>	<b><u>X</u></b>	<b><u>X</u></b>
Able to undertake self reflection and to reflect on others, providing constructive feedback		O	O	O	<b><u>X</u></b>		<b><u>X</u></b>	<b><u>X</u></b>
Can undertake independent research to a high standard	<b><u>X</u></b>	<b><u>X</u></b>	O	O	O	O	O	O
Is an independent and self critical learner	<b><u>X</u></b>	<b><u>X</u></b>	<b><u>X</u></b>	<b><u>X</u></b>	<b><u>X</u></b>	<b><u>X</u></b>	<b><u>X</u></b>	<b><u>X</u></b>
Can engage confidently in academic and professional communication	O	O	O	O	X	O	<b><u>X</u></b>	<b><u>X</u></b>
Can understand and analyse different psychological data.	<b><u>X</u></b>	<b><u>X</u></b>	O	O		O		
Can disseminate and communicate research findings	<b><u>X</u></b>	<b><u>X</u></b>	X	X		X		

X = Primary location of learning  O = Supportive location of learning  Figures in bold and underlined indicate assessment of the learning outcome	Qualitative and Quantitative research methods	MSc Dissertation	Social process in sport and exercise psychology	The psychology of sport and exercise: Theory	The psychology of sport and exercise: Application	Skill acquisition in sport	Sport Psychology in action	Therapeutic skills in sport and exercise
<b>E) Transferrable skills and other attributes</b>								
Design and justify research to meet a wide range of objectives	<b><u>X</u></b>				X		O	O
Can communicate clearly across a range of mediums to a wide variety of audiences			<b><u>X</u></b>	O	<b><u>X</u></b>	O		
Can write clearly, concisely and appropriately.	<b><u>X</u></b>	<b><u>X</u></b>	<b><u>X</u></b>	<b><u>X</u></b>	<b><u>X</u></b>	<b><u>X</u></b>	<b><u>X</u></b>	<b><u>X</u></b>
Able to reflect and build upon practice.	O				<b><u>X</u></b>			<b><u>X</u></b>
Understand the application of research and applied skills to a wide variety of settings.								
Competency in oral communication		O	O		<b><u>X</u></b>			<b><u>X</u></b>
Reflective skills in which strengths and weaknesses in performance are identified and acted upon						O	<b><u>X</u></b>	<b><u>X</u></b>
Competence in managing and regulating own performance in the work context	O	O					<b><u>X</u></b>	O
Enhanced skills in self directed learning	<b><u>X</u></b>	<b><u>X</u></b>	<b><u>X</u></b>	<b><u>X</u></b>	<b><u>X</u></b>	<b><u>X</u></b>	<b><u>X</u></b>	<b><u>X</u></b>
Understanding and experience of a career as a sport and exercise psychologist							<b><u>X</u></b>	O