



LEEDS  
BECKETT  
UNIVERSITY

# Course

# Specification

# Postgraduate

# Diploma Sport

# and Exercise

# Psychology

**Course Code: PSEXP**

**2026/27**

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# ***Postgraduate Diploma Sport and Exercise Psychology (PSEXP)***

## **Applicant Facing Course Specification for 2026/27 Entrants**

Confirmed at 11/2025

### **General Information**

<b>Award</b>	Postgraduate Diploma Sport and Exercise Psychology
<b>Contained awards</b>	Postgraduate Certificate Sport and Exercise Psychology (Level 7)
<b>Awarding body</b>	Leeds Beckett University
<b>Level of qualification and credits</b>	Level 7 of the Framework for Higher Education Qualifications, with 120 credit points at Level 7 of the Higher Education Credit Framework for England.
<b>Course lengths and standard timescales</b>	<p>Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is:</p> <ul style="list-style-type: none"><li>• 12 months (full time, campus based)</li><li>• 24 months (part time, campus based)</li></ul>
<b>Part time study</b>	<p>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.</p>
<b>Location(s) of delivery</b>	<p>The majority of teaching will be at Headingley campus but on occasion may be at City campus.</p>
<b>Entry requirements</b>	<p>Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: <a href="https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/">https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/</a></p> <p>Admissions enquiries may be directed to: <a href="mailto:AdmissionsEnquiries@leedsbeckett.ac.uk">AdmissionsEnquiries@leedsbeckett.ac.uk</a>.</p>
<b>Course fees</b>	<p>Course fees are confirmed in your offer letter. A breakdown of any additional costs is included on the online prospectus entry for this course.</p> <p>Fees enquiries may be directed to <a href="mailto:Fees@leedsbeckett.ac.uk">Fees@leedsbeckett.ac.uk</a>.</p>

## 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.

## 'In Year' Work Placement Information

While most applicants will not undertake prolonged placement activity in the first year of study, shorter work-based placements, field trips or volunteering opportunities may have been offered at early stages of the course.

**Summary** 10 hours of supervised practice within a sport or exercise psychology setting.

**Length** Not Specified

**Location** Not Specified

## 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](mailto:SchoolOfSportPGAdmin@leedsbeckett.ac.uk)

## Course Overview

The philosophy of the Postgraduate Diploma in Sport and Exercise Psychology course at Leeds Beckett University 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. This course 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.

This course includes six compulsory modules: Contemporary Issues in Sport Psychology, Psychosocial Development in Sport and Exercise, Psychology of Exercise and Health, Professional Practice, Practicum, and The Research Process. The philosophy of the course is to focus the student in the study of relevant sport and exercise psychology modules, which are academically challenging, vocationally relevant and underpinned by research evidence that is both inspired by and applicable to practice. The course aims to foster life-long learning and develop individuals' ability to understand, critically evaluate and apply psychological principles and knowledge in an ethical 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.

## Teaching and Learning Activities

### Summary

The learning and teaching on the PG Dip 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

The learning and teaching on the PG Dip Psychology of Sport and Exercise course 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 necessary to achieve Stage 1 of the BPS curriculum. The course will focus on developing sound knowledge of Sport and Exercise Psychology with ample opportunities to apply their learning 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 PG Dip 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 client-related work 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 placement 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 team act as Practicum Supervisors and engage in shared reflections/discussions at regular intervals (monthly) during the course of the placements.

## 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*

<b>Module title</b>	<b>Credits</b>	<b>Semester/ period</b>	<b>teaching</b>
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	
Number of credits of compulsory modules	120		

### Level 7 – Part Time

#### *Compulsory modules*

<b>Module title</b>	<b>Credits</b>	<b>Semester/ period</b>	<b>teaching</b>
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	
Number of credits of compulsory modules	120		

The full-time and 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 placement 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.

### Workload

Overall Workload	Level 7
Teaching, learning and assessment	216 hours
Independent study	974 hours
Placement	10 hours