

## CORPORATE AND ACADEMIC SERVICES

### PROGRAMME SPECIFICATION

Part 1: Basic Data		
<b>Awarding Institution</b>	University of the West of England	
<b>Teaching Institution</b>	University of the West of England	
<b>Delivery Location</b>	University of the West of England, Frenchay campus.	
<b>Faculty responsible for programme</b>	Health and Applied Sciences	
<b>Department responsible for programme</b>	Health and Social Sciences	
<b>Modular Scheme Title</b>	MSc Sport and Exercise Psychology	
<b>Professional Statutory or Regulatory Body Links</b>	British Psychological Society (accreditation – granted from 2011 – 2016)	
<b>Highest Award Title</b>	MSc sport and exercise psychology	
<b>Default Award Title</b>		
<b>Fall-back 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>	FT or PT Blended learning	
<b>Codes</b>	<b>UCAS:</b>	<b>JACS:C890</b>
	<b>ISIS2:</b>	<b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	Psychology, 2007 and Masters degree specifications 2010	
<b>CAP Approval Date</b>	24 <sup>th</sup> March 2015	
<b>Valid from</b>	September 2011	
<b>Valid until Date</b>	Ongoing	
<b>Version</b>	2.1	

### Part 2: Educational Aims of the Programme

#### Context

The 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

## Part 2: Educational Aims of the Programme

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 and Care Professionals Council (HCPC). 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.

### **Broad Aims:**

This programme is designed to offer an advanced, flexible professional educational programme in sport and exercise psychology. The programme will utilise a blended delivery approach, with face to face teaching blocks supplemented with TEL enhanced learning opportunities, and pure online learning in between blocks of days.

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 a wide variety of sport and exercise contexts.
- 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 standards of work.
- To develop autonomy in the learning process and to become effective self-directed learners.
- To develop expertise in practice and the 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, understanding and experience of motivational interviewing and other applied psychological skills
- 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.
- provide a flexible approach to learning and teaching enabling students from a variety of backgrounds to undertake postgraduate training in sport and exercise psychology

## Part 2: Educational Aims of the Programme

### Delivery of the programme and TEL

The programme is delivered via a blended delivery approach using TEL and active learning pedagogies to make a flexible, challenging and enjoyable programme for students. On a practical note on delivery for a full time student there are 4 3 days blocks of teaching days, and 1 2 day block spread over the academic year. In between this face to face content TEL is used to delivery teaching and learning activities on a weekly basis, i.e. taking the form of recorded lectures, podcasts, guided reading, discussion forums, wikki and blog development and completion of reflective logs. Prior to the face to face teaching blogs student engage in learning prior to the blocks, and afterwards learning is consolidated with further guided activities online.

The academic content of the programme is delivered via the VLE, using various methods as outlined above. The face to face teaching blocks take the form of seminars, discussion groups and presentations and active problem solving activities.

### **Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)**

N/A MSc programme

## Part 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 of:**

1. current psychological theory and new developments in sport and exercise psychology
2. the conduct and application of psychological research in sport and exercise settings
3. the different frameworks and methods of analysing psychological data
4. the different applications and uses of key psychological skills in sport and exercise contexts
5. the practical and ethical issues associated with sport and exercise psychology
6. professional practice in sport and exercise psychology
7. different career pathways in both sport and exercise psychology

### **B) Intellectual Skills**

1. Critically analyze relationship of current theoretical developments in sport and exercise psychology and application of said theory
2. Synthesize complex and competing theories and methods currently used within sport and exercise psychology
3. Critically evaluate competing theories and practice and their utility in sport and exercise

### **Part 3: Learning Outcomes of the Programme**

psychology

4. Demonstrate ability of analyzing data collected for own research project.
5. Develop research questions and design studies to evaluate psychological interventions in sport and exercise
6. Develop key psychological skills for use in sport and exercise contexts

#### **C) Subject/Professional/Practical Skills**

1. Can plan, conduct and report on a programme of independent research and show links to practice in sport and exercise psychology
2. Can apply professional skills independently to a range of problems and work based sport and exercise situations.
3. Can demonstrate and critique how motivational interviewing, CBT and other key psychological skills can be used in sport and exercise contexts
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
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
6. Will be able to demonstrate in a work based learning module reflective skills, application of theory to practice and applied sport psychology skills

#### **D Transferable skills and other attributes**

1. Work effectively within a group taking on a variety of roles
2. Able to utilize and develop extensive skill in using a variety of learning resources
3. Able to undertake self-reflection and to reflect on others, providing constructive feedback
4. Can undertake independent research to a high standard
5. Is an independent and self-critical learner
6. Can engage confidently in academic and professional communication
7. Can understand and analyze different psychological data.
8. Can disseminate and communicate research findings

### Part 3: Learning Outcomes of the Programme

<b>Learning Outcomes:</b>	USPK7Y-30-M – Conducting & Evaluating psychological research	USPKJA-15-M – Psychology and physical activity: Theory and Applications	USPJTJG-30-M – Social and developmental psychology in Action	USPJW9-45-M – Dissertation in Psychology	USPJTH-30-M – Therapeutic skills in sport and exercise	USPJTJ-30-M - Psychological Skills, cognitive processes and individual differences in sport
<b>A) Knowledge and understanding of:</b>						
Current psychological theory and new developments in sport and exercise psychology		X	X	X	X	X
The conduct and application of psychological research in sport and exercise settings		X	X	X	X	X
The different frameworks and methods of analysing psychological data	X			X		
The practical and ethical issues associated with sport and exercise psychology			X	X		
Professional practice in sport and exercise psychology			X	X		
Different career pathways in both sport and exercise psychology			X	X		
<b>(B) Intellectual Skills</b>						
Critically analyze relationship of current theoretical developments in sport and exercise psychology and application of said theory		X	X			X
Synthesize complex and competing theories and methods currently used within sport and exercise psychology		X	X	X	X	X
Critically evaluate competing theories and practice and their utility in sport and exercise psychology		X	X	X	X	X
Demonstrate ability of analyzing data collected for own research project.	X			X		
Develop research questions and design studies to evaluate psychological interventions in sport and exercise	X	X		X		
Develop key psychological skills for use in sport and exercise contexts			X		X	
<b>(C) 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	X			X		
Can apply professional skills independently to a range of problems and work based sport and exercise situations.			X		X	

### Part 3: Learning Outcomes of the Programme

Can demonstrate and critique how motivational interviewing, CBT and other key psychological skills can be use in sport and exercise contexts			X		X	
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		X		X		
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			X	X	X	
Will be able to demonstrate in a work based learning module reflective skills, application of theory to practice and applied sport psychology skills			X		X	
<b>(D) Transferable skills and other attributes</b>						
Work effectively within a group taking on a variety of roles		X	X		X	
Able to utilize and develop extensive skill in using a variety of learning resources	X	X	X	X	X	X
Able to undertake self-reflection and to reflect on others, providing constructive feedback			X	X	X	
Can undertake independent research to a high standard	X			X		
Is an independent and self-critical learner	X	X	X	X	X	X
Can engage confidently in academic and professional communication	X	X	X	X	X	X
Can understand and analyze different psychological data.	X			X		
Can disseminate and communicate research findings	X	X	X	X	X	X

## **Part 4: Student Learning and Student Support**

### **Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated**

Skills are synthesized across the range of modules and in particular the work based learning module. 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 specialized 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 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.

Transferable skills such as problem solving, utilizing 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 practiced and developed further via the virtual learning environment (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.

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

### **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 has dedicated time to the running of the programme and as such there are 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



## Part 4: Student Learning and Student Support

autonomy and self-direction is also developed through interaction with peers and private study. Students also have an enhanced on-line resource as part of the VLE used for this course.

### Contact time and learning opportunities

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the MSc sport and exercise psychology programme teaching is a mix of face to face teaching via blocked delivery (approximately 15 days over a full time year) and lectures, seminars, directed tasks and formative assessments via the VLE. For purely online modules contact time will be via discussion forums, online seminars/classrooms and other VLE resources. The allocation of contact time will be as follows for each 30 credit module:

- Approximately 17 online teaching sessions – with virtual contact on average of 3hrs per session with module staff and on average of 10 hours independent learning per session and 48 hours allocated to assessment preparation and submission (228 hours of independent learning in total over the course of the module). 20 hours will be allocated to virtual seminars spaced throughout the module

For modules that are delivered via a blended approach, both face to face sessions and online teaching the allocation of contact time will be as follows for each 30 credit module:

- 3/4 face to face teaching days– 20-26 hours – seminar and group based work as well as student presentations
- 16 online teaching sessions – with virtual contact on average of 3hrs per session with module staff and on average of 10 hours independent learning per session and 48 hours allocated to assessment preparation and submission (228 hours of independent learning in total over the course of the module)

For the programme:

**Scheduled learning** includes lectures, seminars, tutorials, project supervision and workshops; fieldwork. Work based and observational learning will also take place in the work based learning module.

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Independent learning associated with online teaching sessions will include recorded lectures, guided reading, blogs, paper critiques, podcasts, discussion group work, intervention design, wikki's, virtual presentations

**Placement learning:** students will be required to collect hours of experience (minimum 50 hours) over the course of the academic year in sport and/or exercise contexts.

The programme is delivered via a blended delivery approach using TEL and active learning pedagogies to make a flexible, challenging and enjoyable programme for students. On a practical note on delivery for a full time student there are 4 3 days blocks of teaching days, and 1 2 day block spread over the academic year. In between this face to face content TEL is used to delivery teaching and learning activities on a weekly basis, i.e. taking the form of recorded lectures, podcasts, guided reading, discussion forums, wikki and blog development and completion of reflective logs. Prior to the face to face teaching blogs student engage in learning



#### **Part 4: Student Learning and Student Support**

prior to the blocks, and afterwards learning is consolidated with further guided activities online.

The academic content of the programme is delivered via the VLE, using various methods as outlined above. The face to face teaching blocks take the form of seminars, discussion groups and presentations and active problem solving activities.

#### **Description of any Distinctive Features**

The 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.

This programme is recognised for stage 1 of the route to accreditation by the British Psychological Society (BPS) for students who have the Graduate Basis for Chartership with the BPS on enrolling.

This programme shares  $60/180$  credits with other psychology postgraduate programmes (Dissertation in Psychology, and Conducting and Evaluating Psychological research). This both enables a more efficient delivery of the programme, and also facilitates students multidisciplinary working, while retaining a meaningful cohort identity.

#### **Placement and observational learning**

As part of the sport psychology and social process module students are required to gain 50 hours of placement/observation activities in order to complete the module assessment. The outcomes of the programme that these activities meet are specifically:

#### Part 4: Student Learning and Student Support

- 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 a wide variety of sport and exercise contexts.
- 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 expertise in practice and the application of psychological skills.

For example students will be able, under the supervision of programme team sport and exercise psychologists, to engage in training sessions with teams and professional athletes around key sport psychology concepts, applying skills learnt in MI or goal setting in other module's for example in that students particular sport and/or exercise context. The programme team will monitor these placements and monthly supervision around these activities is built into programme and module delivery.

#### Employability

The increased awareness of, and utilization of, sport psychologists (NB Olympic effect) bodes well for future employment. The exercise psychology focus also continues to expand. Health related exercise promotion is now no longer solely located in the Health Psychology arena, also the programme can contribute to teaching qualifications. Exercise referral teams within the NHS are a clear employment prospect for our students and our students advanced understanding of behaviour change opportunities makes them also ideal for public health roles associated with increasing exercise and sport in the community. With PDC and PDG student will be able to access these roles, the full MSc provides students with an opportunity to go onto stage 2 training in sport and exercise psychology (N.B. contingent on students having GBC at entry on the programme) and also a number of sports performance and coaching roles, sport development and work within the private exercise and sport industries.

#### Part 5: Assessment

Delete one of the following statements as appropriate

A: Approved to [University Regulations and Procedures](#)

#### Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Assessment of the knowledge base is through assessed coursework, seminar presentations, formal assessed oral presentations, research critiques; problem based learning, role-play, portfolio of reflective practice, position statements, portfolio of contributions, observational reports and a dissertation. There is also a portfolio of reflective practice based on observational learning from student experiences in sport and/or exercise contexts.

#### Assessment Map

The programme encompasses a range of **assessment methods** including; seminar presentations, formal assessed oral presentations, research critiques; problem based learning, role-play, portfolio of reflective practice, position statements, portfolio of contributions, observational reports and a dissertation. There is also a portfolio of reflective practice based

## Part 5: Assessment

on observational learning from student experiences in sport and/or exercise contexts). These are detailed the assessment map below.

The loading of assessments throughout the programme have been carefully considered and as a result from October to June students have no more than 1 summative assessment per month (with at least one formative assessment a month also spread across all modules). The assessments have been spaced out so students can utilise feedback most effectively, so for example they have two position statements, and these are separate by 3 months in order for students to have feedback from the first to use for the second.

### Assessment Map for MSc Sport and Exercise Psychology


		Type of Assessment*							
		Unseen Written Exam	Open Book Written Exam	Assessed presentations	Assessed role play	Written Assignment	Case study	Dissertation	Portfolio
Compulsory Modules Level M	USPJKA-15-M Exercise			XA 50%					XB 50%
	USPJW9-45-M Dissertation							XA 100%	
	USPJTJ-30-M Skill acquisition		XA50%				XB 50%		
	USPK7Y-M-30 Research	XA 50%				XB 50%			
	USPJTH-30-M Therp skills				XA 50%	XA 50%			
	USPJTG-30-M In action			XA 40%		XA 60%			XB 50%

\*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

## Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:  
 level and credit requirements  
 interim award requirements  
 module diet, including compulsory and optional modules

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical full time student:

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	Module number: USPJTG-30-M Module name: Social and developmental Sport psychology in action	None	Certificate in Sport and exercise Psychology (60 credits)
		Module number: USPJTH-30-M Module name: Therapeutic skills in Sport and Exercise		
		Module number: USPKJA-15-M Module name: Psychology of Physical activity and exercise: theory & applications (15 credits)		
		Module number: USPJTJ-30-M Module name: Psychological skills, cognitive processes and individual differences in sport and exercise (30 credits)		
		Module number: <b>USPK7Y-M-30</b> Conducting and evaluating psychological research (30 credits)		Dip Sport and Exercise Psychology (120 credits)
		Module number: USPJW9-45-M Module name: Dissertation in Psychology (45 credits)		

## GRADUATION

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical part time student:

ENTRY ↓	Year 1	Compulsory Modules	Optional Modules	Interim Awards
		Module number: USPJTG-30-M Module name: Social and developmental Sport psychology in action		Certificate in Sport and exercise Psychology (60 credits)
		Module number: USPJTH-30-M Module name: Therapeutic Skills in Sport and Exercise (30 credits)		
	Module number: <b>USPK7Y-M-30</b> Conducting and evaluating psychological research (30 credits)			
	Year 2	Module number: USPJTJ-30-M Module name: Psychological skills, cognitive processes and individual differences in sport and exercise (30 credits)		Postgraduate diploma Sport and exercise Psychology (120 credits)
		Module number: USPKJA-15-M Module name: Psychology of Physical activity and exercise: theory & applications (15 credits)		
Module number: USPJW9-45-M Module name: Dissertation in Psychology (45 credits)				

### Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions\*:

Applicants should possess at least a second class honours degree in psychology or equivalent subject deemed appropriate by the programme leader

### Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

QAA UK Quality Code for HE

QAA Framework for Higher Education Qualifications:

The QAA Framework provides the points of reference for setting standards across various levels of education. UWE has incorporated these into its assessment and grading profiles, and this programme will adopt the Health and Life Sciences standard marking and assessment criteria for level M. Some of the framework aspects are more closely tied to some modules than others: these are detailed below.

Master's degrees criteria (QAA framework)

## Part 8: Reference Points and Benchmarks

\* 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

All modules.

\* 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 the qualification will be able to:

\* Deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences

All modules

\* 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.

And holders will have:

\* the qualities and transferable skills necessary for employment requiring:

\* the exercise of initiative and personal responsibility

\* decision-making in complex and unpredictable situations

\* the independent learning ability required for continuing professional development.

Benchmarking previously carried out for the MSc sport and exercise Psychology, which has been subject to internal and external review. There are no QAA subject specific benchmarks for psychology at M level. However, the programme has been developed to be consistent with the March 2010 QAA document, "Masters Degree Characteristics".

In developing this programme the QAA Code of Practice has been consulted. Most issues highlighted in the Code of Practice are covered by general faculty or University systems, but specific attention has been paid to Career Education Information and Guidance.

Career education, information and guidance is embedded within the curriculum within the sport psychology and social process module, as part of the emphasis within the programme on ensuring that students not only develop skills to enhance their employability, but also are able to articulate these and know where to best utilise them. The QAA code of practice states that where career education is embedded in the curriculum, awarding institutions ensure that intended learning outcomes contribute to the aims and objectives of the programme, clearly identify knowledge, understanding and skills, are assessed appropriately. This is clearly the case through the professional skills assessment and teaching, in particular through the work supporting students develop their ongoing professional development log within this module

For students with the appropriate academic background (Psychology degree recognized as

## Part 8: Reference Points and Benchmarks

conferring eligibility for Graduate Basis for Chartership with the British Psychological Society, the Professional Statutory Regulatory Body (PSRB) for M level psychology), the taught modules on this programme have been designed to meet their criteria for postgraduate training in sport and exercise psychology.

### 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 recognize 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.

### University strategies and policies

A second aspect to the strategic partnership themes is around "Making Knowledge Exchange and Public Engagement thrive throughout UWE" by ensuring external facing provision is accessible, visible, and engages with interested users. As an applied discipline, sport and exercise psychology modules are very attractive to potential students in the sport and exercise workplace wishing to study them as CPD. This programme gives a route to not only attract such students in, but retain them with the potential of a full MSc award.

The team comprises senior health and sport and exercise psychologists who have held and do hold positions of national recognition within professional and scientific bodies, including the British Psychological Society and Health and Care Professions Council.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

Current students and former students have been consulted. Current and former members of



## **Part 8: Reference Points and Benchmarks**

the British Psychological Society Division of sport and exercise Psychology Training Committee have been consulted and involved in the design of the programme as well professionals from non-academic sport and exercise contexts.

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, available on the [University's website](#).