



LEEDS
BECKETT
UNIVERSITY

Course

Specification

MSc Psychology of Sport and Exercise

Course Code: MSCPE

2026/27

leedsbeckett.ac.uk

MSc Psychology of Sport and Exercise (MSCPE)

Applicant Facing Course Specification for 2026/27 Entrants

Confirmed at 11/2025

General Information

Award	Master of Science Psychology of Sport and Exercise
Contained awards	Postgraduate Diploma Sport and Exercise Psychology (Level 7) Postgraduate Certificate Sport and Exercise Psychology (Level 7)
Awarding body	Leeds Beckett University
Level of qualification and credits	Level 7 of the Framework for Higher Education Qualifications, with 180 credit points at Level 7 of the Higher Education Credit Framework for England.
Course lengths and standard timescales	Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is: <ul style="list-style-type: none">• 12 months (full time, campus based)• 24 months (part time, campus based)
Part time study	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence from that defined within this information set but the modules offered within each level are consistent.
Location(s) of delivery	The majority of teaching will be at Headingley campus but on occasion may be at City campus.
Entry requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/ Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk .

DBS Check

An enhanced criminal history (DBS) check may be required for certain modules which involve working with children and/or vulnerable others. The DBS in the UK is currently not able to conduct overseas criminal record checks, therefore international applicants, those without British Citizenship and British Citizens with a significant period of overseas residency will therefore require a criminal records check or certificate of good conduct from their home/overseas country before undertaking work with children and/or vulnerable others

Course fees

Course fees are confirmed in your offer letter. A breakdown of any additional costs is included on the online prospectus entry for this course.

Fees enquiries may be directed to Fees@leedsbeckett.ac.uk.

Policies, Standards and Regulations

<https://www.leedsbeckett.ac.uk/our-university/public-information/academic-regulations/>

Standard University Regulations apply to this course, with the following exceptions:

Exemption to Academic Regulation 2.3 'Standard Minimum Entry Requirements'; course entry requirements include IELTS 6.5 with no skills below 6.0, or an equivalent qualification.

Permission has been granted for the following exceptions to the University's Regulations:

In order to meet the requirements of the accrediting professional body – the British Psychological Society (BPS) – students must achieve an overall grade of at least 50% for all modules in the MSCPE course (standard benchmark set for all BPS-accredited programmes).

Professional Accreditation or Recognition Associated with the Course

Professional body

Accredited by the British Psychological Society (BPS).

Accreditation/recognition summary

Leeds Beckett University recognises the importance of the key professional framework for Chartered Membership of the Society (CPsychol) and Full Membership of the Division of Sport and Exercise Psychology. The course has been designed with this in mind, and graduates of the programme will be able to complete Stage 1 of the BPS training route towards Chartered Status within the Division of Sport and Exercise Psychology. Following successful completion of this course*, students can go on to complete the BPS Stage 2 Qualification in Sport & Exercise Psychology (QSEP), which permits them to legally use the titles of Chartered Sport and Exercise Psychologist, Registered Psychologist or Practitioner Psychologist".

***Please note that only graduates who hold the BPS Graduate Basis for Chartered Membership (GBC) can enrol as a Stage 2 candidate. Graduates who do not hold GBC will first need to complete a BPS-accredited Psychology Conversion course before they are eligible to enrol on the Stage 2 QSEP. Students who are not**

eligible to enrol on the Stage 2 QSEP are also encouraged to consider the Chartered Association for Sport and Exercise Sciences (CASES) Supervised Experience pathways to professional accreditation as a Sport and Exercise Scientist (specialising in Psychology).

The programme is designed to meet the accreditation requirements for the BPS Stage 1 training route towards Chartered Status within the Division of Sport and Exercise Psychology.

'In Year' Work-Related Learning Information

While most applicants will not undertake prolonged work-related learning activity in the first year of study, shorter practical experience, field trips or volunteering opportunities may be offered at early stages of the course.

Summary

10 hours of supervised practical experience within a sport or exercise psychology setting.

Practical Experience Delivery

Leeds Beckett University is dedicated to improving the employability of our students and one of the ways in which we do this is to support them in gaining valuable work experience via work-related learning. Our course team have developed strong links with companies, many of whom repeatedly recruit our students into excellent practical experience roles. Our teams support students through every stage of the process.

Location

Practical experience opportunities will be arranged by the course team. The locations will vary, dependent on the opportunity.

Timetable

Timetables for Semester 1 will be made available to students during induction week via:

- i) The Student Portal (MyBeckett)
- ii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Key Contacts

Your course director Dr Lauren Duckworth

Your Course Leader Dr Gareth Jowett

Your Course Administrator SchoolOfSportPGAdmin@leedsbeckett.ac.uk

Course Overview

The course philosophy reflects the University's strategic plan by putting students at the centre of our activities, delivering a flexible and relevant curriculum with excellent teaching and learning, providing a supportive, inclusive and welcoming environment, and preparing students for employment and lifelong learning. The MSc Psychology of Sport and Exercise is designed to enable each student to grow personally and professionally during the course. In line with the five aims of the programme, developing students who feel competent and confident in contributing to the beneficence of others through the application of the skills and knowledge they have acquired whilst studying on the programme is key. It is also evident from the aims of the programme that students will experience a course that is research-led and promotes evidence-informed practice as a professional standard to which they should aspire.

Students will enter this programme with a Graduate Basis for Chartered Membership (GBC). Therefore, completion of the scheduled learning programme will enable students to complete Stage 1 of the BPS training route towards Chartered Status within the Division of Sport and Exercise Psychology. A modular structure has been developed which allows for the inclusion of the Practicum module in which students will be supported via individual and group supervision to engage in a period of client-related work in the role of a sport and exercise psychologist. The programme incorporates two additional strategies to enable students to achieve the intended learning outcomes. First, there is the academic advisor programme where a member of staff will be asked to support the student through their learning journey, particularly with a view to the student's progress and their wider life goals. Second, the programme aims to develop a culture where students take an interest in, learn from, and support each other. These strategies in particular help to provide a forum for the development of research skills, professional competencies and personal development in an ethical and appropriate way.

Aims

The broad aim of the programme is to provide students with the opportunity to develop professional and ethical competencies in the research and application of psychology within sport and exercise contexts. This broad aim is explicated more fully in the specific aims set out below. The course is designed to:

- Develop a comprehensive understanding of the psychological principles related to sport and exercise contexts and their application to professional practice.
- Provide an opportunity to critically evaluate and apply a broad range of theories, methodologies and research findings in sport and exercise psychology.
- Develop a comprehensive and practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in sport and exercise psychology.
- Develop the practical ability to identify and employ appropriate/established research techniques in the creation and interpretation of knowledge in sport and exercise psychology.
- Develop professional competencies linked to the pursuit of a career as a Chartered Sport and Exercise Psychologist.

This programme of postgraduate study will provide students with training of high academic quality and applicable to the role of a Chartered Sport and Exercise Psychologist.

Course learning outcomes

At the end of the course, students will be able to:

1	Demonstrate the professional competencies required to be a Chartered Sport and Exercise Psychologist in line with established Codes of Ethics and Conduct.
2	Demonstrate a systematic understanding of knowledge and a critical awareness of current problems and new insights in the field of sport and exercise psychology.
3	Critically analyse and evaluate a broad range of theories, methodologies and research findings as applied to contemporary issues in sport and exercise psychology.
4	Utilising a range of media, exhibit a comprehensive knowledge and application of appropriate techniques and methodologies deemed relevant to research in sport and exercise psychology.
5	Demonstrate a reflective approach to applied practice through the engagement in client-related activity.
6	Demonstrate self-direction, self-awareness and evidence-informed approaches to solving problems, planning tasks and implementing strategies at a professional level.
7	Demonstrate independence and originality whilst undertaking a research task in sport and exercise psychology.

Teaching and Learning Activities

Summary

The learning and teaching on the MSc Psychology of Sport and Exercise degree places the student at the centre of the experience by fostering an inclusive, supportive and challenging environment. Through a curriculum which is informed by research and professional practice students will develop the required skills, knowledge and experience. The course will focus on developing sound knowledge of Sport and Exercise Psychology with ample opportunities to apply their knowledge whilst enhancing learning through problem solving approaches. The learning approaches will develop students independent learning capability and critical thinking skills as well as prepare them for employment.

Learning and teaching approaches will be continually improved using feedback from mid- and end-of-module evaluations, peer review, focus groups, enhancement and development meetings, and module development days. This will ensure that the students' learning experience is continually enhanced by supporting the professional development needs of the academic members of staff who will facilitate the learning experience.

Students will be engaged through a variety of teaching and learning approaches whilst studying the MSc. Psychology of Sport and Exercise course. Challenging and authentic tasks will be used to stretch the students' capabilities in real-world learning and assessment, resulting in a deeper approach to learning.

The following learning and teaching strategies will be used across the modules;

- Students will undertake advance preparatory work in order to contribute to and inform interactive learning environments.
- Students will learn from and facilitate the learning of others through engagement in peer review processes.

- Students will participate in tutorials where they will work in small groups to engage with learning activities.
- Students will organise and conduct research processes in order to facilitate appropriate data collection, analysis and interpretation.
- Students will work independently to research the relevant literature using a wide range of sources (e.g., electronic databases and search engines).
- Students will complete directed activities/ formative assessments which will inform the content of scheduled sessions, providing opportunities for feedback.

The blend of learning approaches will involve a combination of face-to-face facilitated learning, online learning and self-study which will differ by module and across levels. Modules (20-credits) are delivered over a 12-week semester, with students expected to attend on campus each week, at least a 1-hour large group session and at least a 2-hour smaller group seminar/practical session. Recorded lectures and directed activity will be provided around these study hours. Each module will therefore provide 36 hours of taught content, with students expected to dedicate at least 164 hours of independent study across each semester for each module.

Supervision of work-related learning is a key aspect of this programme. Supervision involves an active and reciprocal relationship (Johnson, 2007) that relies on effective communication. Therefore, supervision of students during their Practicum practical experience requires dynamism and flexibility to respond to the generative growth (Johnson, 2007) of the student as they progress through the process and address the inevitable challenges that arise along the supervised practice journey. As such, Practicum Supervisors aspire to move along the supervisory continuum from adopting a more formal, hierarchical and transactional style at the start of the relationship to one that delivers the qualities of a transformational supervisor (Johnson, 2007). However, a challenge that can ensue from the transformational approach is boundary violations. Therefore, to mitigate this risk, it is important to clarify boundaries at the outset of all supervisory relationships (as part of informed consent to supervision) and remain vigilant and act if the boundaries are breached (Johnson, 2007). Members of the course team act as Practicum Supervisors and engage in shared reflections/discussions at regular intervals (monthly) during the practical experiences.

Your modules

This information is correct for students progressing through the programme within standard timescales. Option modules listed are indicative of a typical year. There may be some variance in the availability of option modules. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

Level 7 – Full Time

Compulsory modules

Module title	Credits	Semester/ period	teaching
The Research Process	20	Semester 1	
Contemporary Issues in Sport Psychology	20	Semester 1	
Psychology of Exercise and Health	20	Semester 2	
Psychosocial Development in Sport and Exercise	20	Semester 2	
Professional Practice	20	Semester 1 & 2	
Practicum	20	Semester 1 & 2	
Major Independent Study	60	Semester 1, 2 & 3	
Number of credits of compulsory modules	180		

Level 7 – Part Time

Compulsory modules

Module title	Credits	Semester/ period	teaching
Contemporary Issues in Sport Psychology	20	Semester 1 – Year 1	
Psychology of Exercise and Health	20	Semester 2 – Year 1	
Psychosocial Development in Sport and Exercise	20	Semester 2 – Year 1	
Practicum	20	Semester 1 & 2 – Year 1	
The Research Process	20	Semester 1 – Year 2	
Professional Practice	20	Semester 1 & 2 – Year 2	
Major Independent Study	60	Semester 1, 2 & 3 – Year 2	
Number of credits of compulsory modules	180		

The part-time study pattern outlined above reflects a recommended course study structure. However, it is recognised that for some students undertaking part-time study more flexibility will be needed in terms of number of modules completed each year as well as the order of modules studied.

Assessment and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director, but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded work-related learning activities and independent study. Modules may have more than one component of assessment.

Assessment

Level 7

This course is assessed by a broadly even mix of coursework with some practical assessments. There is a major independent study module which is assessed by a 6,000-word dissertation.

Workload

Overall Workload	Level 7
Teaching, learning and assessment	222 hours
Independent study	1568 hours
Work-related learning	10 hours