



the british  
psychological society  
promoting excellence in psychology

# QUALIFICATION IN SPORT AND EXERCISE PSYCHOLOGY

(STAGE 2)

**CANDIDATE HANDBOOK – 2018 ROUTE**

**OCTOBER 2020**

[WWW.BPS.ORG.UK/QUALIFICATIONS](http://WWW.BPS.ORG.UK/QUALIFICATIONS)

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# 1. Welcome

## 1.1 INTRODUCTION

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The British Psychological Society ('the Society') is the learned and professional body, incorporated by Royal Charter, for psychologists in the United Kingdom. The Society has a total membership and subscribership of approximately 63,000, and is a registered charity. Under its Royal Charter, the key objective of the Society is 'to promote the advancement and diffusion of the knowledge of psychology pure and applied, and especially to promote the efficiency and usefulness of members by setting up a high standard of professional education and knowledge'.

The Society's Qualification in Sport and Exercise Psychology (QSEP) (Stage 2) is a doctoral level qualification which provides a route to eligibility for Chartered membership of the Society and Full membership of the Division of Sport and Exercise Psychology. We very much hope that you will find your time on the Qualification fulfilling and rewarding. The QSEP (Stage 2) builds upon the academic components of your Stage 1 training by requiring the development and demonstration of practical skills in applied settings.

This Candidate Handbook will provide you with full details about the competencies which you will be expected to develop and the methods by which you will be assessed. It also includes information about the key people you will have contact with during your enrolment. The handbook is designed to supplement the *Regulations for the Society's Postgraduate Qualifications* which you should read carefully and adhere to at all times.

## 1.2 ELIGIBILITY FOR REGISTRATION

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Practitioner psychologists are regulated by the Health and Care Professions Council (HCPC). It is a legal requirement that anyone who wishes to practice using a title protected by the Health Professions Order 2001 is on the HCPC Register; the title of Sport and Exercise Psychologist is one such legally protected title. For more information please see the HCPC website at [www.hcpc-uk.org](http://www.hcpc-uk.org). The QSEP (Stage 2) is a HCPC approved qualification, which means that if you are awarded the QSEP (Stage 2), you are eligible to apply for registration with the HCPC as a Sport and Exercise Psychologist.

## 1.3 SCOPE OF SPORT AND EXERCISE PSYCHOLOGY

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The work of a Sport and Exercise Psychologist is ethically, empirically and theoretically based: they adopt a scientist-practitioner perspective. This combination of empirical evidence base, theoretical understanding, use of reputable guidelines, and thorough training, ensures that Chartered practitioners deliver ethical practice and interventions, teaching and research of the highest standard, whilst also seeking to evaluate their practice to enable future professional development. As with all other professional psychologists, their work is subject to ethical, cultural, and reflective practice in collaborative supervision with other psychologists from multiple domains, to achieve service-user engagement and goals with particular populations, across diverse settings in dealing with particular problems.

Practitioners and researchers work to understand, predict and improve the performance of, both elite athletes and amateur participants in both team and individual sports. They are also concerned with

the application of psychological theory to improve and maintain physical health and psychological wellbeing through involvement in planned exercise participation and active lifestyles. Sport and Exercise Psychologists can be found in the private, public or academic sectors and some combine work in more than one area. Some Sport and Exercise Psychologists choose to specialise in a particular context such as professional sport or health promotion, whereas others work across both researching and applying a psychological specialism such as resilience, motivation, or intervention techniques. Sports settings can vary from employment through the regional institutes of sport, work for a National Governing Body or a specific sport club, and clients can be from all levels of professional and amateur competition and can be individuals or groups of athletes, coaches, officials and / or parents of athletes. Members of the Division have supported athletes on the international stage in preparation for, at, and after events such as the summer and winter Olympics, Paralympics, Invictus games, Football and Rugby World Cups, and the Ashes tournament. Exercise settings include private and public health care providers, not-for-profit organisations working with individual and groups of the general public, as well as training and consultation services to other physical activity health professions. In addition to intervention skills, Sport and Exercise Psychologists have high-level research and consultancy skills that enable them to develop and evaluate appropriate and targeted research studies. These can range in scope to include proof-of-concept research, analysis of outcomes of a service provision, and large-scale publishable research. Sport and Exercise Psychologists in the UK have contributed to the development of National Institute for Health and Care Excellence (NICE) guidelines on physical activity and behaviour change, and have been involved in the development of regional government policies on topics such as obesity, physical activity in mental health treatment plans, and mental health concerns in professional sport.

#### 1.4 TRAINING AS AN INDEPENDENT CANDIDATE

The QSEP (Stage 2) provides a route where you can demonstrate the competencies necessary to become a safe, effective, ethical and autonomous practitioner in sport and exercise psychology, and is designed so that you can take responsibility for your own learning and training. You will do this with the support of the Qualifications Team, via your dedicated Qualifications Administrator, and your Co-ordinating Supervisor. The team are committed to ensuring that the QSEP (Stage 2) allows you the flexibility to develop the competencies and submit work for assessment at a pace that fits in with your access to opportunities and your other commitments.

#### 1.5 AIMS OF THE QSEP (STAGE 2)

Upon successful completion of the QSEP (Stage 2) you will:

- develop, implement and maintain personal and professional standards and ethical practice;
- apply psychological and related methods, concepts, models, theories and knowledge derived from reproducible findings;
- research and develop new and existing psychological methods, concepts, models, theories and instruments in psychology; and
- communicate psychological knowledge, principles, methods, needs and policy requirements

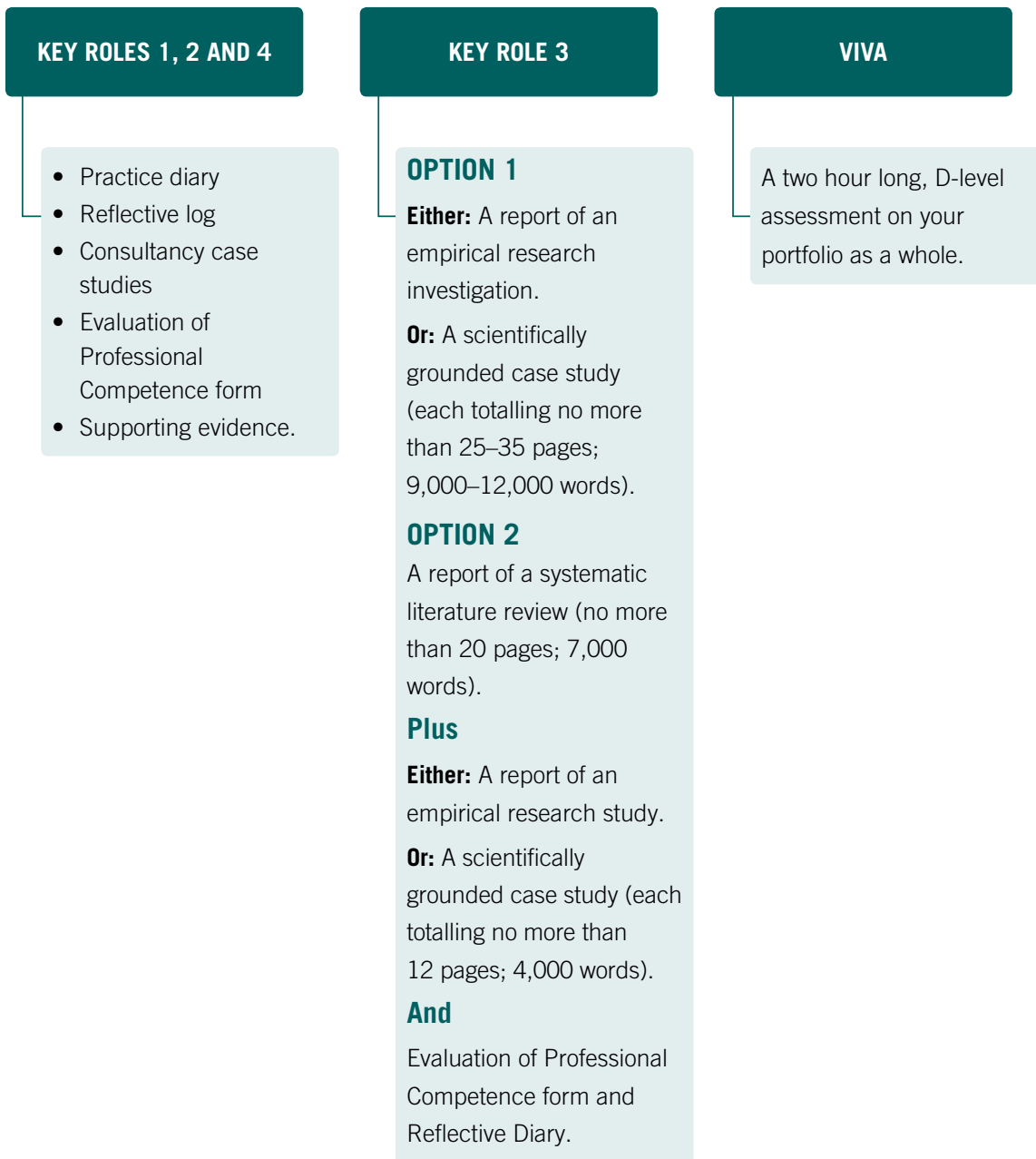
The learning outcomes of these are described in further detail in Appendix 1.

## 1.6 STRUCTURE OF THE QUALIFICATION

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The QSEP (Stage 2) is not a course of study in the traditional sense; it is instead a professional body award, designed around work-based learning, which determines whether or not the required competencies have been demonstrated. It is predicated on four Key Roles, which are broken down into competencies (see [Appendix 1](#)). You will demonstrate the competencies through three consecutive portfolio submissions and final viva examination, all of which reflect your progress and proficiency over a typical timespan of two or more years, and demonstrate the acquisition of skills in relevant working contexts and with appropriate supervision. The first two submissions are formative, and the final submission and viva are summative. This enables you to receive developmental feedback as you progress through your first two submissions, in preparation for your final submission and viva.

The evidence that you will submit consists of the following:



Please see Section 5.4 for further details.

## 2. About us

The QSEP (Stage 2) is administered by a programme team who draw on a wide range of expertise to ensure that standards are maintained and that you have a positive experience while training with us. The programme team consists of the Sport and Exercise Psychology Qualifications Board, the Delivery Team and Assessment Team.

### 2.1 SPORT AND EXERCISE PSYCHOLOGY QUALIFICATIONS BOARD

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The Board consists of the following roles:

#### **Chair**

The Chair of the Board oversees all matters relating to the qualification, including enrolment and assessment, advising the Board on policy and procedural updates, and ensuring that results are released within the given deadline.

#### **Chief Supervisor**

The Chief Supervisor is responsible for: approving your Co-ordinating Supervisor and any Key Role Supervisors; reviewing your enrolment application, progress reports, and any interim changes to your plan of training. The Chief Supervisor has oversight of the supervisory process and remains separate from the assessment process at all times.

The Chief Supervisor, along with the Qualifications Administrator, will have responsibility for all communications with you relating to the qualification and is on hand to help with any queries or questions you have throughout your enrolment.

#### **Chief Assessor**

The Chief Assessor has oversight of the entire assessment process and manages a team of assessors who assess the work you submit throughout your period of enrolment. An important part of the Chief Assessor's role is to moderate assessments to ensure consistency throughout the assessment process, and deliver a robust programme of assessor training.

#### **External Examiner**

The Board also appoints an External Examiner to oversee the enrolment and assessment processes and ensure that standards are maintained.

### 2.2 QUALIFICATIONS TEAM

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The Qualifications Team is formed of both a Delivery Team and an Assessment and Awards Team. The role of the Qualifications Team is to ensure the smooth running and ongoing development of the Society's qualifications. Your main point of contact with the Qualifications Team will be the Administrators.

Please find the Delivery Team email address here: [sportexercise.qualification@bps.org.uk](mailto:sportexercise.qualification@bps.org.uk)

You can find the Assessment email here: [assessments@bps.org.uk](mailto:assessments@bps.org.uk)



If you are unsure of who to go to, please contact the Delivery Team in the first instance, who will be able to forward on your query to the most appropriate contact. You can expect the Qualifications Administrator to do the following:

- answer your queries relating to the administration of your training;
- forward any queries that s/he is not able to answer to the appropriate Board Officer;
- process your enrolment form and payment;
- process your assessments (e.g. sending these to the relevant assessor, logging the outcome of assessment and issuing your results letters); and
- ensure that the BPS Qualifications pages of the website are kept up-to-date.

If you have any queries during the course of your enrolment, you may find that these are answered in the Candidate Handbook or Regulations, or on the website. If not, please contact the Delivery Team who will be happy to help.

### **2.3 ASSESSOR TEAM**

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The QSEP (Stage 2) has a team of experienced assessors who are responsible for assessing submissions to determine whether you have demonstrated the competencies. All assessors are trained prior to taking on the role, with subsequent attendance at refresher training.

## 3. Enrolment

### 3.1 ELIGIBILITY TO ENROL

In order to be eligible to apply to enrol for the QSEP (Stage 2), you will need to:

- be a current member of the Society with the Graduate Basis for Chartered membership (GBC);
- have completed a Society-accredited Master's degree in Sport and Exercise Psychology (or the Society's Qualification in Sport and Exercise Psychology (Stage 1), now closed);
- be in a position to undertake supervised practice in the field of sport and exercise psychology; and
- engage the support of an approved Co-ordinating Supervisor for the QSEP (Stage 2) (please see Section 3.2).

### 3.2 ENGAGING A CO-ORDINATING SUPERVISOR

Before you apply to enrol for the QSEP (Stage 2), you will need to engage the support of a Co-ordinating Supervisor. The best place to look for a Co-ordinating Supervisor is the Register of Applied Psychology Practice Supervisors (RAPPS). This can be accessed on our website at [www.bps.org.uk/rapps](http://www.bps.org.uk/rapps). In order to identify potential Co-ordinating Supervisors on RAPPS, please look for registrants specifically with 'Qualification in Sport and Exercise Psychology' listed in their training route, as this indicates that they are already approved Co-ordinating Supervisors who have attended training for the role and are likely to have a degree of experience in assisting other candidates through the QSEP (Stage 2). Some registrants may have 'Sport and Exercise Psychology' listed in their domain but this does not necessarily mean that they are eligible to be a CS. However, you can still contact them to determine whether they meet the criteria below and are willing to undertake training for the role. Alternatively, you may find a Co-ordinating Supervisor through your colleagues or professional contacts, and provided that they meet the criteria below, you can propose them to be your Co-ordinating Supervisor.

Given the importance of the working relationship between you and your Co-ordinating Supervisor, you may wish to make contact with more than one potential Co-ordinating Supervisor before carefully considering who you wish to work with in this role.

Your Co-ordinating Supervisor will:

- be a Chartered psychologist;
- be a Full Member of the Division of Sport and Exercise Psychology;
- be entered on the Society's Register of Applied Psychology Practice Supervisors (RAPPS);
- be registered with the Health and Care Professions Council as a sport and exercise psychologist;
- have undertaken the Board's supervisor training prior to being approved in the role; and
- attend the Board's refresher training at least once every two years (annual attendance is encouraged).

If your Co-ordinating Supervisor is not entered on RAPPS, they will need to contact your Delivery Team Administrator who will arrange for them to undertake the Society's approved supervisor training. This consists of two distance learning modules, one focusing on core supervisory skills (module 1) and the other on supervising specifically for the QSEP (Stage 2) (module 2) and a face-to-face workshop.

If your Co-ordinating Supervisor is already on RAPPS through another means, they will be exempt from module 1 and will only need to complete module 2 and the workshop to ensure that they are sufficiently familiar with the QSEP (Stage 2) in order to support you through the qualification.

In order to ensure that all candidates receive an appropriate level of support from their Co-ordinating Supervisor, there is a limit to the number of candidates that a Co-ordinating Supervisor can be approved for at any one time. Normally, this is a maximum of five. Requests to go beyond this may be granted by the Qualifications Board, who would take into account the individual circumstances of the Co-ordinating Supervisor to make their judgement.

Your Co-ordinating Supervisor is required to perform the following duties:

- undertake a needs analysis at the outset of your training;
- advise on the preparation and review of your plan of training;
- complete the required sections of forms relating to your enrolment and assessment;
- monitor your progress towards the QSEP (Stage 2);
- provide guidance and support to you throughout the period of enrolment, including in relation to opportunities relevant to satisfactory completion of the Key Roles;
- offer feedback and guidance on your written work prior to submission for assessment (please note that this does not constitute a formal assessment of your work);
- support you in conducting the placement audit for each placement in collaboration with the placement host;
- ensure that a risk assessment is undertaken for each placement;
- ensure that you understand what your responsibilities are and what process to follow in the event that you need to raise a concern about the safety and / or wellbeing of service users.
- provide any support and guidance you require in the event that you need to raise a concern about the safety and / or well-being of service users.
- observe, or arrange for you to be observed, working in a practitioner situation;
- maintain regular contact with you, which will include meeting with you a minimum of once every three months throughout the period of enrolment to complete your supervisory meeting record (please see Section 4.1 for further details);
- encourage you to reflect on your learning and practice and to engage in creativity, problem-solving and the integration of theory into practice;
- listen to your views and concerns regarding your work in progress and offer appropriate advice;
- monitor your fitness to practise and ethical standards while you are enrolled on the QSEP (Stage 2); and
- engage in an annual self-appraisal process.

As noted above, it is a requirement of the QSEP (Stage 2) that you are observed in practice by a member of your supervisory team. As a guide, it is suggested that this is done at least once in each year of your enrolment period. This may be done through direct 'real time' observation, or indirectly via observation of a recording of a session. Ideally, this would account for observation of consultancy (Key Role 2) and dissemination (Key Role 4), with consideration given to ethical issues surrounding client consent and data protection. The observations undertaken should be clearly noted in your

practice log, and you are encouraged to evidence discussion about these in the supervisory meeting records and / or EPC form, and evidence reflection on them in your reflective diary.

You will need to agree a contract with your Co-ordinating Supervisor before you apply to enrol for the QSEP (Stage 2). You are advised to ensure that the contract includes details of all fees payable to the Co-ordinating Supervisor along with how often contact will be made and the method of communication. A copy of the contract must be submitted as part of your enrolment application. A sample contract is available on the qualification webpage should you wish to use this. Please note that the Qualifications Team and the Qualifications Board are unable to advise on fee setting or become involved in the contracting process. Potential Co-ordinating Supervisors may request references before entering into any arrangement with you.

### 3.3 PLANNING YOUR TRAINING

#### 3.3.1 Accessing placement opportunities

Before you apply to enrol for the QSEP (Stage 2), you will need to establish whether you will have access to placement opportunities which will enable you to develop and demonstrate the competencies. Your Co-ordinating Supervisor will be able to assist you with this process. Placement opportunities are defined as activities that could be with, for example, a team, an individual or an organisation (e.g. the NHS on an obesity programme) where your engagement takes place frequently over a medium / long term period in that environment and the nature / scope of your work is determined and facilitated by a placement host. In the sport and exercise psychology context, the placement host is the client. The Qualifications Board needs to be reassured that whilst you are undertaking this type of supervised practice you are working in a safe and secure environment. To this end the Board has set a requirement from the outset that you, your Co-ordinating Supervisor and your client are aware of this need. Please see the enrolment forms and guidance document for more information on what is required.

Due to the opportunistic nature of postgraduate training in sport and exercise psychology, there are likely to be times when you undertake work-based learning activities that are short-term and / or infrequent, and take place across a number of different environments. Examples include a request to undertake a workshop or a short and / or infrequent period of consultancy work with an individual or team. Again, the Board needs to be reassured that you are undertaking this experience in a safe and secure environment and you, your Coordinating Supervisor and any additional supervisor should be aware of the requirements for this. We encourage you to produce a risk assessment for each activity as part of good practice development.

#### 3.3.2 Examples of placement settings in sport psychology

The nature of your placement opportunities will depend on whether you have chosen to focus on sport psychology or exercise psychology. If you are specialising in sporting applications, you should gain experience in a range of situations typical of the sport context. This will usually involve seeking placement opportunities with sports teams, governing bodies of sport or with individuals. You will be expected to provide evidence of the application of a number of psychological techniques and interventions targeted at specific behaviours. Whatever the area of work, whether as a researcher or practitioner, you need to be aware of the central importance of working with a clear philosophy of behaviour and behaviour change which is rooted in sound theoretical paradigms.

Relevant applied experience should be gained from a variety of populations (e.g. working with male and female athletes, coaches, parents, support staff), considering different levels (e.g. club, regional, national and international) and types of sport (e.g. team and individual). Access to high level athletes and systems may be difficult and also inappropriate at the start of training; therefore, gaining entry with local or district clubs and student teams as well as working with student athletes may be a worthwhile and rewarding goal in your first year. Additionally, through basic advertising of your services and word of mouth, you may attract the interest of youth teams, sports organisations and clubs who are interested in psychological skills education and support for their junior performers. You may also develop opportunities for parent and coach education, and subsequent work with coaches and parents beyond introductory sessions.

In all of these endeavours, be aware that these clients are probably looking for and constrained to 'sport psychology on a budget' and won't necessarily have the finances to pay for a fully qualified professional. In this regard, expect to perform a significant percentage of your earlier work for free or to cover expenses as you build up your contact hours. You may be fortunate to secure a placement or internship with a team, but similar experience could be gained by offering free sport psychology support to a team or a squad of individuals for a season. Start with local academies and clubs and aim for your services to be offered over the course of a number of months so that you can build rapport with the stakeholders (e.g. athletes, coaches, parents, etc.). There are plenty of settings from youth to senior sport to build up your experience, and to take you out of the comfort zone of the one or two sports that you may know best. From your second year onwards you may have a little more scope to select the sports and the levels with which you wish to work.

Your Co-ordinating Supervisor will be able to provide additional advice on securing these positions.

### **3.3.3 Examples of placement settings in exercise psychology**

If you are specialising in exercise applications, you should have experience in a range of situations typical of the exercise environment. This will usually involve seeking placement opportunities with fitness clubs, local authority leisure providers, GP referral schemes, or with individuals. You will be expected to provide evidence of interventions to promote and enhance exercise participation and adherence. Relevant experience may be gained from locations where the client requires support as a result of hypokinetic disease or rehabilitation from illness. It is likely that the settings would include primary and secondary care referral schemes, which would include direct referrals from health or allied health professionals such as dieticians, GPs or practice nurses. However, other community-based health settings may provide experience due to the wide variety of settings within which clients access support programmes. The typical foci of this work will be lifestyle adaptations and behaviour change counselling, and vary along a continuum of short-term (single session) to long-term (multiple sessions over months / years).

Year one could focus on working voluntarily within health and community programmes and may involve absorbing most of the costs yourself. Opportunities in liaison with Primary Care Trusts and Health Trainer programmes are increasing in the UK and will offer experience of working one-on-one with clients and, in the case of health trainers, in group-based behaviour change settings. Commercial settings (including private and public gyms) and corporate wellness programmes are more difficult to access since there are less formal networks. However, many such organisations would often welcome support for members and staff (in the case of corporate wellness) in assisting them to achieve behaviour change and lifestyle adaptations.

In year two, as your level of experience increases, so too will the opportunities to get involved in working with the psychological principles of behaviour change in relation to exercise and physical activity. While your primary role will be within the exercise psychology domain, client work may include secondary issues such as substance abuse cessation and behaviour adaptation. There may also be an increasing opportunity to work and train others in basic exercise psychology and behaviour change. Many groups provide training for their staff in behaviour change and the psychological facets of client work. For example, this could be assisting in developing skills for allied health professionals, health trainers and gym instructors.

Your Co-ordinating Supervisor will be able to provide additional advice on securing these positions. The common denominator between sport and exercise psychology is the notion of exercise. In sport, a person participates in exercise insofar as it is inherent in most sport performances.

### **3.3.4 Examples of relevant training and research experience**

Throughout the Stage 2 Qualification, it is expected that you continue to build knowledge and seek further training and research opportunities relevant to the completion of all Key Roles. You are encouraged to attend relevant workshops, courses / certificates and conferences that serve to enhance your interpersonal consulting and counselling skills and your knowledge-based competencies in working with a range of sport and exercise clients and client issues. For the satisfactory completion of Key Role 2, it is expected that you will engage in interactive training experiences involving the practice and use of different philosophies, therapeutic approaches and client-centred techniques (e.g. cognitive behaviour therapy; rational emotive behaviour therapy; humanistic counselling; motivational interviewing; solution focused therapy). Enrolment on skills training courses, use of role playing and peer feedback, personal therapy / counselling and consultations with a psychologist are all methods by which you may develop your professional consulting skills to an autonomous level. In addition, independent reading is also encouraged but is not a replacement for hands on training. We are not specifying the theoretical model or philosophy that you should adopt, but there is an expectation that you will be familiar with at least two different approaches to consulting. There are a number of hours / days that we expect you to devote to continuing professional development in these areas.

With respect to research, you may work with your Co-ordinating Supervisor in identifying appropriate opportunities for the design, collection, analysis and presentation of research. The applied experience may provide these opportunities, though you must be aware of the ethics application procedures that may be encountered in certain situations. For example, in exercise settings it is more likely that you will be working either directly or indirectly with primary care trusts and NHS providers, which may involve gaining medical ethics clearance prior to carrying out research. This can often be a more lengthy process than gaining ethics clearance through most university committees. If you are based at a university then fulfilling the ethical clearance procedures may be more straightforward and it may be valuable in some cases to register at a university for an MPhil. Alternatively, it may be that you can interest a university staff member in a research topic that he or she may endorse as a principal investigator with yourself as a research assistant conducting the research. The process of developing ethics applications (and integrated risk assessments) is a valuable one and should be seen as a vital part of the qualification.

Research must be conducted in accordance with the Society's ethical principles. In addition, it is a requirement that all research has received ethics approval from an appropriate ethics committee. You

are required, therefore, to undertake your research in conjunction with an organisation which has an ethics approval mechanism. You must provide details of the ethics approval mechanism which you are utilising and a copy of the approval must be included with the evidence submitted for assessment.

If you are undertaking a PhD alongside the QSEP (Stage 2), you may be able to use some of this work towards the research element of the qualification, subject to this being proposed on your Plan of Training and approved by the Chief Supervisor.

### 3.3.5 Preparing your initial plan of training

When you apply to enrol, you will submit a Plan of Training which will indicate to the Board how you intend to develop the competencies through your supervised practice. You will be helped in formulating your Plan of Training by your Co-ordinating Supervisor and will need to ensure that you include details of the following:

- the areas of work through which the competencies will be addressed, with target dates for completion for each Key Role Competence (see Appendix 1);
- the types of evidence which will demonstrate satisfactory performance within or across core competencies;
- any additional training / development activities which are required;
- the details of your Co-ordinating Supervisor and any Key Role Supervisor(s); and
- the expected date of overall completion of your training.

The Plan of Training is an aid to the planning process as well as a form of contract, so an outline plan covering each of the competencies must be submitted. Each planned area of work can address several competencies. It is not necessary that an equal proportion of time be spent on each core competency. What is essential is that the total amount of time spent in psychological practice equates in terms of both quality and quantity with what would normally be expected of a Trainee Sport and Exercise Psychologist. Quality is defined in terms of scope for handling complex situations and requirements, utilising ethical awareness, best practice and psychological theory and exercising an appropriate degree of responsibility. Quantity is defined as equivalent to a five-day working week for 46 weeks a year for two years.

Once you are enrolled, you will submit an updated plan of training as part of each of your progress submissions which will indicate whether and how your plans have changed, as your experience grows and your professional opportunities develop. If you make any significant changes to your plan of training in between progress submissions, you will need to submit an updated plan of training when the change occurs.

## 3.4 TIME REQUIREMENTS OF SUPERVISED PRACTICE

Your supervised practice must comprise at least two years' full-time postgraduate experience (or its part time equivalent up to four years), totalling approximately 460 days. This should include:

- at least 160 days of applied work with clients, including preparatory work, data collection, needs analysis, observation work, design of evidence-based interventions, reflection on practice, and so on; and
- up to 300 days of:

- planning training activities;
- independent study;
- planning research, research data collection, analysing research data and writing up research; and
- any other appropriate training activities, identified by yourself and your Co-ordinating Supervisor as being necessary (these could include, for example, short courses, seminars, conferences, visits, secondments, shadowing and observation, team / joint working and networking).

For more information, please [see Appendix 2](#).

### 3.5 UNDERTAKING SOME OF YOUR TRAINING OUTSIDE OF THE UK

It may be that you wish to undertake some of your supervised practice towards the qualification outside of the UK. You are required to commence your training in the UK or a UK context, and subsequently undertake at least 51 per cent of your training in the UK or a UK context. If you are working in a UK context overseas, you will be required to complete an additional short application form.

All requests to use non-UK supervised practice towards the qualification will be considered on an individual basis. Critically, the Board will examine the proposed length of time, nature of placement and the availability of local support for you. It is important from an ethical position, and for the wellbeing of you and the service user, that adequate and appropriate local support is in place.

If you are proposing non-UK supervised practice at the point of enrolment, you must include full details of the proposed placement setting in the Enrolment form and appropriate supporting evidence to satisfy the Chief Supervisor on the nature of the placement setting. You will also need to provide details of your plans for UK supervised practice so that the Chief Supervisor can be assured that you will meet the requirement to undertake the majority of your practice in the UK.

If you wish to propose non-UK supervised practice during the course of your enrolment, you must submit a plan of training update, Change of Setting form and appropriate supporting evidence to satisfy the Chief Supervisor on the nature of the placement setting.

In all circumstances, the same supervision requirements apply and you must abide by the requirements for contact with your Co-ordinating Supervisor. You may wish to propose a Key Role supervisor in the country within which you will undertake this part of your training, and again the Key Role supervisor must also fulfil the requirements outlined in Section 4.2.

You should note that each country has its own laws and regulations over who can work or practise as a psychologist. For example, in most instances as a Stage 2 trainee, you would not be able to practise in the USA, Canada, or Australia. Before you commit to undertaking supervised practice outside of the UK please check with the psychological society or association of that country.

### 3.6 HOW TO ENROL

In order to apply to enrol on the QSEP (Stage 2), there are a number of documents that you will need to submit to assure us that you meet the necessary criteria and will have access to relevant and appropriate learning opportunities. There are two enrolment routes and you can choose which route



you follow, in discussion with your Co-ordinating Supervisor, depending on your situation. If you are in a position to apply for accreditation for existing competence (Section 3.7) then you should enrol through route 2, as your Plan of Training will be dependent on the outcome of your application for accreditation for existing competence.

Your enrolment date will be set as the date on which your complete application is received at the Society or your provisional enrolment date (depending on which enrolment route you follow), and your enrolment period will commence from this date.

### **Enrolment Route 1**

This is the standard enrolment route and is likely to be the best option for you if you are already working in a suitable setting, and do not wish to apply for any accreditation of existing competence.

If you wish to enrol under this route, you will need to submit the following documentation:

1. Enrolment form;
2. Plan of Training;
3. Contract with your Co-ordinating Supervisor;
4. Evidence of completion of a Society-accredited Master's degree in sport and exercise psychology (a photocopy of the certificate signed by your Co-ordinating Supervisor whose signature will be proof that they have seen the original);
5. Two references (please see below);
6. Copy of a current enhanced disclosure from the Disclosure and Barring Service (DBS) or, if you are resident in Scotland, a Protecting Vulnerable Groups scheme record from Disclosure Scotland, or Access Northern Ireland if you are resident in Northern Ireland. This must be dated in the last two years or be from your current appointment;
7. Health Declaration form;
8. Payment details.

Your application will be reviewed by the Chief Supervisor who will write to you to confirm the outcome within six weeks of receiving all of your enrolment documentation, unless further information is required. This will normally be dated from the point at which your complete application was received at the Society. If any documents are missing from your application, your application will be returned to you unprocessed. You will then need to resubmit your application once you have all the necessary documentation.

### **Enrolment Route 2**

This route is intended for either:

- trainees who have not yet finalised the nature of the work that they will be undertaking and so are not yet in a position to submit their plan of training, but are eligible to enrol in all other respects. For instance, you may have recently completed your Stage 1 training and wish to enrol for the QSEP (Stage 2) but are still in the process of setting up your supervised practice; or
- trainees who wish to apply for accreditation of existing competence (AEC), following the prior completion of a substantial period of postgraduate supervised practice that can be evidenced as meeting the requirements for some of the competencies.

If you wish to enrol under this route, you will need to submit the following documentation:

1. Enrolment form;
2. Application for accreditation of existing competence (AEC), if applicable;
3. Contract with your Co-ordinating Supervisor;
4. Evidence of completion of a Society-accredited Master's degree in sport and exercise psychology (a photocopy of the certificate signed by your Co-ordinating Supervisor whose signature will be proof that they have seen the original);
5. Two references (please see below);
6. Copy of a current enhanced disclosure from the Disclosure and Barring Service (DBS) or, if you are resident in Scotland, a Protecting Vulnerable Groups scheme record from Disclosure Scotland, or Access Northern Ireland if you are resident in Northern Ireland. This must be dated in the last two years or be from your current appointment;
7. Health Declaration form;
8. Payment details.

Provided that the documentation above is in order, you will receive written notification that you are provisionally enrolled and, where appropriate, the outcome of your application for AEC, and will need to submit your plan of training within three months of the date of your provisional enrolment. Once the Chief Supervisor is satisfied with your application, you will receive written confirmation that you are fully enrolled. Your enrolment will normally be dated from your provisional enrolment date.

For both enrolment routes, your references should be completed using the form provided on the website. One of your references needs to relate to your academic training in sport and exercise psychology, and the other to your practice. One of your referees must appear on the Society's *Register of Chartered Psychologists* and the psychology section of the Health and Care Professions Council's Register. Receipt of satisfactory references is one of the conditions of enrolment.

If you are unable to obtain a DBS check through your employer or placement setting, please contact the Membership Team at the Society who can provide this service for you.

Your application can be submitted to your Delivery Team electronically via Hightail, which can be accessed from the qualification webpage or by clicking on the following link: <https://spaces.hightail.com/uplink/qualificationsdelivery>.

### 3.7 ACCREDITATION OF EXISTING COMPETENCE

In order for the QSEP (Stage 2) to be awarded, you must demonstrate competence in relation to all of its requirements. However, some people embarking on the qualification may be able to demonstrate one or more of the required competencies. In this case you may apply for accreditation of existing competence (AEC) for up to 50 per cent of the QSEP (Stage 2) in accordance with the procedures laid out in the *Regulations for the Society's Postgraduate Qualifications* and using the appropriate form provided on our website. Any prior work which you present as part of your AEC application cannot pre-date your eligibility for the Graduate Basis for Chartered membership or the award of your Stage 1 qualification in sport and exercise psychology.

Normally, AEC for part of the QSEP (Stage 2) is granted to those who can evidence post-formal training experience in relation to the key roles. For example, a candidate already qualified in another area of psychology who now wishes to undertake the QSEP (Stage 2) may be able to apply for AEC. Candidates holding equivalent qualifications from other sport psychology recognised bodies outside of the United Kingdom may also be able to apply for AEC, as could candidates already in possession of a PhD. Candidates in possession of a sport psychology PhD could be exempt from part or all of Key Role 3 if they can demonstrate that publications arising from the work map to the key role requirements.

Importantly, AEC will not be granted for what is considered normal work of an in-training candidate. For example, you cannot begin supervision with a supervisor, fail to enrol in a timely manner and subsequently apply for AEC. It is also important to note that no part of the work undertaken towards a Stage 1 qualification (including any put forward in support of an exemption from part of Stage 1) may be used to support an application for AEC for Stage 2.

In order to apply for AEC, you will need to complete the AEC form available online and submit this with your enrolment application, along with evidence to support your claims, by uploading it via Hightail using the following link: <https://spaces.hightail.com/uplink/qualificationsdelivery>. Applications for AEC will not be considered at any other point. All applications are considered on an individual basis. Your application for AEC will be considered by the Chief Supervisor, who will write to you with the outcome of your application once this has been ratified by the Board. If your application is granted you must include a copy of the AEC outcome letter from the Chief Supervisor with each of your competency submissions so that the assessors are aware of the work you are expected to submit.

### 3.8 FEES AND PAYMENT OPTIONS

The current fee for undertaking the QSEP (Stage 2) is available on the website. For details of fees and payment options, please see the Qualifications Fee Policy.

You also need to be aware of additional costs that you may incur during your training which are not set by the Society. These include, but are not limited to, supervision costs, travel costs (for instance, to supervisory meetings, events and conferences) and professional indemnity insurance.

### 3.9 LENGTH OF ENROLMENT

You can choose to enrol on a 2, 3 or 4 year track depending on whether you work on a full-time or part-time basis and your access to relevant development opportunities. It is important to note that this relates to the assessment points for your written submissions, and not the timeframe for completion of the qualification. The assessment schedule is designed so that you submit work at set points according to whether you are enrolled on a 2, 3 or 4 year track (See Section 5.1, table 1). Following your final submission, you will also need to satisfy the assessors at a viva, and you will need to bear this in mind when considering the overall timeframe for completion.

You can request to move from one enrolment track to another, subject to receipt of a suitable plan of training update and the Chief Supervisor's approval. In some circumstances, it is possible that the Qualifications Board recommends that you switch to a different enrolment track based on the level of progression and / or competence evidenced in your submissions, or if your submission deadlines are extended for any reason.

Your enrolment period may be reduced if you are granted any AEC at enrolment.

## 4. Programme of training and supervision

The QSEP (Stage 2) is an experiential process which involves working either on a paid or a voluntary basis, in a relevant context under the supervision of your Co-ordinating Supervisor, in order to develop the knowledge and skills to practice independently. This approach maintains a clear emphasis on what you actually do while undertaking your training, and on the understanding and demonstration of sound professional practice in research, consultancy and teaching and training, whatever the setting. This is likely to have advantages in terms of the transferability of skills across different and complex contexts in your current and future practice. We hope that these features (combined with the more familiar functions of supervision as an interpersonal and reflective process) will have a beneficial influence on the development of sport and exercise psychology.

The following sections outline the process in more detail.

### 4.1 SUPERVISION WITH YOUR CO-ORDINATING SUPERVISOR

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Throughout your enrolment for the QSEP (Stage 2), you will have the support of a Co-ordinating Supervisor who will oversee your training and development as you work towards your portfolio of competence. They will be your first point of contact to discuss any changes to your plan of training and your preparation for assessment and will perform the full list of duties outlined in Section 3.2.

You are advised to have regular contact with your Co-ordinating Supervisor in order to keep them up-to-date with your progress and any queries or concerns that you may have regarding your training. A record should be kept of this contact. Contact can be face-to-face, by telephone, via email or using other suitable technology, as appropriate to the matter that you need to discuss. If you decide to arrange any contact via Skype or other video-conferencing technology, you and your Co-ordinating Supervisor will need to ensure that confidentiality is maintained. For example, each of you will need to be in a private room with no one else present.

You will need to meet with your Co-ordinating Supervisor at least quarterly, and at least two of your quarterly meetings each year must be face-to-face. At these quarterly meetings, you and your Co-ordinating Supervisor will complete the Supervisory Meeting Record (see Section 5.4.1.1 for further details).

### 4.2 KEY ROLE SUPERVISORS

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You may choose, or you may be advised by your Co-ordinating Supervisor, to engage an additional Key Role Supervisor to supervise specific areas of your training (for example, Key Role 3 – Research). This can help to provide further breadth of experience and foster a multi-disciplinary perspective. A Key Role Supervisor need not necessarily be a psychologist, they might instead be a sport scientist, health care specialist or other appropriately qualified person relevant to the placement context and key role, who is appropriately qualified to support this area of your work. You will need to ensure that your Key Role Supervisor is educated to a Doctoral level and / or hold a substantive publication record. You will also need to establish a process for communication between your Co-ordinating

Supervisor and Key Role Supervisor, as your Co-ordinating Supervisor retains overall responsibility for your supervision.

Your Key Role Supervisor will be required to:

- liaise with your Co-ordinating Supervisor;
- provide you with direct supervision in a given area of work as per your plan of training;
- countersign relevant documentation for both enrolment and assessment;
- listen to your views or concerns about work in progress and advise as appropriate; and
- appraise your work and provide positive and constructive feedback on your strengths and areas for development.

### 4.3 CHANGING YOUR CO-ORDINATING SUPERVISOR OR KEY ROLE SUPERVISOR

You may find that, during your enrolment, you need to change your Co-ordinating Supervisor and / or Key Role Supervisor. This can occur for a variety of reasons, for example changes in circumstances for one or more parties, or supervisory relationship problems.

All changes of support should be kept to a minimum: These roles should be taken on only after careful consideration of present and likely circumstances and of the responsibilities of the role. You will need to inform the Qualifications Team of any proposed change to your supervisory arrangements by completing the Change of Supervisor form, and any change is subject to the Chief Supervisor's approval.

In the event that you need to change your Co-ordinating Supervisor, your original Co-ordinating Supervisor must complete an Evaluation of Professional Competence (EPC) form and send this to the Delivery Team Administrator, who will forward it to the Chief Supervisor. The Administrator will send a copy to your new Co-ordinating Supervisor.

In the event that you need to change your Key Role Supervisor, your original Key Role Supervisor must complete the Evaluation of Professional Competence (EPC) for the area(s) of work that they have been supervising and send this to the Delivery Team Administrator who will pass this on to the Chief Supervisor and your Co-ordinating Supervisor.

### 4.4 UPDATING YOUR PLAN OF TRAINING

You will submit an updated plan of training as part of each progress submission (see Section 5.4.1 for further details). In addition, you will need to submit an updated plan of training if you make any significant interim changes to your plan of training, at the point that the change occurs. If at any point you make a change to your plan of training which involves a change to your workplace setting, you will also need to complete the Change of Setting form. The forms can be downloaded from the qualification webpage. Electronic signatures (scanned and inserted) can be accepted on the forms.

### 4.5 ETHICS AND PROFESSIONAL CONDUCT

Whilst you are enrolled on the QSEP (Stage 2), you are engaged in training which is aimed at furthering your career as a professional psychologist. It is, therefore, integral to your training that you act, at all times, in accordance with the standards of conduct expected by the Society.

Full details of the Society's expectations of candidates' conduct are outlined in the Regulations and you must abide by these throughout your training. In brief, you are required to:

- remain a member of the Society, and understand and act in accordance with the Society's *Member Conduct Rules, Code of Ethics and Conduct* and supplementary ethical guidelines;
- maintain awareness and understand the implications of the HCPC's *Standards of Conduct, Performance and Ethics*;
- avoid all practices of misconduct, including academic misconduct (for example, plagiarism and other forms of cheating) and professional misconduct;
- take responsibility for the administration related to your training;
- meet all deadlines, except where there are genuine extenuating circumstances that prevent you from doing so;
- communicate professionally with all relevant personnel;
- take responsibility for knowing when your fees become due and make the necessary arrangements for payment;
- make your status as a Trainee Sport and Exercise Psychologist clear to anyone with whom you have contact in relation to your training, and ensure that you comply with legal requirements regarding your title; and
- manage your time effectively.

#### 4.6 SUPPORT FOR CANDIDATES

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As well as receiving support from your Qualifications Administrators, you will also have access to the dedicated area of the website for QSEP (Stage 2) trainees, which includes all the documentation you need to help with your training. In addition, the Chief Supervisor is available to offer email support via the Delivery Team Administrator.

The Board also organises candidate workshops which review the qualification paperwork and processes, and provide an opportunity for you to discuss any queries that you may have and meet with fellow candidates. These are usually held at the DSEP Annual Conference (see below). There is also a dedicated session at the workshops to gather your views and feedback on the design, delivery and assessment of the programme. Views are fed back to the programme team for consideration and action.

As a member of the Society you have access to a number of [online resources](#). This includes [BPS PsychHub](#), a searchable gateway to the Society's 11 journals and books programme, plus 32 other key psychology journals, together with multimedia resources. It also provides access to EBSCO Discovery Service and links to a multitude of other Society resources supporting research, teaching and practice.

You are also encouraged to apply for in-training membership of the Division of Sport and Exercise Psychology. Divisional membership will ensure you are part of the Society's professional community of sport and exercise psychologists, both in-training and qualified. It will also give you access to the Division's publication, *Sport and Exercise Psychology Review*, as well as events arranged by the Division. You can find more information regarding the Division in Sport and Exercise Psychology and download an application form from their [microsite](#).

In addition, you may also find it helpful to attend the Division of Sport and Exercise Psychology Annual Conference. Further details of this and other events organised by the Society can be found on the Society's [website](#).

The programme team work closely with the Division as part of a Stakeholder Engagement Reference Group where there is representation across different stakeholder groups, including candidates. The group meet four times per year to discuss and review feedback in relation to QSEP. Please contact your Division representative if you wish to feedback directly to this group or Qualifications Administrator if you wish to input into the work of this group

#### 4.7 SUPPORT FOR SUPERVISORS

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All Co-ordinating Supervisors are required to complete training before being approved in the role. In addition, the Qualifications Board organises refresher workshops for Co-ordinating Supervisors. These are face-to-face workshops which:

- review paperwork and processes;
- facilitate the development of a shared understanding of the assessment and supervision requirements;
- develop the skills of the supervisor under a commitment to continuous improvement; and
- provide an opportunity for supervisors to discuss any queries they may have and meet with fellow supervisors.

Co-ordinating Supervisors are required to attend a workshop at least once every two years in order to remain approved, and also complete an annual review of their role in order to provide feedback to the Board and identify any development needs and areas to cover in training sessions or via written guidance.

In addition, the Chief Supervisor is able to offer email support via the Delivery Team Administrator.

## 5. Assessment

Your assessment on the QSEP (Stage 2) is by means of a written portfolio assessing progress and competence, along with a viva relating to the contents of your portfolio. It is important to note that the gaining of competence is cumulative. You will need to achieve the full range of competencies by the end of your supervised practice.

### 5.1 DEADLINE FOR SUBMISSION FOR ASSESSMENT

Submission deadlines are dictated by your enrolment period (see table 1 below). Your individual submission dates will be confirmed in your enrolment letter. If you are awarded any AEC at enrolment, the submission points will be adjusted accordingly and confirmed in your enrolment letter.

**Table 1:** Submission deadlines.

ENROLMENT PERIOD	COMPONENT	FIRST SUBMISSION DEADLINE	SECOND SUBMISSION DEADLINE	FINAL SUBMISSION DEADLINE
2 Years	Progress	12 months	18 months	24 months
	Competency	12 months	18 months	24 months
3 Years	Progress	12 months	24 months	36 months
	Competency	12 months	24 months	36 months
4 Years	Progress	12 months	24 months	48 months
	Competency	18 months	30 months	48 months

### 5.2 EXTENSIONS TO SUBMISSION DEADLINES

If you require an extension, please consult your Co-ordinating Supervisor and complete the Extension Request form for the Chief Supervisor to approve. Submission extensions should be applied for at least one month prior to the submission deadline. If you require an extension beyond one month, you should apply for a submission deferral. Each case for extension or deferral will be treated with respect and confidence.

### 5.3 HOW TO SUBMIT

You must submit all relevant documentation for assessment no later than your submission deadline which can be found in your enrolment letter. Detailed guidelines for the submissions and assessments can be found in Section 5.4. Please note that you must submit your progress submissions and competency assessments as separate files using the following links:

Progress – <https://spaces.hightail.com/uplink/qualificationsdelivery>

Assessment – <https://spaces.hightail.com/uplink/bpsqualifications01>



## 5.4 GUIDANCE ON KEY ROLES AND CONTENT REQUIREMENTS

your documentation comprises a range of records and evidence designed to demonstrate how you have developed the competencies in accordance with your plan of training. Four different types of evidence are required for Key Roles 1, 2 and 4, along with two options for work to be submitted in fulfilment of Key Role 3. Please note that all submissions must also include clear evidence of the personal and professional standards and ethical practice required by Key Role 1. In all submitted materials, appropriate measures must be taken to maintain confidentiality and security, for example, deleting or disguising names of clients and other identifiers, and you must provide evidence of informed consent.

### 5.4.1 Content requirements for progress submissions

Please see below for the contents required in each Progress Submission. The deadlines for submission can be found in Table 1, as well as within your enrolment letter.

Progress Report Checklist, EPC, Plan of Training, Supervision Meeting Record, Review of Workplace Setting and Annual Declaration form.	<b>FIRST SUBMISSION</b>
Progress Report Checklist, EPC, Plan of Training, Supervision Meeting Record, Review of Workplace Setting and Annual Declaration form.	<b>SECOND SUBMISSION</b>
Progress Report Checklist, EPC, Supervision Meeting Record, Review of Workplace Setting and Annual Declaration form. No Plan of Training required	<b>THIRD SUBMISSION</b>

Please ensure that you provide a progress report checklist, review of workplace setting document and Annual Declaration form in each progress submission. The remaining submissions are discussed below.

#### 5.4.1.1 Supervisory meeting records

You are required to complete supervisory meeting records outlining a representative sample of the supervision sessions that have taken place. You are required to submit eight of these in total across the duration of your enrolment period as shown in the following table:

**Table 2:** Submission of supervisor meeting records.

ENROLMENT PERIOD	FIRST SUBMISSION DEADLINE	SECOND SUBMISSION DEADLINE	FINAL SUBMISSION DEADLINE
<b>2 Years</b>	4 meeting records	2 meeting records	2 meeting records
<b>3 Years</b>	4 meeting records	2 meeting records	2 meeting records
<b>4 Years</b>	2 meeting records 4 meeting records (2 in year 2 and 2 in year 3)	2 meeting records	

Please ensure that these are produced in accordance with the prescribed word length specifications by both you and your supervisor. These should go beyond being merely a description of work undertaken, and must evaluate your learning experience and how it has contributed to your practitioner development.

Each must be signed by you, your Co-ordinating Supervisor, and your Key Role Supervisor (if applicable).

**5.4.1.2 Updated plan of training**

You are required to submit an updated plan of training as part of your progress reports, other than your final progress report. This should indicate the work you plan to undertake in the forthcoming enrolment period.

**5.4.1.3 Evaluation of Professional Competence form (competency and progress)**

The Evaluation of Professional Competence form (EPC) needs to be completed by your Co-ordinating Supervisor and submitted with each assessment submission. The EPC form is cumulative and should include comments from both you and your Co-ordinating Supervisor, and should cover the competencies required for Key Roles 1, 2 and 4.

**5.4.2 Content requirements for competency submissions (for Key Roles 1, 2 and 4)**

Please see the table below (Table 3) for the contents required in each Competency Submission. The deadlines for submission can be found in Table 1, as well as within your enrolment letter.

**Table 3:** QSEP competency assessments.

First assessment	Second assessment	Third assessment
<ul style="list-style-type: none"> <li>• Checklist for assessment</li> <li>• Contents page for documents</li> <li>• Reflective diary</li> <li>• Practice log</li> <li>• First case study (3000–4000 words maximum)</li> <li>• Evaluation of Professional Competence form</li> <li>• Reflection on potential research topics and associated literature</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist for assessment</li> <li>• Contents page for documents</li> <li>• Reflective diary</li> <li>• Practice log</li> <li>• Second case study (3000–4000 words maximum)</li> <li>• Evaluation of Professional Competence form</li> <li>• Reflection plan outline (and ethics if appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist for assessment</li> <li>• Contents page for documents</li> <li>• Reflective diary</li> <li>• Practice log</li> <li>• Third and fourth case study (3000–4000 words maximum)</li> <li>• Evaluation of Professional Competence form</li> <li>• Research submission and Research Supervisor report</li> <li>• Ethical approval (if appropriate)</li> </ul>

**5.4.2.1 Consultancy case studies**

In order to ensure both depth and breadth with respect to client contact during the qualification, you are expected to report on four separate consultancy case studies. These should document the competency processes underpinning effective consulting listed in Key Role 2, as well as implicitly considering professional and ethical practices in Key Role 1. This means that you should detail your knowledge of, and adherence to, BPS and HCPC ethical codes and communicate related competencies of an effective practitioner where ethical and evidence based practice is key to their delivery. These cases should represent a diversity of client groups and / or issues (for example,

team vs. individual sports participants, gender, age / level of athlete, coaches / parents). They should also reflect a broad understanding and application of at least two different consulting philosophies or approaches. In this respect, you will document a range of case experiences with at least one demonstrating knowledge, training and skills in one consulting philosophy (e.g. Cognitive Behavioural Therapy (CBT)), and a further one demonstrating knowledge, training and skills in another (e.g. Humanistic).

These consultancy case studies differ from the academic / scientific presentation of case study or intervention research that may be fulfilled as part of Key Role 3. In this instance, you are given license to provide a more practical, qualitative report that provides a detailed, reflective summary of the different stages of consulting work with the client.

Please note that four case studies employing what has traditionally become labelled as an 'eclectic approach' are unacceptable for achieving the roundedness of this training process.

The following is an extract from the *Sport and Exercise Psychology Review* special edition on professional training in sport and exercise psychology (February 2013) that provides useful guidance on the content and structure of the QSEP consultancy case study.

A case study could include:

- An introduction to the client, including their observations, the client's current family social / cultural status, the current sport and / or exercise-related issues, support networks, presenting difficulties and background information relevant to the consultancy.
- The contracting process, for example, time, structure, boundaries, confidentiality, cost.
- A clear rationale for the theoretical orientation and approach taken with the client.
- The nature of the consultancy and the context in which the consultancy took place.
- The assessment process, needs analysis, psychological formulation, rationale for and goals of the approach / intervention.
- The development of the professional relationship and therapeutic alliance as conceptualised by the model used.
- A critical evaluation of the effectiveness of the consultancy, including difficulties encountered and attempts to overcome them.
- Reflection on ethical issues and professional dilemmas and concerns encountered.
- Reflections on the use of supervision.
- Critical evaluation of learning.

While the above represents a logical structure for a full and comprehensive case study, the guidelines are that this is what could, rather than 'should' or 'must' be included. The implication is that while providing case study content within the above structure represents one appropriate format, not all of your case studies need necessarily follow the same structure. You may also consider submission formats that focus on a specific aspect of case study work. This may be based on assessor feedback you receive and / or your perceived development needs. There could be justification for adopting a narrower (where less of the above bullet points are covered) but deeper approach in some of your case study submissions. Additionally, while your case study submissions will often reflect examples of consultancy that have gone well, it is also of value to talk about those experiences where significant

difficulties have been faced and that don't go as planned, as this is often where most learning and development occurs. With this in mind, such case studies can represent a good critical evaluation opportunity and are also a welcome feature of what constitutes a suitable submission. If you want to discuss the content and structure of a particular case study 'alternative' before embarking on such a submission, please contact the Assessment Administrator who will liaise with the Chief Assessor on your behalf.

Case study 1 and 2 should evidence post M-level work, and as such should be 3000–4000 words in length, with 4000 words being the absolute limit. In addition, appropriate but limited appendices to illustrate key information may be attached.

Case study 3 and 4 should evidence D-level work, and so to facilitate the greater levelness requirements these case studies should be between 4000–5000 words, with 5000 words being the absolute limit. In addition, appropriate but limited appendices to illustrate key information may be attached.

Within the submission of four consultancy case studies over the course of the qualification, you should document the processes underpinning effective consulting to demonstrate competency in Key Role 2. This includes intake, needs analysis, case formulation, choosing, planning, delivering, monitoring and evaluating the intervention. You should ensure that there is clear triangulation of the initial assessment findings to justify the core issue(s) to be worked on and also how triangulation is used in evaluation of the work. Case studies should also evidence base practice through reference to relevant professional practice literature, and balance this with detail about what was actually done and found. These cases should represent a diversity of client groups and / or issues. In the case of sport psychology this could include team vs. individual sports participants, gender, age / level of athlete, coaches / parents). Exercise contexts could range from those clients who are reluctant / ambivalent toward behaviour change to action-orientated individuals, or may include varied referral and health conditions / settings (e.g. fitness centres, physical activity referral schemes and primary care). You are encouraged to document a range of case experiences. As noted, at least two different consulting philosophies or approaches should be represented across the four studies. Within these case studies, you are expected to illustrate how professional standards and ethical practice in sport and exercise psychology have been developed, implemented and / or maintained to demonstrate competency in Key Role 1. The case studies should also show how psychological knowledge, principles, methods, needs and policy requirements were communicated to the client or organisation, demonstrating competency in Key Role 4.

For further guidance on the production of consultancy case studies, the *Sport and Exercise Psychology Review* special issue on professional training in sport and exercise psychology (September 2016) contains examples of QSEP case studies that you will find useful. In addition, recent textbooks (e.g., Cotterill, S., Weston, N., & Breslin, G. (Eds) (2016). *Applied sport and exercise psychology: Practitioner case studies*. Oxford, UK: Wiley-Blackwell.) are also a useful resource.

#### **5.4.2.2 Practice log**

You are required to maintain a practice log throughout your entire period of training. This provides details of your attendance in relevant settings and should evidence the contact time you spend in gaining experience. This enables you to audit the work that has contributed to your ability to meet the relevant competencies (specifically for QSEP Key Roles 2 and 4).

### 5.4.2.3 Reflective diary

A key skill within sport and exercise psychology is the ability to be a reflective practitioner, and therefore you are expected to engage in this process throughout your training. Specifically, on-going practice reflections of work that relates to Key Role 2 and 4 should be documented. You should also reflect on how professional standards and ethical practice (Key Role 1) have informed the application (Key Role 2) and communication (Key Role 4) of the sport and exercise psychology knowledge and methods you have developed, implemented and / or maintained during your supervised practice. In addition, reflections on the research activity undertaken across the qualification should be documented, to evaluate your competence development in the design, development, conduction and analysis of the research product.

This should take the form of reflection sheets (available on the qualification webpage) that correspond with the competencies required for the Key Roles. For example, completion of the ethics reflection sheet would correspond with Key Role 1, whereas completion of a consultancy reflection sheet would correspond with elements of Key Role 2. In this respect, the assessors receive evidence based reflections that relate to each particular relevant competency.

You are expected to use an appropriate reflective practice model or framework to underpin your reflections. This should facilitate the provision of structured and deep reflections in your submissions and help you to evidence the process you generally undertake when reflecting on your work. It is not sufficient to provide a superficial and descriptive reflective account. In order to provide fuller reflections, you should consider what happened and what you did but also, for example, what you felt like, what you learnt and what you could have done differently, and the impact on your practice in the future. Reflecting with more cognitive and emotional depth on situations or events gives the assessors a more comprehensive feel for your development. It is also important that you consider, and make appropriate reference to, the extant professional practice literature in your reflections.

While you will reflect on the majority of your QSEP experiences during your enrolment, you should not document all of these reflections in the reflective diary that you submit for assessment. Each diary should only include reflections from the period between the submissions i.e. we don't want to see the same reflections twice! The emphasis here is on quality rather than quantity. In order to provide some direction to candidates and supervisors about how many reflections to include, you should consider documenting the best examples that you feel evidence your development across the sub-competencies within each Key Role. Providing just one example per Key Role subcompetency is not enough, but documenting every example is too much. As a guide, somewhere in the region of five separate detailed and in-depth reflections across Key Role 1 sub-competencies, 10 across Key Role 2, five across Key Role 3 and five across Key Role 4, for each assessment submission that reflects the work done across the submission period would be deemed sufficient. This number will change as a function of your enrolment period and the subsequent dates of your submissions i.e., if your next submission is due six months (not one year) after your previous one, and will also be influenced by the plan of work undertaken during that period and the experiences encountered.

Each reflection should be 500 words in length +/- 10 per cent. One of the consultancy reflections at each submission must focus on the development of your professional practice philosophy. At the final submission, the volume requirement for this reflection is 1000 words +/- 10 per cent.

Much of your work as a Trainee Sport and Exercise Psychologist will be done in isolation and through a mono-disciplinary approach. This is common, and will enable you to reflect on your work to

evidence your development and attain the level of competence required by the qualification. It is also possible, and even likely in applied practice that you will work as part of a multi or interdisciplinary team, including situations where other auxiliary sport and exercise personnel are encountered. Where trainees face situations in their training that involve inter-professional working of this nature, it is entirely acceptable and appropriate to document these in your reflective diary to evidence the breadth of your training experience and the learning undertaken.

#### **5.4.2.4 Evaluation of Professional Competence form (competency and progress)**

The Evaluation of Professional Competence form (EPC) needs to be completed by your Co-ordinating Supervisor and submitted with each assessment submission. The EPC form is cumulative and should include comments from both you and your Co-ordinating Supervisor, and should cover the competencies required for Key Roles 1, 2 and 4.

The practice diary / reflective log, Evaluation of Professional Competence form and the four case studies will be given an equal weighting in terms of assessment. We will be positively looking for satisfactory competency attainment by taking all of the work produced into consideration.

#### **5.4.2.5 Supporting evidence**

Your competency submissions must include supporting evidence relevant to the completion of each Key Role. Such supporting evidence may include, for example:

- Consultancy agreement;
- Letters of engagement to confirm support provided;
- Certificates of attendance at workshops, conferences and other relevant events; and
- Certificates of courses completed, for example counselling skills or CBT.

The volume of supporting evidence in a submission should be limited to 20 pages per submission. While it is important that the assessors see best examples of your work across the key roles, they do NOT require or need to see every piece of supporting evidence you can provide. It is up to you, with the advice of your Co-ordinating Supervisor, to decide what supporting evidence to include (and what to omit) to best represent your competence.

#### **5.4.3 Requirements for research submission (Key Role 3)**

In addition to the evidence requirements for Key Roles 1, 2 and 4, you are required to demonstrate your competence as an independent researcher by submitting work in fulfilment of either Option 1 or Option 2 of Key Role 3, as outlined below. Competence will be evidenced in: research design, sampling, data collection, data analysis, the evaluation of methods, the discussion of implications of data and the relationship of data to previously published research. All research work must show clear evidence of relevant competencies required for Key Role 1.

As part of the evidence for this Key Role, you are required to submit a research outline with your first competency submission (2 year enrolment track), or second competency submission (3 & 4 year enrolment track) This ensures that you have considered the design of your research and, for empirical research investigations, its ethical approval in a timely fashion, and also allows the assessors to review and provide feedback on this. For empirical research investigations, the Research Outline form (available on [BPS Learn](#)) requires information to be provided on the design of the psychological research activity which in part satisfies the requirements of sub-competency 3.2 and evidence of its

associated ethical approval. For scientifically grounded case studies, ethical approval is not normally required. For systematic reviews, the form should be completed minus ethical approval to in part satisfy the requirements of sub-competency 3.1.

#### 5.4.3.1 Key Role 3 Option 1

If you select this option, you will be required to submit:-

EITHER:

- a) a report of a major empirical research investigation which will be a rigorous study of a topic relevant to sport or exercise psychology. This will be a more ambitious study than would normally be undertaken for completion of an MSc thesis but less ambitious than a doctoral thesis, to be written up in journal format according to APA Publication Manual specifications, totalling 25–35 pages; 9–12,000 words maximum.

OR:

- b) a scientifically grounded case study, to be written up in journal format according to *APA Publication Manual* specifications, totalling 25–35 pages; 9–12,000 words maximum.

In contrast to a Key Role 2 consultancy case study, this product is designed to demonstrate the Key Role 3 research competencies, but may be a single or multiple case research design that is more akin to a case study styled write-up rather than a traditional research study approach involving a group design. For reference see Barker, J.B., Mellalieu, S.D., McCarthy, P.J., Jones, M.V. & Moran, A. (2013). A review of single-case research in sport psychology 1997–2012: Research trends and future directions. *Journal of Applied Sport Psychology*, 25(1), 4–32.

#### 5.4.3.2 Key Role 3 Option 2

If you select this option, you will be required to submit:

- a) A systematic review of literature relevant to sport or exercise, conducted using appropriate systematic review methods, to be written up in journal format according to *APA Publication Manual* specifications, totalling not more than 20 pages; 7,000 words. As a useful guide, a systematic review should contain a clear, transparent, rigorous method that would detail search strategy, inclusion / exclusion criteria, study appraisal / data quality, data extraction, data analysis and data interpretation, such that the reader should be able to replicate the review if desired. For more information about conducting a systematic review, refer to Tod, D., & Eubank, M.R. (2017). Conducting a systematic review: Demystification for trainees in sport and exercise psychology. *Sport and Exercise Psychology Review*, 13, 64–71.

AND

EITHER:

- b) A report of a smaller-scale empirical research investigation than that detailed in Option 1a which will be a rigorous study of a topic relevant to sport or exercise psychology. This is to be written up in journal format according to *APA Publication Manual* specifications, totalling not more than 12 pages; 4,000 words.

OR:

- c) A scientifically grounded case study, to be written up in journal format according to *APA Publication Manual* specifications, totalling not more than 12 pages; 4,000 words.

Both of these shall be written to a standard acceptable for publication in peer-reviewed academic journals relevant to sport and / or exercise psychology at the time of submission. This standard shall apply both to the content and presentation of the work. Please note that the word limits do not include references, tables or appendices.

Although your work needs to be written to a standard acceptable for publication, it is your choice as to whether you decide to actually do this. If you decide to do so, when considering journal format, you should identify, in consultation with your supervisor, the target journal for your research product, and then submit it for assessment as per the requirements for that journal. For example, the *Sport and Exercise Psychology Review* publication may be your logical target, given it encourages QSEP research submissions, or another sport and exercise psychology related peer review outlet. This provides you with an authentic journal writing experience (which is a useful employability skill) and enables good submissions of publishable quality to reflect upon assessor feedback and submit more seamlessly and quickly for publication. This should also be accompanied by a cover letter (as if writing to the journal editor) detailing the chosen journal, such that this is clear to the Stage 2 assessors.

#### **5.4.3.3 Evaluation of professional competence for Key Role 3**

The Key Role 3 section of the Evaluation of Professional Competence form (EPC) needs to be completed by your Co-ordinating Supervisor and / or Research Supervisor and submitted with your research submission (Key Role 3). The EPC form is cumulative and should include comments from your Co-ordinating Supervisor and / or Research Supervisor to cover the competencies required for Key Role 3.

#### **5.4.3.4 Research Supervisor's report**

In order to meet the criteria for this Key Role, you should submit reports as outlined above based upon your chosen options. These should be submitted along with the Research Supervisor's Report (the form is available on [BPS Learn](#)) at the same time as your final competency submission. The Research Supervisor's Report is required even if your Co-ordinating Supervisor is acting in the capacity of Research Supervisor.

### **5.4 VIVA ASSESSMENTS**

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Following the submission of your final submission you will be given a date for your viva. Your viva will go ahead on this date, pending the assessors being satisfied that you have demonstrated competence across all the key roles within your final written submission. If this is not the case, you will be required to make a re-submission, thus cancelling the viva. The viva date setting process will then be repeated once the re-submission is made.

The viva date setting process aims to ensure that the time between final submission and viva is consistent across candidates and not unduly long or delayed, while ensuring that there is sufficient time for the assessment, ratification and communication of your final submission to be completed. Vivas normally take place at the Society's Leicester office.

The purpose of the viva is to confirm that you have achieved all the required competencies in the course of your supervised practice. You will therefore be asked questions about any aspect of your submissions or supervised practice relevant to the demonstration of these competencies. Please refer to Appendix 5 for further information.



The assessors (the same two people, where possible, who have assessed your work throughout your enrolment period) thoroughly scrutinise your work across the four key roles, and their enquiry will require you to 'defend' by explaining and justifying your work. The viva is a two hour long, D-level assessment, which gives the assessors time to establish whether you are competent to be awarded the QSEP (Stage 2) and practice independently and without supervision, or whether more evidence is required in specific elements of re-submission before the award of the qualification can be made. For more information about the viva from an assessor and candidate perspective, please see the article in the *Sport and Exercise Psychology Review* special edition on professional training in sport and exercise psychology (February 2013).

When attending the viva, you must present one of the following three forms of identification:

- i. a current, valid passport;
- ii. a current, valid photo card driving licence;
- iii. another form of identification including a photograph which has been approved in advance by the Qualifications Team.

While attending your viva, you must follow the instructions of the assessors at all times and act according to the general expectations of conduct outlined in the *Regulations for the Society's Postgraduate Qualifications*.

You will not normally be allowed to undertake the viva if you arrive without an acceptable form of identification, and / or arrive more than 15 minutes after the start time of the viva, unless mitigating circumstances have occurred on the day. If you are in this position you may have to wait until the next available opportunity to be assessed. If you find that you are unable to attend your viva due to extenuating circumstances, you should contact your Assessment Team at the earliest opportunity.

If you do not attend the viva, but are unable to present extenuating circumstances for consideration, then the Board will consider this to be a fail against the requirements for submission and you will be advised accordingly.

The viva will be recorded for moderation and quality assurance purposes.

## 5.5 OUTCOMES OF ASSESSMENTS

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General information relating to the outcomes of assessments (e.g. marking conventions, procedures relating to re-sits and re-submissions, despatch of certificates, etc.) can be found in Section 9 of the *Regulations for the Society's Postgraduate Qualifications*. Information specific to the QSEP (Stage 2) is detailed below.

### 5.5.1 First and Second Submissions

You will normally receive feedback on your competency submissions and progress reports within three months of your submission deadline (or the date at which your submission is received if an extension has been granted). You will receive your feedback via email and this will be copied to your Co-ordinating Supervisor. From August 2020, feedback will be received via [BPS Learn](#).

Although the assessment of your first and second submissions is formative, if the assessors feel that further work is needed before proceeding to the next assessment point they may ask you to resubmit

one or more pieces of work. If this happens, you will have two further attempts to satisfy the assessors (i.e. three attempts in total). For further details, please refer to Section 9.9 of the *Regulations for the Society's Postgraduate Qualifications*.

### 5.5.2 Final Submission

You will normally receive feedback on the written component of your final submission within three months of your submission deadline (or the date at which your submission is received if an extension has been granted). You will receive your feedback via email and this will be copied to your Co-ordinating Supervisor.

If the Board considers that your submission does not meet the required standard, they might ask you to do one or more of the following before inviting you to attend a viva:

- Re-submit one or more pieces of work;
- Supply additional evidence; and / or
- Undergo a further period of supervised practice.

You will receive the outcome of your viva, along with feedback, within one month of the viva date. If, after your viva, the Board considers that you have not met all the requirements to be awarded the QSEP (Stage 2), they might ask you to do any of the three things listed above and / or to attend another viva. If you are required to make minor amendments to your work, you will normally be asked to do so within three months of receiving your viva feedback. If you are required to make major amendments to your work, you will normally be asked to do so within six to twelve months of receiving your viva feedback, depending on the nature of the resubmission.

If the assessors feel that further work is needed before proceeding to the viva, or before being awarded the qualification, you will have two further attempts to satisfy the assessors (i.e. three attempts in total).

## 5.6 COMPLETION OF THE QSEP (STAGE 2)

You will be deemed to have completed the QSEP (Stage 2) when you have demonstrated full competence across all aspects of the qualification following the assessment of your written submissions and your viva. You will be issued with a certificate confirming the award of the qualification within one month of receiving your results letter. You can then apply for Chartered membership of the Society, Full membership of the Division of Sport and Exercise Psychology and registration with the HCPC as a Sport and Exercise Psychologist.

## 5.7 PROFICIENCY IN THE ENGLISH LANGUAGE

All submissions must be conducted in the English language. Your Co-ordinating Supervisor should work with you to determine whether you have sufficient proficiency in the English language in order to fulfil all qualification and training requirements.

## 5.8 APPEALS AND COMPLAINTS

For details of the appeals and complaints processes, please refer to to Section 9 of the *Regulations for the Society's Postgraduate Qualifications*.

# Appendix 1: Key Roles

In order to complete the QSEP (Stage 2) you must successfully complete all of the required assessments and, through these, demonstrate that you have achieved all of the competencies described here. The competencies provide the learning outcomes. For each competency there is a set of descriptors providing guidance about what needs to be achieved in order to demonstrate the competency. You should remember that Key Role 1 should underpin all of your work. Any failure to properly consider ethical principles and codes in any submission could result in failure of that submission, even if ethical practice has been demonstrated elsewhere. This includes, but is not limited to, demonstrating an understanding of the HCPC's *Standards of conduct, performance and ethics* and the British Psychological Society's ethical codes.

## **KEY ROLE 1: DEVELOP, IMPLEMENT AND MAINTAIN PERSONAL AND PROFESSIONAL STANDARDS AND ETHICAL PRACTICE**

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Core ethical competence units in sport and exercise psychology (Learning outcomes).

### **1.1 Establish, maintain and develop systems for legal, ethical and professional standards in applied psychology.**

Descriptors:

- Establish, maintain and review systems for the security and control of information.
- Ensure compliance with legal, ethical and professional practices for self and others, including the HCPC's *Standards of conduct, performance and ethics*.
- Establish, implement and evaluate established procedures to ensure competence in psychological practice and research.

### **1.2 Contribute to the continuing development of self as a professional applied psychologist.**

Descriptors:

- Establish, evaluate and implement processes to develop oneself professionally.
- Elicit, monitor and evaluate knowledge and feedback to inform practice.
- Organise, clarify and utilise access to competent consultation and advice.
- Develop and enhance oneself as a professional applied psychologist.
- Incorporate best practice into one's own work.

### **1.3 Respond to unpredictable contexts and events professionally and ethically.**

Descriptors:

- Apply ethical principles governing sport and exercise psychology practice appropriately, including the application of professional codes of conduct and the HCPC's *Standards of conduct, performance and ethics*.
- Consider the personal conduct and integrity of you and the discipline and the privileges and responsibilities of the profession.
- Ensure the dignity and welfare of individuals we serve, including their rights and privacy.
- Consider ethical dilemmas and tests of ethical principles in practice and seek guidance when problems or dilemmas arise.

- Operate within professional boundaries and utilise ethical decision-making and referral mechanisms appropriately.

#### **1.4 Understand organisational and systemic issues of relevance to the practice of applied psychologists.**

Descriptors:

- understand organisational and systemic issues of relevance to the practice of applied psychologists, including:
  - understanding the organisational context for their practice;
  - understanding the structures and functions of service providers applicable to the work of their profession; and
  - understanding current legislation applicable to their work.
- recognise the role of other professionals and stakeholders of relevance to their work, including the role of service users, carers, and / or community groups.
- are able to adapt their practice to different organisational contexts for service delivery, as appropriate.
- are able to bring psychological influence to bear; for example, through consultancy, training, and working effectively in multidisciplinary and / or cross-professional teams.

### **KEY ROLE 2: APPLY PSYCHOLOGICAL AND RELATED METHODS, CONCEPTS, MODELS, THEORIES AND KNOWLEDGE DERIVED FROM REPRODUCIBLE FINDINGS**

Core consultancy competence units in sport and exercise psychology (Learning outcomes).

#### **2.1 Assess requests for consultancy.**

Descriptors:

- Identify and assess clients' expectations, needs and requirements, negotiating clients' priorities to maximise potential effects.
- Review psychological literature and other information sources for relevant advice, research findings, research methods and interventions.
- Assess the feasibility of the proposed consultancy by considering human resources, possible constraints, role relationships and limits of confidentiality.

#### **2.2 Plan consultancy.**

Descriptors:

- Determine aims, objectives, criteria, theoretical framework and scope of interventions.
- Produce implementation plans and goals for the consultancy process considering required roles, time scales, monitoring, evaluation programme and communication systems.

#### **2.3 Establish, develop and maintain working relationships with clients**

Descriptors:

- Establish contact with clients and agree conditions and limits of confidentiality, including the storage of information and informed consent.

- Develop and maintain working agreements and relationships with clients including agreed time-scales, roles, objectives, costs, reviews of targets and resources.
- Monitor and evaluate working relationships and practices with clients.

## **2.4 Conduct consultancy.**

Descriptors:

- Establish systems or processes to deliver the planned interventions.
- Implement the planned intervention.

## **2.5 Monitor the implementation of consultancy**

Descriptors:

- Review the consultancy.
- Implement changes identified by the monitoring process.
- Review client expectations, needs and requirements within the consultancy.
- Implement quality assurance and control mechanisms.

## **2.6 Evaluate the impact of the consultancy**

Descriptors:

- Implement planned evaluation.
- Assess the outcomes of the evaluation.
- Close the consultancy, documenting outcomes in relation to objectives and communicating appropriately to all parties involved in the working agreement.

# **KEY ROLE 3: RESEARCH AND DEVELOP NEW AND EXISTING PSYCHOLOGICAL METHODS, CONCEPTS, MODELS, THEORIES AND INSTRUMENTS IN PSYCHOLOGY**

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Core research competence units in sport and exercise psychology (Learning outcomes).

For candidates conducting systematic review:

### **3.1 Conduct systematic review**

Descriptors:

- Define topic and search parameters.
- Conduct a search using appropriate databases and sources.
- Summarise and critically evaluate findings from the review.
- Define implications for further research derived from the findings.

For those candidates conducting an empirical research investigation, and / or a case study:

### **3.2 Design psychological research activities**

Descriptors:

- Identify theoretical models and research findings relevant to proposed research questions.

- Generate relevant and testable research questions and / or hypotheses, related to quantitative or qualitative research methods.
- Define the resources and constraints relevant to the conduct of the research.
- Identify and describe methods appropriate to proposed psychological research.
- Consider use of validated psychometric tests and ensure that new measures are adequately assessed in relation to their psychometric properties, and / or appropriate qualitative techniques.
- Prepare, present and revise research designs.
- Conduct pilot testing where appropriate.

### **3.3 Conduct psychological research activities**

Descriptors:

- Negotiate procurement of resources needed to conduct research and access to specified data and / or participants.
- Prepare to implement research protocols.
- Conduct preliminary investigations of existing models and methods.
- Collect data as specified by research protocols.

### **3.4 Analyse and evaluate psychological research data**

Descriptors:

- Analyse data as specified by research protocols.
- Interpret the results of data analysis.
- Evaluate research findings and make recommendations based on research findings.
- Write up and report research methods and findings.
- Review the research process.
- Review and evaluate relationships between current issues in psychological theory and practice.

### **3.5 Initiate and develop original psychological research.**

Descriptors:

- Conduct research that will advance existing models, theories, instruments and methods in sport and / or exercise psychology.
- Monitor and evaluate studies in relation to agreed protocols.
- Clarify and evaluate the implications of research outcomes for practice.
- Evaluate the potential impact of new developments for sport and / or exercise practices.

## **KEY ROLE 4: COMMUNICATE PSYCHOLOGICAL KNOWLEDGE, PRINCIPLES, METHODS, NEEDS AND POLICY REQUIREMENTS**

Core communication competence units in sport and exercise psychology (Learning outcomes).

### **4.1 Promote psychological principles, practices, services and benefits**

Descriptors:

- Identify individuals, groups and organisations who need to be informed.

- Provide information about the principles, practices, services and benefits to individuals and groups based on client requirements.
- Disseminate information that is accurate, comprehensive and in an appropriate style and format consistent with organisational policies and practices.
- Evaluate the results of the dissemination activities to assess the acceptability and implications arising from the communication.

#### **4.2 Provide psychological advice and guidance to others and facilitate the use of psychological services**

Descriptors:

- Communicate to relevant individuals the roles and responsibilities within interventions.
- Provide information, advice and guidance that is sufficiently detailed to meet recipient needs prior to and during the intervention.
- Implement the necessary monitoring and feedback systems for those conducting the intervention to ensure that current information is available to those carrying it out.
- Discuss potential and actual difficulties and propose solutions.

#### **4.3 Communicate the processes and outcomes of psychological and other applications and developments**

Descriptors:

- Prepare information for dissemination.
- Present information to individuals, groups and organisations on the processes and outcomes of psychological interventions and consultancies.
- Evaluate the impact of disseminated information.

#### **4.4 Prepare and present evidence in formal settings**

Descriptors:

- Appraise the context and scope of report to aid decision making about the nature of the evidence required.
- Collect and record relevant, necessary and available information, data and theory from appropriate sources and by appropriate means.
- Report information and data accurately, expressing limitations of techniques used clearly, and differentiating facts and opinions explicitly.
- Presentation of contents should be appropriate and conform to acceptable professional standards.

#### **4.5 Provide feedback to clients**

Descriptors:

- Identify needs of the requesting agents and individuals.
- Consider the appropriate format and style for information and feedback.
- Evaluate the outcomes of providing expert advice for the receivers of the advice.

## Appendix 2: Components of training and range of hours / days

You should recognise that, in order to meet Society's standards, 460 days (over two to four years) of sport and / or exercise psychology-related activity are required. This is a significant undertaking and if you are working part-time we would envisage you taking three or more years to successfully complete the programme. In order to meet the requirements of each Key Role and series of competencies, it is expected that your plan of training will be focused on a number of relevant areas. Substantively, the core foci will be on sport / exercise consultation work and research work to satisfy Key Roles 1, 2 and 3. However, training in consulting skills and CPD (e.g. conferences, workshops) are critical areas to support the completion of these roles, and time should be allocated to these activities in your plan of training. Furthermore, in relation to fulfilling Key Role 4, teaching and dissemination work (e.g. professional articles, presentations) are also valid means of allocating hours or days of work within your plan of training.

The Qualifications Board recognises that there will be Stage 1 graduates from different backgrounds and in different working environments as they apply for Stage 2. Some may be studying for a PhD, servicing a research contract, or in a teaching position; whilst others may be working as a freelance practitioner (perhaps alongside another job). With this in mind, candidates may take different routes to fulfilling each of the key roles. Some candidates may hold a stronger emphasis to their practice compared to their research, and gain more access to clients. In this case, they will need to devote careful attention to the research role. Others, however, with beneficial access to completing the research role (e.g. the PhD student) may need to give greater attention to their consultation and professional practice. In short, the successful candidate needs to fulfil all four Key Roles, but the Qualifications Board appreciates that candidates may allocate differential attention to the completion of each.

To act as a guide, the Qualifications Board has put together an example of what the range of allocations might sensibly be for candidates in different working positions. There is the minimum allocation that we feel a candidate needs to demonstrate, and an indicative allocation that should not be exceeded or the candidate risks not completing the other key roles successfully.

**Table 4:** Example of time allocation.

COMPONENT	MINIMUM HOURS	MINIMUM DAYS	INDICATIVE HOURS	INDICATIVE DAYS
Teaching and dissemination activities	80 (30C)	10	160 (60C)	20
Sport/Exercise consultancy work	1200 (400 C)	150	2000 (650C)	250
Research project	1200	150	2000	250
CPD	600	20	200	25



The target total is 3680 hours / 460 days. Effectively therefore you should be focusing on achieving the 'mid-point' of minimum and indicative but with the minimum and indicative range of each component in mind.

C = Actual contact hours – with others distributed in an approximate 1:2 ratio of preparation (1 hour) and peer / supervisor feedback and / or reflective diary / logbook completion (1 hour).

Therefore, for every hour of one-to-one contact, two other hours of preparation and reflection may be allocated. This is a little less than 1:2 for teaching and dissemination activities.

From an assessor perspective, it would be useful to see these hours / days logged for the various underpinning activities so that you are providing an evidence base for each role. This means keeping a record of presentations, work on educational articles, one-to-one consultations, a breakdown of time spent doing various research activities (e.g. literature search, data collection, input, analysis, scientific writing), as well as CPD activities. CPD includes practitioner training courses (e.g. CBT, Rational Emotive Behaviour Therapy (REBT), BPS Psychological testing where appropriate), consulting skills training courses / workshops (e.g. counselling, imagery, stress- management, motivational interviewing) and evaluated self-directed reading. It also includes more research-oriented CPD (e.g. conference attendance / presentations), and observations of other psychologists at work.

## Appendix 3: M-Level and D-Level Descriptors

As taken from *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies*, the Quality Assurance Agency (October 2014).

### **DESCRIPTOR FOR A QUALIFICATION AT MASTERS (M) LEVEL: MASTERS DEGREE**

Masters degrees are awarded to students who have demonstrated:

- i. 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;
- ii. a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- iii. 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;
- iv. conceptual understanding that enables the student:
  - to evaluate critically current research and advanced scholarship in the discipline; and
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- a) deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
  - b) demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
  - c) continue to advance their knowledge and understanding, and to develop new skills to a high level;
- and holders will have:
- d) the qualities and transferable skills necessary for employment requiring:
    - the exercise of initiative and personal responsibility;
    - decision-making in complex and unpredictable situations; and
    - the independent learning ability required for continuing professional development.

### **DESCRIPTOR FOR QUALIFICATIONS AT DOCTORAL (D) LEVEL: DOCTORAL DEGREE**

Doctorates are awarded to students who have demonstrated:

- i. the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;

- ii. a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;
- iii. the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;
- iv. a detailed understanding of applicable techniques for research and advanced academic enquiry.

Typically, holders of the qualification will be able to:

- a) make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences;
- b) continue to undertake pure and / or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas, or approaches;  
and holders will have:
- c) the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

## Appendix 4: Assessment criteria for competency submissions at Viva

Assessment criteria for competency submissions.

### First Submission (includes first case study)

In their assessment of your first submission, and the formative feedback that they provide to you, the assessors will apply Level 7 (M-level) descriptors. They will also begin to look for evidence that you are developing what the Qualifications Board refers to as an 'MSc plus' level of competency, where you have demonstrated 'added value' to your submission post the award of your MSc (or Society's Stage 1 qualification).

### Second Submission (includes second case study)

In their assessment of your second submission, and the formative feedback that they provide to you, the assessors will apply Level 7 (M-level) descriptors. They will also expect to see evidence that you are developing an 'MSc plus' level of competency and emergence of D-level, where you have clearly demonstrated 'added value' to your submission post the award of your MSc (or Society Stage 1 Qualification), especially with regard to your second case study.

### Final Submission (includes third and fourth case studies and the research submission)

In their assessment of this submission, and the formative feedback that they provide to you, the assessors will apply Level 8 (D-level) descriptors. Given that the work is assessed at D-level, you should have an understanding of the following D-level descriptors and keep these in mind when preparing your submission, especially with regard to your case studies and research submission.

- The creation and interpretation of *new* knowledge, through *original* research or other *advanced* scholarship, or a quality to satisfy peer review, *extend* the forefront of the discipline, and merit publication.
- A systematic acquisition and understanding of a substantial body of knowledge which is at the *forefront* of an academic discipline or area of professional practice.
- The general ability to conceptualise, design and implement a project for the generation of *new* knowledge, applications or understanding at the *forefront* of the discipline, and to adjust the project design in the light of unforeseen problems.
- A detailed understanding of applicable techniques for research and advanced academic enquiry.

Although D-level is often conceived of in relation to PhD research, the descriptors are also relevant to developing and demonstrating knowledge at the forefront of the discipline within professional practice. Case studies 3 and 4 should therefore contain evidence of D-level in the professional practice context.

### Viva

In their assessment of your viva, and the formative feedback that they provide to you, the assessors will apply Level 8 (D level) descriptors. This represents a thorough scrutiny of your work across the four key roles to establish whether you have a critical understanding of the underpinning concepts, theories, models and methods used, the approaches you have taken, and how your work makes a

contribution to the existing knowledge base and professional practice context. This requires you to engage in an explanation, justification and defence of your work typical of a doctoral level viva.

### Assessment against competencies

When your submissions are assessed against the sub-competencies contained within each Key Role, the assessors will make their judgment using the following competency criteria.

You and your Co-ordinating Supervisor should bear in mind that the QSEP (Stage 2) assessment process is a *formative* one. While you should be *developing* competence as you progress on the qualification, the aim is to achieve competence (as defined below) by the *end* of the enrolment period. Although there may be some exceptions in claiming ‘full’ competence, it is a normal expectation for full competence not to be demonstrated until the final assessment of the final written submission, and confirmed following completion of the viva. However, at the first and second submission points, the feedback report will include details of whether your competence development is on track for competence to be fully demonstrated at the final submission point.

**Table 5:** Description of marking categories.

<p><b>Full competence not yet demonstrated</b></p>	<p>This normally reflects a candidate who, in the opinion of the assessors, is developing satisfactorily towards full competence. The assessors’ feedback will reflect this, and also detail areas that the candidate should focus on for the next submission to ensure that this continues. Also, in this category, the assessors’ feedback, may, where it is felt necessary, communicate any degree of concern over aspects of the candidate’s performance. This may reflect minor or more major difficulties in one or several areas of their portfolio (not amounting to unprofessional or unethical conduct), or more serious concern about the candidate’s performance. In such cases, the formative feedback provided will indicate clearly the actions that the candidate needs to take to address these issues, either in their next submission or a resubmission of the current one.</p>
<p><b>Full competence demonstrated</b></p>	<p>This is the rating that should be attained after assessment of the final written submission and the viva, and is at least as good as the general level of performance expected of the competent psychologist. It reflects a good match between a candidate’s performance and their planned training objectives, where the candidate will have undertaken an appropriate workload and carried out the work competently, such that they are fit to practice independently and without supervision as a practitioner psychologist.</p>

# Appendix 5: Glossary

If there is a term which you do not understand but which does not appear in this glossary please contact the Qualifications Office.

## **AEC**

Accreditation of Existing Competence, where an applicant can present relevant postgraduate experience at enrolment to offset some of the requirements of the QSEP (Stage 2).

## **Assessor**

A suitably qualified and experienced sport and exercise psychologist appointed by the SEPQB to assess submitted work.

## **Chair**

The member of the SEPQB who has overall responsibility for the QSEP (Stage 2).

## **Chartered membership**

This reflects the highest standard of psychological knowledge and expertise .

## **Chief Assessor**

The member of the SEPQB who has overall responsibility for the assessment process for the QSEP (Stage 2).

## **SEPQB**

The Sport and Exercise Psychology Qualifications Board, which manages all aspects of the QSEP (Stage 2).

## **CS**

Co-ordinating Supervisor, who supports and guides a candidate from enrolment through to completion of the QSEP (Stage 2).

## **DSEP**

Division of Sport and Exercise Psychology, the Society's professional community which promotes the professional interests of sport and exercise psychologists.

## **Enrolment**

The process by which candidates are accepted onto the QSEP (Stage 2), which involves working with your approved CS to prepare a suitable plan of training and other documentation.

## **GBC**

Graduate Basis for Chartered membership, the minimum threshold for entry to Society accredited postgraduate training in applied psychology and the Society's postgraduate qualifications.

## **Health reference**

A form completed by your GP confirming whether you have any health issues which may impact upon your enrolment for the QSEP (Stage 2).

## **HCPC**

Health and Care Professions Council, the regulatory body for practitioner psychologists in the UK.

## **Independent route**

Generic term for the Society's own postgraduate qualifications (as opposed to traditional university routes).

## **Placement host**

The provider of the placement where you undertake a period of supervised practice towards the QSEP (Stage 2).

## **PoT**

Plan of Training, which outlines how you intend to complete the QSEP (Stage 2).

## **PoT update**

The annual process whereby a candidate updates their plan of training in conjunction with their CS.

**Key Role Supervisor**

A suitably qualified and experienced supervisor who will supervise specific aspects of your training.

**QAA**

Quality Assurance Agency, an independent body which reviews the performance of universities and colleges of higher education.

**QC**

Qualifications Committee, which acts on delegated authority from the Membership and Standards Board to consider matters of policy and implementation regarding the Society's postgraduate qualifications.

**Chief Supervisor**

A member of the SEPQB who liaises between the SEPQB, supervisors and candidates.



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