



School of Health and Life Sciences

Department of Psychology, Social Work and Allied
Health Sciences

DPsych Sport and Exercise Psychology

Programme Approval Submission Document
Appendix 1

Programme Specification Proforma

July 2017

GLASGOW CALEDONIAN UNIVERSITY

Programme Specification Pro-forma (PSP)

1. GENERAL INFORMATION

1. **Programme Title:**
Doctorate in Sport and Exercise Psychology
2. **Final Award:**
DPsych Sport and Exercise Psychology
3. **Exit Awards:**
 - PgCert in Psychological Approaches to Health & Wellbeing
 - PgDip in Psychological Approaches to Health & Wellbeing
 - MSc in Sport and Exercise Psychology
 - DPsych in Sport and Exercise Psychology
4. **Awarding Body:**
Glasgow Caledonian University
5. **Approval Date:**
Expected June, 2017
6. **School:**
School of Health & Life Sciences
7. **Host Department:**
Psychology, Social Work & Allied Health Sciences
8. **UCAS Code:**
N/A
9. **PSB Involvement:**
HCPC/BPS
10. **Place of Delivery:**
Glasgow Caledonian University
11. **Subject Benchmark Statement:**
HCPC/BPS
12. **Dates of PSP Preparation/Revision:** March 2017/July 2017

2. EDUCATIONAL AIMS OF THE PROGRAMME

Applied psychology, or practitioner psychologists, became a Health and Care Professions Council (HCPC) regulated profession in 2009. The regulatory framework encompasses seven domains of applied psychology practice, each with protected title status. These include: Health, Sports and Exercise, Counselling, Forensic, Clinical, Occupational and Educational Psychology. HCPC Standards of Proficiency (SOPS) for applied psychology are organised into two components: 1) generic standards spanning all domains of applied psychology practice (known as profession-specific standards); and 2) standards specific to each domain (known as domain-specific standards). Profession-specific standards comprise over 80% of all SOPS. With such a significant proportion of shared standards and competencies, postgraduate programmes have the opportunity to move away from historically entrenched, domain-specific training structures, which typically emphasise the *differences* between applied psychology practice. We propose a broad, applied psychology doctoral framework which promotes the *sharing* of profession-specific resources, utilising inter-professional collaborations while still retaining a specific professional domain identity.

Currently at GCU, psychology is strongly focussed on the application of psychological knowledge and research for the common good. Existing programmes, accredited by appropriate professional bodies (e.g. British Psychological Society (BPS), HCPC) include: a BSc (Hons) in Applied Psychology with domain-specific bracketed titles; a Graduate Diploma (conversion course) in Psychology; an MSc in Forensic Psychology; and a HCPC/BPS approved DPsych in Counselling Psychology (with multiple exit points). The DPsych in Counselling Psychology offers an effective, financially proven postgraduate training model with over 100 doctoral-level students registered. The DPsych model is highly flexible, utilising a small 'core' team of expert staff supplemented by wider departmental expertise and external support. It is inherently expandable and responsive to scale.

We propose an extension of the current DPsych to a new Applied Psychology Doctoral Framework (APDF), which will initially offer 2 domain specific routes: 1) Doctorate in Health Psychology; and 2) Doctorate in Sports and Exercise Psychology. It is proposed that two further domain specific routes (Doctorate in Forensic Psychology and Doctorate in Counselling Psychology) will then join the framework in 2019/2020. The APDF will, therefore, offer shared profession-specific teaching and resources while also delivering domain-specific training. Students will benefit from shared teaching and learning on 'core' topics, while the programme team will draw on existing, efficient systems of administration, research supervision and placement management.

Sport and exercise psychology is a relatively new and increasingly popular area of applied psychology within the UK. From an initial offering of four MSc courses around the UK in 2000 to 18 MSc courses in 2016. Sport and exercise psychologists work in all areas of sport and exercise provision, especially professional and Olympic sports and increasing exercise participation amongst the general population. Sport and exercise psychologists represent a trusted and dependable structure within sport science provision at local, national and Olympic-level sport and across structures in professional football, rugby, golf and the national sports institutes (Scotland, Northern Ireland, Wales, and England). Sport and exercise psychologists draw upon psychological theory and research, applying them to prevent illness and injury, to promote the highest standards of performance and wellbeing, and increase exercise participation and motivation for all. An important emerging market place for sport and exercise psychologists is in coaching in business and education.

The doctoral programme is designed to meet the BPS's accreditation standards for Stage 1 and 2 training in sport and exercise psychology, thus meeting the requirements for eligibility to

apply for chartered psychologist status. In addition, approval has been granted from the HCPC for eligibility to apply for graduate registration as a sport and exercise psychologist. It is noteworthy that aegrotat awards do not provide eligibility for admission to the HCPC Register.

Programme Aims

The overall aim of the Doctorate in Sport and Exercise Psychology is to provide the knowledge and skills required to develop a career as a practitioner sport and exercise psychologist. The programme, therefore, aims to prepare students for accreditation as a sport and exercise psychologist by providing training and supervision in five key areas of competency, including: research; teaching and training; consultancy; behaviour change interventions and professional skills. In doing so, the proposed programme aims to enable students to work as sport and exercise psychologists within a broad range of inter-disciplinary environments, including third sector, health and social care (e.g. NHS), government, industry, private practice and academic/research settings.

More specifically, the programme aims to:

1. Critically explore the historical underpinnings and development of sport and exercise psychology.
2. Critically examine the theoretical frameworks within which sport and exercise psychology practice is located.
3. Deliver a comprehensive, critical understanding of the ethical and professional issues pertinent to practicing as a sport and exercise psychologist.
4. Provide original, specialist professional training in a range of behaviour change approaches.
5. Develop an advanced capability to establish, conceptualise and employ effective professional relationships with clients utilising a range of psychological models and approaches.
6. Offer highly innovative, specialist training in the conduct and analysis of sport and exercise psychology research, together with an advanced understanding of its implications for professional practice.
7. Provide a psychologically safe, creative environment for personal development and self-reflection.

At the end of their doctoral training, students should be:

1. Highly competent, reflexive, ethically sound, resourceful, creative and informed sport and exercise psychology practitioners, who offer highly specialised skills to a range of practice settings.
2. Leading in their responsibility to the interpretive, personal, intimate and relational aspects of sport and exercise psychology practice.
3. Autonomous, committed and accountable for ongoing personal and professional development training.
4. Critically aware of the significance of wider social, cultural and political domains within which sport and exercise psychology operates.
5. Deeply critical and evaluative of the philosophy, theory, research and practice that constitutes sport and exercise psychology.

4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

A Doctorate is awarded for a minimum of 540 credits with a maximum of 420 at doctoral level.

A Masters in Sport and Exercise Psychology is awarded for a minimum of 180 credits at MSc level.

A Postgraduate Diploma in Psychological Approaches to Health & Wellbeing is awarded for 120 credits at level M.

A Postgraduate Certificate in Psychological Approaches to Health & Wellbeing is awarded for a maximum of 60 credits at level M.

The DPsych Sport and Exercise Psychology programme will be delivered over 36 calendar months and up to 84 months, if on a part-time basis. The MSc will be delivered over 12 months (full-time) or 24 months (part-time). The postgraduate diploma will be delivered over 9 months (full-time) or 21 months (part-time). The postgraduate certificate will be delivered over 9 months part time.

For the award of Postgraduate Certificate in Psychological Approaches to Health & Wellbeing:
Any 60 credits (at MSc Level)

For the award of Postgraduate Diploma in Psychological Approaches to Health & Wellbeing:
120 credits (at MSc level): All modules except Advanced Research in Applied Psychology 1 (M/D).

For the award of MSc in Sport and Exercise Psychology (180 credits at MSc Level):

Module Title	Credits
Principles of Person Centered Approaches in Applied Psychology Practice	15
Professional Development in Applied Psychology 1	30
Consultancy & Training in Applied Psychology 1: Sport and Exercise	30
Interventions in Applied Psychology 1	30
Analytical Methods	15
Advanced Research in Applied Psychology 1 (M)	60
Total	180

For the award of Professional Doctorate In Sport and Exercise Psychology: Minimum of 540 credits with a maximum of 420 at Doctorate level, including the following modules:

Module Title	Credits
Principles of Person Centered Approaches in Applied Psychology Practice	15
Professional Development in Applied Psychology 1	30
Consultancy & Training in Applied Psychology 1: Sport and Exercise	30
Interventions in Applied Psychology 1	30
Analytical Methods	15
Advanced Research in Applied Psychology 1 (D)	60
Professional Development in Applied Psychology 2	60
Consultancy & Training in Applied Psychology 2	30
Interventions in Applied Psychology 2	30
Advanced Research in Applied Psychology 2	60
Professional Development in Applied Psychology 3	60
Consultancy & Training in Applied Psychology 3	30
Interventions in Applied Psychology 3	30

	Advanced Research in Applied Psychology 3	60
	Total	540

8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students. The Glasgow Caledonian University Taught Postgraduate Assessment Regulations which apply to this programme, dependent on year of entry can be found at:

http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/gaq/gaqfiles/assessmentregulations/GCU_TPG_Assessment_Regulations_Handbook_2016_17_v1.5.pdf

With the following approved exceptions:

A minimum pass of 50% for each module in stage 1 (MSc) is required, with a minimum threshold for each element of assessment of 50% to ensure that students cannot pass via a module composite pass/aggregate.

Students are permitted to carry one module (up to 60 credits) at the discretion of the assessment board. This exception is to enable students to carry one large module in each year of the programme so that a student's progress is not necessarily impeded by a small amendment being necessary to a research submission, for example.

To be eligible to register on the Doctoral route (Dissertation 1D) students must normally achieve a score of at least 60% in all coursework submissions made during Semesters A and B of year 1 of the programme. Any student may also provide additional evidence of a capacity to work at Doctoral level which the Programme Board, at its discretion, may accept as a legitimate basis for registration on the Doctoral route. If a student undertaking the Dissertation 1M module performs at an exceptional level, and commensurate with Doctoral-level study, the Programme Board may, at its discretion, permit the student to submit an additional piece of work (in addition to dissertation 1M) to be considered for the Doctoral-level module Dissertation 1D, i.e. transferring from the Masters to Doctorate route of the programme.

The maximum period of study is 84 months. This exception is to provide flexibility to complete all aspects of the programme on a part-time basis.

Regulations for Distinction:

For candidates undertaking the MSc in Sport and Exercise Psychology, and when the Assessment Board is satisfied that a candidate has shown special merit in the final level assessment at the first diet, it may recommend that the MSc award be granted 'with Distinction'. The Assessment Board will normally recommend that an award be granted 'with Distinction' to a candidate who has passed all elements and achieved an overall average of 70% or more and no mark below 55% in any of the programme modules. A minimum mark of 70% will also be required in the dissertation for the award 'with Distinction'. Glasgow Caledonian University's Qualification Framework contains the mechanism for the awarding of the 'with distinction' classification. Distinction will only be considered on the basis of a candidate's performance in their first diet of assessments in all modules.

Role of External Examiner(s):

External Examiners are appointed to the Assessment Board after being approved by Glasgow Caledonian University Academic Practice Committee (through the submission of an EXT1 form).

External examiner duties include the following:

- Moderating the work of the Internal Assessors in respect of the assessments under his/her jurisdiction.
- Attending Assessment Boards at which the results of a final stage assessment will be determined.
- Satisfying himself/herself that the work and decisions of the Assessment Board(s) are consistent with the policies and regulations of the University and best practice in higher education.
- Ensuring that students are assessed within the regulations approved by the University for the programme and to inform the University on any matter which, in his/her view, militates against the maintenance of proper academic standards.
- Reporting annually to the Academic Practice Committee on the standards attained by students on the programme and on any other matters which may seem appropriate to report.