

Section 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:	BSc (Hons)
1.5	FHEQ Level:	4, 5 and 6
1.6	Programme Title:	Sport and Exercise Psychology
1.7	Mode and Duration of Study:	Full Time – 3 years Part Time – up to 6 years
1.8	UCAS Code(s):	SEP1
1.9	Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details). International students will be expected to meet the English language requirements of IELTS 6.0 or equivalent. Applicants with other qualifications and/or experience will be considered on an individual basis.
1.10	Accrediting Professional Body/ PSRB:	British Psychological Society (BPS)
1.11	QAA Subject Benchmarking Group(s):	Events, Hospitality, Leisure, Sport and Tourism (2016) Psychology (2016)
1.12	Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ) ; UK Professional Standards Framework
1.13	Language of Study (for learning, teaching and assessment):	English
1.14	Work-Based Learning Arrangements:	N/A
1.15	Foundation Degree Progression Routes:	N/A
1.16	Arrangements for Distance Learning:	None
1.17	Original Date of Production:	December 2017
1.18	Date of Commencement:	September 2018
1.19	Review Date:	September 2024

2. Programme Outline

The BSc (Hons) Sport and Exercise Psychology programme aims to develop students' broad knowledge and understanding of psychology, and to learn about the specialist application of psychology to sport and exercise contexts. Students will study a range of psychology topics throughout the degree, including topics in social psychology, cognitive psychology, and neuropsychology, providing the foundation knowledge and understanding required to pursue further training in a range of Psychology sub-disciplines that include but are not limited to sport and exercise (e.g., educational, clinical, forensic) and preparing students for a range of employment opportunities. Students will also study Sport and Exercise Psychology throughout the degree, first learning about core theories and research topics, and later learning about the application of theory and research. This will prepare graduates for further study, training and career opportunities within sport and exercise contexts. The programme offers a comprehensive and contemporary approach to learning, research, and applied practice, it is underpinned by current research, theoretical discourse and professional practice, and it emphasises developing students to become practically and ethically capable. The curriculum is aligned to the QAA Psychology Subject Benchmark Statement.

2.1 Integrating Sustainability into the Curriculum

The concept of sustainability focuses on achieving human well-being and quality of life, pursued through the maintenance, care and equitable use of natural and cultural resources (https://www.heacademy.ac.uk/system/files/esd_artwork_050412_1324.pdf). 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 that 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

Sport and Exercise Psychology has expanded rapidly over the last few years, with an increasing need and recognition of sport and exercise psychology services to athletes, coaches, teams, and the public health and wellbeing sector. The work of Sport and Exercise Psychologists can be wide ranging, from working with high-level athletes to help them reach their potential, to supporting the general population to optimise their exercise participation. Working with our experienced Sport and Exercise Psychology staff, students will build their theoretical knowledge, research skills, and practical experience.

The key distinctive features are as follows:

- This programme will combine the broad study of psychology with a specialist focus on the sport and exercise psychology context. The programme will therefore provide an excellent education in sport and exercise psychology that will prepare students for further education, training, and careers in a sport or exercise context, whilst also supporting OPTIONS for postgraduate training in other areas of psychology (e.g. clinical, counselling).
- Sport and Exercise Psychology is an applied area of Psychology. Throughout the degree, students will learn how to apply theory and research to real-life sport and exercise contexts. In particular, Contemporary Themes in Sport and Exercise Psychology (Year 2) teaches students cutting-edge theoretical and research topics, whilst also providing work-based learning opportunities to observe how the theory and research can apply to real-life sport and exercise contexts (e.g., sports coaching, exercise classes). In Year 3, two applied sport and exercise psychology modules explicitly focus on how to apply psychology while working with athletic populations.
- The Programme Team value and conduct research that is applied in nature, although not exclusively. 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 exercise psychology research area of their interest, developing undergraduate research skills, and preparing students interested in pursuing postgraduate study or continuing their professional training (e.g., through a Master's of Research).

4. Programme Aims

The BSc (Hons) Sport and Exercise Psychology programme aims to develop students' broad knowledge and understanding of psychology, and to learn about the specialist application of psychology to sport and exercise environments. More specifically, the programme aims to:

- Offer students a broad understanding of the scientific area of Psychology including its main sub-areas such as Social Psychology, Cognitive Psychology, and Developmental Psychology.
- Offer students specialised understanding of a distinctive strand of Psychology in the sub-discipline of Sport and Exercise Psychology.
- Develop students' critical thought, contemporary learning, intellectual reasoning, academic research, and practical skills for application to diverse environments and clients within Psychology and Sport and Exercise Psychology.
- Enable students to develop a distinct range of core and transferable skills, and interpersonal skills, that are central to sport and exercise psychology practice and other areas of Psychology, employment, and progression.
- 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 sport and exercise psychology contexts.
- Support students in developing a deep and systematic critical understanding of the contemporary concepts, academic research, theories, and principles of Sport and Exercise Psychology.
- 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 Psychology and Sport and Exercise Psychology, with sound consideration of relevant moral, ethical, and legal issues applicable to research of psychological enquiry.
- Provide a stimulating, caring, and nurturing learning environment in which students feel secure, confident, and motivated to learn.

5. Programme Learning Outcomes

Knowledge & understanding:

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

2. Comprehensive and detailed knowledge of Psychology and Sport and Exercise Psychology, including main theories and research areas, and applications to a variety of contexts.
3. A critical awareness of ethical issues in Psychology and Sport and Exercise Psychology, with an ability to discuss these in relation to personal beliefs and values.
4. A critical understanding of contemporary knowledge and practices in Psychology, across a range of topics and disciplines.

Intellectual skills:

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

5. Analysis and synthesis of knowledge and understanding of relevant information and research in Psychology and Sport and Exercise Psychology.
6. Critical, reflective, creative and analytical thinking in the application of their knowledge and understanding of Psychology and Sport and Exercise Psychology.

7. The ability to analyse new and abstract data and situations without guidance, using a range of techniques appropriate to Psychology and Sport and Exercise Psychology, and to create original solutions.
8. Confidence and flexibility in identifying and defining complex problems and applying appropriate knowledge, technique and skills to their solution, evaluating the relevant and significance of the data and information collected.
9. The ability to critically evaluate evidence to support conclusions and recommendations in Psychology and Sport and Exercise Psychology contexts, reviewing the reliability, validity and significance of the evidence.
10. The ability to identify key elements of problems in Psychology and Sport and Exercise Psychology and choose appropriate methods for their resolution in a considered manner.

Practical skills:

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

11. The selection and utilisation of a range of research methodologies to investigate behaviour and experience in Psychology and Sport and Exercise Psychology.
12. Critical appraisal of ethical scientific responsibility associated with psychological enquiry, and the ability to apply these to independent work and research.
13. The ability to act and use psychological methods with developed autonomy, under direction or supervision, within defined guidelines and ethical conduct.

Transferable / key skills:

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

14. The ability to use a range of modalities, including technology, to confidently communicate ideas effectively and succinctly.
15. Responsibility for autonomy in their own learning.
16. The ability to engage effectively in debate in a professional manner.
17. The ability to conduct research-based projects independently, and produce detailed and coherent project reports.
18. The ability to challenge received opinion and develop their own criteria and judgement on topics and issues relating to Psychology and Sport and Exercise Psychology.
19. The ability to work professionally within Psychology, which involves interacting effectively within a team, recognising, supporting and being proactive in leadership, negotiating in a professional context, project management, and managing conflict.

6. Learning and Teaching Methods

The BSc (Hons) Sport and Exercise Psychology programme adopts key aspects of the University's 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 demonstrates our commitment and contribution to social mobility, and aims to support students from all backgrounds to participate and succeed in Higher Education, and to progress their careers and postgraduate studies.

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 that 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 that 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.

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 supported by the academic staff who are qualified practitioners and utilise evidence-based practice and research-led teaching throughout the programme.

6.1 Learning Enhancement

Teaching and learning on the programme will utilise a combination of the following:

Glossary of Learning and Teaching Modes

Method	Description
Blended learning	Content and materials are part delivered through digital and online media; part delivered through face to face interaction.
Enquiry based learning (EBL)	Students investigate a presented question, problem or scenario. The process is usually facilitated.
Fieldwork	Learning undertaken in an alternative context, location or environment from the regular learning environment that may be for an extended period and may require transport and accommodation.
Flipped classroom	Reversal of traditional teaching and reading activities, in which students prepare for the session from guidance, by watching a lecture online, completing a specified reading, or similar. The face-to-face session is devoted to exercises, projects or discussion.
Group work	Students work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the larger module group.
Independent study	Activities where an individual learner conducts research, or carries out a learning activity, on their own.
Lecture / Lead Lecture	Verbal delivery of information to students can be face to face or via web 2.0 tools.
Practical	Learning opportunities relating to putting theory and research into practice.
Seminar	Typically small groups of students learning through discussion or highly-focused practical tasks.
Tutorial	Often one-to-one or small-group encounters between a tutor and student in which learning may be stimulated by a student request or may be focused on the detail of subject matter covered in another context.
Virtual Learning Environment	A web-based platform designed for digital aspects of courses (e.g., online lecture slides, reading material, tasks, discussion forums) that supports teaching and learning in an educational setting.
Workshop	Learning that is normally delivered via a practical activity in which a group of students undertake tasks under guidance related to a common theme and in the process acquire skills, techniques, and conceptual understanding.

6.2 e-Learning

The sport and exercise 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. The programme will have a Twitter feed that encourages dissemination of academic research and applied practice in sport and

exercise psychology. 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 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.

Achievement of Learning Outcomes is formative through responses and observations of practice tasks and directed tasks. Throughout the taught modules, formative assessment is used to support students in their learning and development. Formative assessment will be evident in various online quizzes and observation evaluations, problem-based learning scenarios and tasks accessible via the VLE, and in-class independent and group tasks interacting via SmartPhones and Clevertouch screens. 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 Applied Sport & Exercise Psychology and Advanced Sport & Exercise Psychology modules where all students will be assessed conducting a needs analysis and intervention in an applied practical environment.

Modules throughout the programme 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 knowledge and understanding of 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.

Glossary of Assessment Modes

Method	Description
Artefact	Students produce a creative artefact, online tool or object in response to a question or problem posed by the lecturer.
Case study	An analysis of a real-life example within the field of sport and exercise psychology.
Coursework	A broadly-defined assessment where written or practical work is completed during a course of study. It could relate to assessments referred to in the Glossary.
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.
Data collection	Students collect specific data relevant to the nature of the module content. This could be through conducting interviews, questionnaires, or observations.

Essay	Extended writing assignment in response to a question set by the module leader, or in negotiation between student and lecturer.
Ethical approval application	Completed documentation relating to a piece of research that is appropriate for ethical review scrutiny. Prepared with a research proposal.
Examination	Time constrained and under test conditions. May be an essay-type answer, short answer, data analysis and interpretation or multiple choice questions. Can be written or verbal communication.
Introductory Written Exercise	This formative assessment aims to encourage students to use academic skills (e.g., finding appropriate sources of information, referencing). Students are provided with formative feedback by their Personal Development Tutor.
Portfolio	A collection of assessments covering the learning outcomes of a module, which usually takes several different forms such as essays, reports, presentations, task sheets, or digital media. A compilation of weekly tasks, brief laboratory reports, reflective diary and evaluations can be evidence of students' achievements.
Practical	An assessment of the ability to apply knowledge, understanding, and skills practically (e.g., collecting data, interviewing skills).
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.
(Conference) Poster	A visual representation of data, critical review of literature, or research findings
Research proposal	A brief written plan that indicates clearly and succinctly how the student wishes to proceed in a piece of research.
Research paper / Scientific report	A written report structured in a scientific format, based on individual research of a selected academic subject area.

8. Exemptions to University Regulations

N/A

9. Work-Based Learning / Placement Learning

The knowledge, skills, and values the students will develop through participation and success in the Sport and Exercise Psychology programme will enable them to engage in a work and professional environment, as well as progress on to postgraduate study in Sport and Exercise Psychology or other sub-disciplines of Psychology. Many of the modules encourage students to apply their psychological knowledge to the workplace, working with people, and applied professional practice relevant to their next stage of training.

10. Programme Structure

Full Time

	Module Code	Module Title	Credits	Assessment			Semester [^]	C/O*	Non- condonable#
				%age Course work	%age Exam	%age Practical			
Level 4	PYCC01	Social Psychology	20	100			A	C	#
	PYCC02	Health and Wellbeing	20	100			A	C	
	PYCC04	Foundations in Psychology	20	60	40		A	C	

	PYCC05	Developmental Psychology	20	100			B	C	#
	SSCC01	Understanding Research; Theory and Method	20	100			B	C	
	SEPC01	Foundations of Sport and Exercise Psychology	20	50	50		B	C	
Level 5	SEPD01	Contemporary Themes in Sport and Exercise Psychology	20	100			B	C	
	PYCD03	Social Psychology 2	20	100			A	C	#
	PYCD02	Thinking and Learning	20	50	50		A	C	#
	PYCD01	Memory and Language	20	100			B	C	#
	PYCD04	Research methods in Psychology I	20	100			A	C	
	PYCD05	Research Methods in Psychology 2	20	100			B	C	
Level 6	SEPH01	Contemporary sport and exercise psychology	20	100			A	C	
	SEPH02	Applied sport psychology	20	50		50	B	C	
	PYCH02	Working with People	20	100			B	C	#
	PYCH01	Neuropsychology	20	60	40		A	C	#
	PYCH03	Empirical Project	40	100			X	C	#

Part Time

	Module Code	Module Title	Year	Credits	Assessment			Semester^	C/O*	Non- condonable#
					%age Course work	%age Exam	%age Practical			
Level 4	PYCC01	Social Psychology	1	20	100			A	C	#
	PYCC04	Foundations in Psychology	1	20	60	40		A	C	
	PYCC05	Developmental Psychology	1	20	100			B	C	#
	PYCC02	Health and Wellbeing	2	20	100			A	C	
	SSCC01	Understanding Research; Theory and Method	2	20	100			B	C	
	SEPC01	Foundations of Sport and Exercise Psychology	2	20	50	50		B	C	
Level 5	PYCD03	Social Psychology 2	3	20	100			A	C	#
	PYCD04	Research methods in Psychology I	3	20	100			A	C	

	PYCD05	Research Methods in Psychology 2	3	20	100			B	C	
	PYCD02	Thinking and Learning	4	20	50	50		A	C	#
	PYCD01	Memory and Language	4	20	100			B	C	#
	SEPD01	Contemporary Themes in Sport and Exercise Psychology	4	20	100			B	C	
Level 6	SEPH01	Contemporary sport and exercise psychology	5	20	100			A	C	
	PYCH01	Neuropsychology	5	20	60	40		A	C	#
	PYCH02	Working with People	5	20	100			B	C	#
	SEPH02	Applied sport psychology	6	20	50		50	B	C	
	PYCH03	Empirical Project	6	40	100			X	C	#

- ^ A, B = Semester A or B
X = modules delivered across Semesters A and B
* C = compulsory; O = optional
A V indicates that the module is non-condonable on this programme.

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

N/A

12. Professional Advisory Group

There will be a Professional Advisory Group that meets annually to continue the development of this programme and ensure that it remains contemporary and relevant. The Professional Advisory Group will be formulated by a wealth of expertise in both applied and professional practice, and academic rigour.

13. Academic Progression Opportunities

The specialised study of Sport and Exercise Psychology offers discipline-specific avenues for academic progression, whilst the broader study of Psychology offers a range of potential opportunities.

Students could continue a natural academic progression and career through continuing to postgraduate study. To continue studying Sport and Exercise Psychology, graduates could study for a master's degree in Sport and Exercise Psychology. The University of St Mark & St John has a master's degree in Sport and Exercise Psychology, and there are similar courses across the United Kingdom. Nevertheless, through the broad study of Psychology throughout the degree, graduates can pursue postgraduate study or training in a range of Psychology sub-disciplines (e.g., Counselling Psychology, Forensic Psychology, Organisational Psychology), as well as a wide range of areas that are underpinned by psychology (e.g., Speech and Language Therapy, Counselling and Psychotherapy). An accredited master's degree in a Psychology sub-discipline could then allow graduates to pursue training towards British Psychological Society accreditation in their sub-discipline.

Through studying research methods throughout the degree and completing a research dissertation in the third year, graduates could also pursue research-based postgraduate study, such as a Master's of Research or a PhD.

14. Employability and Career Progression Opportunities

Graduates could benefit from the specialised knowledge and understanding they develop of sport and exercise contexts, whilst also benefiting from the wide range of career opportunities opened up through broad study of Psychology.

Pursuing accreditation as a Sport and Exercise Psychologist would involve completing a postgraduate degree, and then at least two years of supervised practice. The British Psychological Society training route is currently necessary to become a Chartered Sport and Exercise Psychologist and a registered Practitioner Psychologist with the Health and Care Professions Council (<https://careers.bps.org.uk/area/sport-exercise>). Employers such as the English Institute of Sport, professional football teams, and universities typically require accreditation, and they offer challenging and fulfilling careers in Sport and Exercise Psychology. Self-employment as a Sport and Exercise Psychologist is also common.

The British Psychological Society also oversees training towards accreditation in other Psychology sub-disciplines (Counselling Psychology, Forensic Psychology, Clinical Psychology, Health Psychology, Educational Psychology, Neuropsychology, Occupational Psychology). The broad study of Psychology within the degree would allow students to pursue these career options, as well as Sport and Exercise Psychology (all subject to the degree becoming accredited by the British Psychological Society) (<https://www.bps.org.uk/public/become-psychologist/career-options-psychology>).

The degree provides excellent preparation for careers in the sport, fitness and health industries, and health promotion. Prospects.ac.uk (<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/sport-science-and-coaching>) identify the following as typical employers of graduates with sport science degrees and similar: professional sports clubs; national sporting associations, governing bodies and other related sporting agencies; private health and fitness clubs, spas and public sports and recreation facilities; local authorities; schools, further education and higher education institutions; the health sector, including the National Health Service.

Prospects.ac.uk (<https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/psychology>) also identify the following careers as benefiting from a Psychology degree: Advice worker; Careers adviser; Counsellor; Detective; Human resources officer; Life coach; Market researcher; Play therapist; Psychotherapist. In addition, major employers of Psychology graduates include the following: commercial and industrial companies; financial organisations; human resources departments; local and national government; marketing companies; the media; the National Health Service; police forces, the National Probation Service and prisons; schools, sixth form colleges and colleges of further education; social services.

Sport and Exercise Psychology graduates may therefore benefit from the opportunities that arise from degrees relating to sport, as well as Psychology degrees.

In these and other careers, graduates apply the skills they have developed through undergraduate study, which include (but are not limited to): critical thinking; written and verbal communication, including report writing and presentations; information technology; handling of data and statistics; analytical research; problem solving; ability to work on your own initiative and as part of a team; time management and planning; and effective problem-solving.

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:
 - Named 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 through ongoing and continuous dialogue and regular communication.

Students will be invited to participate in the National Student Survey (NSS). In addition, feedback at programme level will be achieved through programme and module evaluation surveys.

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 Learning Space and Actions from previous meetings are formally followed up at subsequent meetings.
- Programme Reports and the External Examiner's report, and responses, 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.

Learning Outcomes Mapping Matrix

	Knowledge and Understanding			Intellectual Skills						Practical Skills			Transferable / Key Skills					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Module																		
PYCC01	X																	
PYCC02	X																	
PYCC04		X	X	X				X	X				X		X			
PYCC05			X		X								X	X				
SEPC01	X																	
SEPD01	X	X	X	X				X				X	X				X	X
SSCC01										X						X		X
PYCD01	X			X									X	X	X		X	X
PYCD02	X			X									X	X	X		X	X
PYCD03	X			X									X	X	X		X	X
PYCD04	X	X			X	X		X		X		X	X		X	X		X
PYCD05	X	X			X	X		X		X		X	X		X	X		X
SEPH01																		
SEPH02																		
PYCH01	X		X	X	X		X		X				X	X	X		X	X
PYCH02	X		X	X	X		X		X			X	X	X	X		X	X
PYCH03	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

