A picture containing text

Description automatically generated

**BASES Postgraduate SEPAR Endorsement Scheme**

**APPLICATION FORM**

**INSTITUTION DETAILS**

|  |  |  |  |
| --- | --- | --- | --- |
| Institution Name | |  | |
| Department Title | |  | |
| Address | |  | |
| Application Contact | |  | |
| Phone Number | |  | |
| Email | |  | |
| Institution, Department or Course website | |  | |
| MSc. Programme Title | |  | |
| Please specify all any named pathways | |  | |
| Course options | | **Learning mode Course Duration**  Full-time  1-year  Part-time  2-year  Distance Learning | |
| Supporting Documents Check List | | Programme Specification(s)  Programme Structure Diagram (if applicable)  Module Descriptors and Guides  Teaching Schedules  Work Placement handbook (if applicable)  Laboratory Manuals (if applicable) | |
| Signature (Name, Position) | |  | |
| Date: | |  | |
| **Office Use only:** | | | |
| **Decision:** | 1. **Endorsed:** the course / programme has been judged to fully meet the endorsement criteria. | |  |
| 1. **Endorsed with recommendations**: the course / programme has been judged to meet the endorsement criteria. However, the reviewers have identified some areas where there is potential improvement in coverage / provision, which will be detailed in the recommendations provided | |  |
| 1. **Deferred pending additional evidence:** the course / programme has been judged to meet most of the endorsement criteria. However, there are some aspects of the application where further evidence or clarification is required for the reviewers to make a final decision. In their feedback, the reviewers will provide details of the additional information or evidence that is required. Upon receiving the requested information from the applicant, the two reviewers will make a decision on the final outcome of the application (Endorsed; Endorsed with recommendations; or Not endorsed | |  |
| 1. **Not endorsed:** The course / programme has been judged to not meet the endorsement criteria. In this scenario, reviewers will not ask for additional evidence or information, as it has been judged that the programme / course structure, content and / or provision does not meet the BPSES criteria. 80% of the application fee will be returned after a decision on Not Endorsed | |  |

**Application Form Contents**

1.1. Guidelines for Postgraduate SEPAR Endorsement Scheme Rating Knowledge Competencies

1.2. Knowledge Competencies Profile for Postgraduate SEPAR Endorsement Scheme

1.3. Professional Accreditation and Staff Affiliations

**See Postgraduate SEPAR Endorsement Scheme Handbook and Guidance before completing the application form:** [**link here**](https://www.bases.org.uk/imgs/pses_handbook_and_guidance_final755.pdf)

**1.1: Guidelines for Postgraduate SEPAR Endorsement Scheme Rating Knowledge Competencies**

|  |  |  |
| --- | --- | --- |
| 0 | **No coverage** | The knowledge competency is not covered at all within the MSc. programme. |
| 1 | **Limited coverage** | The knowledge competency is introduced to the students but is peripheral to the programme content. |
| 2 | **Adequate coverage** | The knowledge competency is included within the programme to an extent that the graduate can demonstrate Level 7 understanding. |
| 3 | **Detailed coverage** | The knowledge competency is included within the programme to an extent that the graduate can demonstrate specialist understanding beyond Level 7 expectations. |

* 1. **Knowledge Competencies profile for BASES Postgraduate SEPAR Endorsement Scheme**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | KNOWLEDGE (17 competencies) | | | | | | For reviewer use only | |
| Theme | **Ref.** | **Notes / Relevance** | **Competency**  (i.e., Candidates should know and understand the key concepts associated with the scientific knowledge base) | **Sub-Topics for Consideration** | **Rating claimed (0-3)** | **Contributory modules and indicative module content (please submit accompanying module documentation as supporting evidence)** | **Agreed (Y/N)** | **Reviewer comments** |
| Sport & Exercise Psychology | 1.1.1 | **Relevant competencies for all MSc. programmes** | The Nature of Sport and Exercise Psychology | Related topics include: History of sport and exercise psychology, understanding and using sport and exercise psychology, understanding of sport and exercise psychology governance (BASES/FEPSAC/BPS/ AASP), the relationship between sport and exercise psychology and other sport science disciplines. |  |  |  |  |
| 1.1.2 | Motivation, Confidence and Participation for Sport, Physical Activity and Exercise | Related topics include: Achievement goal theory (including motivational climate), competence motivation theory, self-determination theory (intrinsic/ extrinsic motivation), constructs of control, attribution theory, and self- efficacy theory, the Sport Commitment model, and burnout in sport. |  |  |  |  |
| 1.1.3 | Group and Team Based Theories | Related topics include: Group dynamics; group structure, group cohesion, group productivity, leadership in sport and exercise groups, social loafing, group identity, social identity theory, role clarity/ ambiguity, role overload, collective efficacy, cliques, social support, collaborative coping. |  |  |  |  |
| 1.1.4 | Gender, Diversity and Cultural Competence | Related topics include: Cultural context of sport and exercise, athlete lifespan, gender, race, ethnicity, socio- economic status, sexuality, scholarship in sport and exercise psychology. |  |  |  |  |
| 1.1.5 | Contemporary Topics in Sport and Exercise Psychology | Related topics include: Mental toughness, resilience, grit, performance psychology, developing life skills, psycho-social factors and talent identification, impression formation and body-language; self-presentation and impression motivation, expectancy effects, using sport and/or exercise psychology in varying occupational domains (e.g., military, arts, business), music and video interventions, Personality-Trait-Like Individual Differences (e.g., perfectionism, optimism, narcissism, trait emotional intelligence), career transitions, psychological contracts, performance thriving, growth, sedentary behaviour, high-intensity interval exercise. |  |  |  |  |
| 1.1.6 | Mental Health  page9image806094416 | Related topics include: The role of physical activity in the promotion of good mental health and wellbeing (self- esteem, affect, stress, cognitive function, enjoyment, quality of life), prevention and treatment of poor mental health (anxiety, depression, substance abuse, schizophrenia and other mental illnesses), mechanisms by which physical activity influences mental health, understanding referral points and roles of critical others as a sport and exercise psychologist, mental health literacy, theories of psychopathology and aetiology of mental disorders, Green space/Blue space exercise and mental health. |  |  |  |  |
| Sport Psychology | 1.2.1 | **Relevant competencies for Sport and Sport & Exercise Psychology programmes only**  page9image806151040 | Performance Enhancement | Related topics include: Stress and the stress process in sport, arousal and anxiety theories including the notion of directional interpretations, stress management and stress inoculation, concentration and attentional style, emotional regulation, goal setting, imagery, self-talk, relaxation, self-confidence, coping (adaptive and maladaptive strategies), distraction theories and choking, emotional contagion and labour, using metaphors, Acceptance-Commitment Therapy (ACT), Rational-Emotive-Behaviour Therapy (REBT), Nudge theory, motivational interviewing. |  |  |  |  |
| 1.2.2 | page9image806205712Psychomotor Learning and Sport Performance | Related topics include: Cognitive and perceptual processes (e.g., information processing, memory, attention, anticipation, visual perception and motor action), motor learning theories and skill acquisition factors (e.g., schema theory of motor learning, specificity and variability of learning, movement skills, stages of skill development, skill acquisition strategies, practice), developmental factors influencing motor control and learning, motor control, dynamical systems, expert/novice difference and expertise. |  |  |  |  |
| 1.2.3 | Understanding of Special Issues in Sport Psychology | Related topics include: Injury and rehabilitation, career transitions, working with athletes and carers of athletes who have physical and mental disabilities, working with young and adolescent individuals, youth sport and sport parenting, gender issues in sports, working with elite athletes, working with officials. |  |  |  |  |
| 1.2.4 | Coaching Psychology | Related topics include: Coaching pedagogy, coaching behaviour, the role of the coach and coach-athlete relationships, leadership and coaching styles, understanding coaching environments, enhancing coach performance, working ‘through’ coaches, coach efficacy and competence, coach and athlete expectations, working with coach-athlete relationships. |  |  |  |  |
| Exercise Psychology) | 1.3.1 | **Relevant competencies for Exercise and Sport & Exercise Psychology programmes only** | Epidemiology of Physical Activity and Health | Related areas include: The evidence for the current physical activity recommendations, prevalence of physical inactivity in a local, regional, national and international context, public health policy and practice, behavioural epidemiology framework, energy expenditure continuum, measurement of physical activity/sedentary behaviour the epidemiological relationship between physical activity and mental health |  |  |  |  |
| 1.3.2 | Physical Activity Promotion Strategies | Related topics include: Models of behaviour change (e.g., trans theoretical model, social-cognitive models, theory of planned behaviour, HAPA, COM-B, dual process theories), PA determinants (e.g., correlates, barriers, social ecological model), measurement of psychological/wellbeing outcomes, designing and evaluating effective interventions for increasing physical activity using appropriate frameworks (e.g., behaviour change wheel, logic models), influencing PA promotion strategies in different settings (e.g., schools & higher education, workplace, GP referral schemes, communities, NHS), motivational interviewing |  |  |  |  |
| 1.3.3 | Special Populations in Physical Activity and Exercise | Related topics include: Gender issues in physical activity and exercise, clinical populations (e.g., cancer, depression, HIV, obesity, osteoporosis, diabetes, pregnancy), older adults, children and young people, low socio- economic status groups, families, ethnic and underrepresented groups, disabled people, disordered eating, body dysmporhia, exercise dependence. |  |  |  |  |
| Complimentary Areas to Sport & Exercise Psychology  NB. Any individual candidates who have completed a BUES course are automatically able to claim a rating of 2 on the initial SEPAR competency profile | 1.4.1 | **Relevant competencies for all MSc. programmes** | The Sport Sciences and Allied Professions | Sport and exercise psychologists are expected to be cognisant of disciplines outside of sport and exercise psychology. These may include generic areas such as physiology, biomechanics, sociology, coaching, nutrition, physiotherapy/massage, performance analysis, performance lifestyle and, strength and conditioning that cover knowledge areas associated with, for example: planning and periodisation of training; physiological bases of sports/performance/participation (e.g., preparation, and recovery); injury and rehabilitation; neuropsychology of performance; performance psychophysiology. |  |  |  |  |
| Issues in Professional Practice | 1.5.1 | Current Issues in the Professional Practice of Sport & Exercise Psychology | Related topics include: Societal perceptions of sport and exercise psychologists, use of titles, barriers to entry, requirements for private practice (including requisite insurance, tax and business affairs), client/consultant contracts, reporting poor practice/whistleblowing, working with the media and management of social media, working ethically, set-up and management of a business. |  |  |  |  |
| 1.5.2 | Philosophy, Frameworks and Models for Applied Sport & Exercise Psychology | Related topics can include: Psychodynamic, behavioural, cognitive, humanistic, existential, positive, acceptance-based and ecological therapies. Educational, developmental, social-educational, psychological skills, and interdisciplinary models. |  |  |  |  |
| 1.5.3 |  | Approaches to Counselling | Candidates should gain a knowledge and critical appreciation of counselling delivery in a sporting or exercise/ health context. Related topics can include: Therapeutic relationships and principles, ethical practice within the counselling setting, counselling skills, sport psychology service delivery (SPSD) heuristic, and motivational interviewing. |  |  |  |  |
| Narrate any unique features of the MSc. provision (e.g., opportunities for observational placement, exposure to specialist sport and/or exercise psychology topics, or learning about disciplines outside of sport and exercise psychology). If the programme is endorsed, this information will appear on the BASES Course Finder, enabling the unique selling point(s) of the programme to be marketed to prospective students. | | | | | | | | |

**1.3. Professional Accreditation and Staff Affiliations**

Document below, the details of staff members who will be responsible for delivering the programme. Within the table, it must be evidenced that at least two members of the programme team hold the relevant professional accreditation. This includes: BASES Accredited Sport and Exercise Scientist (psychology support or research) and / or having HCPC registration.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Staff member** | **Position and contribution to programme** | **Professional accreditation**  Include BASES Accreditation and / or HCPC registration date | **Office Use Only** | |
| Meets Criteria  M/NM | Reviewer Comments |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |