



The British  
Psychological Society  
Qualifications

---

**Qualification in Sport and Exercise Psychology  
(Stage 2)**  
*Candidate Handbook*

---

Valid from 1 January 2018

---

**Qualifications Office**

The British Psychological Society, St Andrews House, 48 Princess Road East, Leicester, LE1 7DR.

Tel: (0116) 252 9505 Fax: (0116) 227 1314

E-mail: [qualifications@bps.org.uk](mailto:qualifications@bps.org.uk)

[www.bps.org.uk/qualifications](http://www.bps.org.uk/qualifications)

# Contents

---

<b>I. Glossary .....</b>	<b>iv</b>
<b>II. List of Commonly Used Society Abbreviations.....</b>	<b>v</b>
<b>1. Welcome .....</b>	<b>1</b>
<b>2. Aims and Features of the Qualification in Sport and Exercise Psychology .....</b>	<b>2</b>
<b>3 Introduction to the Qualification in Sport and Exercise Psychology.....</b>	<b>3</b>
3.1 Background .....	3
3.2 Overview of the Qualification in Sport and Exercise Psychology.....	3
3.3 Scope of Sport and Exercise Psychology .....	4
3.4 Aims.....	4
3.5 Learning outcomes and Key Role competencies.....	5
3.6 Title to be adopted by QSEP (Stage 2) candidates .....	5
3.7 In-training membership of the Division of Sport and Exercise Psychology .....	5
<b>4. How to Become a Trainee Sport &amp; Exercise Psychologist.....</b>	<b>6</b>
4.1 Enrolment process .....	6
4.2 Applications for accreditation of existing competence.....	7
4.3 Length of enrolment .....	7
4.4 Backdating enrolment .....	8
<b>5. Competencies to be acquired in the Qualification in Sport &amp; Exercise Psychology (Stage 2).....</b>	<b>9</b>
5.1 Supervised practice .....	9
5.2 Undertaking some of the qualification outside of the UK .....	16
5.3 Proficiency in English .....	17
<b>6. Assessment .....</b>	<b>18</b>
6.1 Deadlines for assessment submission.....	18
6.2 Submitting your documents for assessment.....	18
6.3 Composition of the Portfolio of Competence .....	19
6.4 Viva assessments .....	25
6.5 Outcomes of assessments.....	26
6.6 Appeals and complaints.....	26
<b>7. Key Dates .....</b>	<b>27</b>
<b>8. Key Contacts and their Roles .....</b>	<b>28</b>
8.1 Sport and Exercise Psychology Qualifications Board .....	28
8.2 Qualifications Team .....	28
8.3 Assessor Team.....	29
<b>9. Society Expectations of Candidates.....</b>	<b>31</b>
<b>Appendices</b>	
1. Appendix 1: Key Roles.....	31
2. Appendix 2: Components of Training and Range of Hours/Days .....	35
3. Appendix 3: Useful Forms.....	37
4. Appendix 4: Fees.....	38
5. Appendix 5: Assessment Criteria for Competency Submissions.....	39

# I. Glossary

---

## **Accredited MSc**

These are courses which have been accredited by the Society and details can be found on the website at [www.bps.org.uk/partnership](http://www.bps.org.uk/partnership).

## **Chartered Membership**

This reflects the highest standard of psychological knowledge and expertise. It demonstrates a commitment to professional development and high ethical standards of practice, teaching and research.

## **Graduate Basis for Chartered Membership (GBC)**

This is the minimum threshold for entry to postgraduate training in applied psychology. Eligibility for the GBC dates from when you officially received your Society-accredited degree or conversion course in psychology or passed the Society's Qualifying Examination. If in doubt about your eligibility for Graduate Membership and the GBC, please contact the Society for advice.

## **Health and Care Professions Council (HCPC)**

From the 1 July 2009 the HCPC became the regulatory body for practitioner psychologists in the UK. Practitioner psychologists must be registered with the HCPC in the relevant area of applied psychology in order to practice in the UK.

## **Independent Route**

The Society's own qualifications are often referred to as the independent route. This is because they provide a route to training in applied psychology by means of work-based learning qualifications rather than by enrolment on a university-based course.

## **Membership of the DSEP**

The Division of Sport and Exercise Psychology (DSEP) was formed in 2005 and is the part of the British Psychological Society which promotes the professional interests of sport and exercise psychologists.

## **Membership and Standards Board (MSB)**

The board with responsibility for setting policy and standards in relation to membership of the Society and professional training in psychology.

## **Qualifications Committee (QC)**

The committee tasked with setting policy in relation to all of the Society's Qualifications. It reports to the MSB.

## **Registration as a Sport and Exercise Psychologist**

This is full recognition by the Health and Care Professions Council (HCPC) of an individual's competence to practice as a sport and exercise psychologist.

## **Sport and Exercise Psychology Qualifications Board (SEPQB)**

The board tasked with managing the Society's qualification in sport and exercise psychology. It reports to the QC.

## II. List of Commonly Used Society Abbreviations

---

<b>AFBPsS</b>	Associate Fellow of the British Psychological Society
<b>AGM</b>	Annual General Meeting
<b>APA</b>	American Psychological Association
<b>BJP</b>	British Journal of Psychology
<b>BJDP</b>	British Journal of Developmental Psychology
<b>BJHP</b>	British Journal of Health Psychology
<b>BJMSP</b>	British Journal of Mathematical and Statistical Psychology
<b>BJSP</b>	British Journal of Social Psychology
<b>BPS</b>	The British Psychological Society
<b>CS</b>	Coordinating Supervisor
<b>CPD</b>	Continuing Professional Development
<b>CPsychol</b>	Chartered Psychologist
<b>CSci</b>	Chartered Scientist
<b>DSEP</b>	Division of Sport and Exercise Psychology
<b>DSEPTC</b>	Division of Sport and Exercise Psychology Training Committee
<b>FBPsS</b>	Fellow of the British Psychological Society
<b>GBC</b>	Graduate Basis for Chartered Membership (formerly known as GBR – Graduate Basis for Registration)
<b>HCPC</b>	Health and Care Professions Council
<b>ICPR</b>	International Coaching Psychology Review
<b>MSB</b>	Membership and Standards Board
<b>QC</b>	Qualifications Committee
<b>QSEP (Stage 2)</b>	Qualification in Sport and Exercise Psychology (Stage 2)
<b>SEPR</b>	Sport and Exercise Psychology Review
<b>SGCP</b>	Special Group in Coaching Psychology
<b>TCP</b>	The Coaching Psychologist

# 1. Welcome

---

Welcome to the British Psychological Society's Qualification in Sport and Exercise Psychology (QSEP) (Stage 2). We very much hope that you will find your period of enrolment a fruitful and fulfilling time.

This handbook is designed to supplement the *Regulations for the Society's Postgraduate Qualifications*, which you should read carefully and adhere to at all times. It will provide you with full details of the qualification, including 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. If there is any aspect of your training about which you are still unclear after reading both the Regulations and the Candidate Handbook, you should approach your Coordinating Supervisor for further information.

This handbook applies to new enrolments from 1 January 2018.

It is a legal requirement that anyone who wishes to practise using a title protected by the Health Professions Order 2001 is on the Health and Care Professions Council (HCPC) Register. For more information, please see the HCPC website ([www.hcpc-uk.org](http://www.hcpc-uk.org)).

## 2. Aims and Features of the Qualification in Sport and Exercise Psychology (Stage 2)

---

The QSEP (Stage 2) was established by the Society with the aim of ensuring that those wishing to gain Chartered Membership of the Society, Full Membership of the Division of Sport and Exercise Psychology, and eligibility to apply for registration with the HCPC are given the opportunity to undertake relevant training. The main features of the qualification are that candidates:

- (a) are required to take responsibility for their own learning and professional development;
- (b) are required to develop and demonstrate competencies in relation both to the underpinning knowledge base of the relevant area of applied psychology (Stage 1) and to professional practice (including research) in that area (Stage 2);
- (c) are provided with detailed information about the competencies they are required to develop and the means by which their ability to demonstrate these competencies are assessed; and
- (d) are supported in their training by supervisors with expertise in relevant areas of applied psychology.

The key aim of the QSEP (Stage 2) is to produce Chartered Psychologists and Full Members of the Division of Sport and Exercise Psychology, who will:

- (a) be competent, reflective, ethically sound, resourceful and informed practitioners of sport and exercise psychology, able to work in a variety of sport and/or exercise contexts;
- (b) value the imaginative, interpretive, personal and innovative aspects of the practice of sport and exercise psychology;
- (c) commit themselves to ongoing personal and professional development and inquiry;
- (d) understand, develop and apply models of psychological inquiry for the creation of new knowledge which is appropriate to the multidimensional nature of relationships between people;
- (e) appreciate the significance of wider social, cultural and political domains within which sport and exercise psychology operates; and
- (f) adopt a questioning and evaluative approach to the philosophy, practice, research and theory that constitutes sport and exercise psychology.

### **A NOTE ON RESOURCES**

**As a candidate for the QSEP (Stage 2) you are an independent candidate. You are not enrolled on a course at a traditional higher education institute, which means that you will not have automatic access to the kinds of facilities you may have been used to in higher education, such as lectures and personal tutors.**

**It is important to make use of resources to facilitate your development on the QSEP (Stage 2). Society members have access to facilities such as the EBSCO Psychology and Behavioural Sciences Collection ([www.bps.org.uk/ebSCO](http://www.bps.org.uk/ebSCO)) and PsychSource (<http://psychsource.bps.org.uk>). In addition to this, you may also be able to seek graduate borrower status from the library of the university where you previously graduated.**

You will have a Coordinating Supervisor who will be your main point of contact and support. Some candidates for the Society's qualifications do make private arrangements to gain access to libraries and/or attend short HEI-based courses. However, whether or not such arrangements might be advisable or necessary for you should be discussed fully with your Coordinating Supervisor before you take any action. Full details of the information, support and resources which are provided for candidates and those which they are expected to secure for themselves are provided in the *Regulations for the Society's Postgraduate Qualifications*.

### 3. Introduction to the Qualification in Sport and Exercise Psychology (Stage 2)

---

#### 3.1 Background

The Sport and Exercise Psychology Qualifications Board was established to provide and manage the Society's QSEP (Stage 2).

#### 3.2 Overview of the Qualification in Sport and Exercise Psychology (Stage 2)

The QSEP (Stage 2) follows the broad structure agreed by the British Psychological Society's Membership and Professional Training Board in February 2006. An outline of how this structure is applied to the qualifications is described below. The QSEP (Stage 2) comprises two dimensions:

- a research dimension (the research element of training); and
- a practice dimension (a period of supervised practice).

#### Outline of the Structure of the Qualification in Sport and Exercise Psychology (Stage 2):

**Demonstration of the competencies required for the Practice Dimension and the second part of the Research Dimension, to be assessed by means of the following:**

**1. A 'Portfolio of Competence' to demonstrate the competencies encompassing the Key Roles 1–4:**

**(a) For Key Roles 1, 2 and 4:**

- Practice Diary
- Reflective Log
- Quarterly Supervision Reports
- Supporting Evidence
- Evaluation of Professional Competence (EPC) Form
- Consultancy Case Studies
- For full details, please see section 6.

**(b) For Key Role 3:**

**Option 1: EITHER:** A report of an empirical research investigation;

**OR:** A scientifically grounded case study  
(each to total no more than 25–35 pages; 9000–12,000 words).

**Option 2:** A report of a systematic literature review  
(no more than 20 pages; 7000 words).

**PLUS: Either:** A report of an empirical research study;

**Or:** A scientifically grounded case study  
(each to total no more than 12 pages; 4000 words);

**AND:** Evaluation of Professional Competence (EPC) Form.

**2. A viva assessment on your portfolio.**

Stage 2



**Award the Qualification in Sport and Exercise Psychology (Stage 2)**

### **3.3 Scope of Sport and Exercise Psychology**

#### **3.3.1 Sport psychology**

Practitioners in sport and exercise psychology typically tend to work in either sport psychology or in exercise psychology – although this may not always be the case.

Practitioners in sport psychology offer services to athletes, teams and to others engaged in competitive sport, be it at recreational or elite level. These other people may be coaches, parents or officials who have input into the performance of the individual or the team. These services are generally targeted at performance enhancement, but may include lifestyle issues.

Sport psychology considers all aspects of the psychological phenomena associated with sport. These include the learning and performance of motor skills which facilitate sports performance and the optimisation of performance, whether this is at an elite, youth or recreational level. It considers variables affecting sport behaviour, whether this be of participants, officials, supporters or other relevant individuals. It also considers the influence of sport on behaviour.

A trainee sport and exercise psychologist who wishes to specialise in sporting applications should have experience in a range of situations typical of the sport context. They will usually seek placement opportunities with sports teams, governing bodies of sport or individuals. They 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, the researcher or practitioner needs 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.

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.

#### **3.3.2 Exercise psychology**

For exercise psychology it is typically the case that a person is seeking to partake in exercise and physical activity for its life enhancing and health benefits. A major focus of exercise psychology is, therefore, the understanding of the importance of exercise for the individual and how to promote lifelong participation.

Practitioners in exercise psychology will typically work with individuals or organisations who wish to optimise the value of exercise as part of a healthy lifestyle. These individuals, or organisations, are not usually involved in competitive sport, thus the interventions are targeted at the promotion of an active lifestyle.

A trainee Sport and Exercise Psychologist who wishes to specialise in exercise applications should have experience in a range of situations typical of the exercise environment. They will usually seek placement opportunities with fitness clubs, local authority leisure providers, GP referral schemes, or with individuals. They will be expected to provide evidence of interventions to promote and enhance exercise participation and adherence.

Additional detail on the potential settings for sport and exercise psychology is provided in the following sections. It should be noted that Trainee Sport And Exercise Psychologists should adhere to the Society's *Code of Ethics and Conduct* and should only practice in the areas in which they have gained or are gaining competence.

### **3.4 Aims**

The overarching aim of the QSEP (Stage 2) is to provide a framework for training which ensures that successful candidates have gained the underpinning knowledge and the core competencies required of all Chartered Psychologists, those for HCPC Registered psychologists, and those specific to Sport And Exercise Psychologists.

### **3.5 Learning outcomes and Key Role Competencies**

The key learning outcomes are described in Appendix 1 and are linked to each set of Key Role Competencies (e.g. Key Role 2 – Core Consultancy Competencies).

### **3.6 Title to be adopted by QSEP (Stage 2) candidates**

As a QSEP candidate you will be required to use the title Trainee Sport and Exercise Psychologist. You are reminded of your responsibility not to mislead the public, and must therefore ensure that this title is clearly used on any written documentation. Once you have been awarded the QSEP (Stage 2), you are eligible to apply to the Health and Care Professions Council for registration as a Sport and Exercise Psychologist.

### **3.7 In-training membership of the Division of Sport and Exercise Psychology**

You are encouraged to apply for in-training membership of the Division of Sport and Exercise Psychology once you are enrolled for the QSEP (Stage 2). 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 journal, Sport and Exercise Psychology Review, as well as events arranged by the Division. The application form can be downloaded from the Society's webpage.

## 4. How to Become a Trainee Sport and Exercise Psychologist

---

### 4.1 Enrolment process

In order to apply to enrol for the QSEP (Stage 2) there are a number of forms that you will need to submit to assure us that you meet the necessary criteria and will have access to relevant work-based learning activities in a suitable setting.

There are two enrolment routes and you can choose which route you follow, in discussion with your Coordinating Supervisor, depending on your position. If you are in a position to apply for accreditation for existing competence (section 4.2) 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.

#### ***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 Coordinating Supervisor.
4. Evidence of completion of Stage 1 of the training in Sport and Exercise Psychology; this needs to be either the original or an authenticated copy of the certificate or transcript, which will be returned via recorded delivery.
5. References from one academic referee and one practice referee; these must be completed on the reference form available on the QSEP web page.
6. Health reference form.
7. Copy of a current enhanced disclosure from the Disclosure and Barring Service, Disclosure Scotland or Access Northern Ireland. This must be dated in the last two years or from your current appointment.
8. Equal opportunities form.
9. Payment of the qualification fee, or a completed direct debit mandate form if you wish to pay this fee via direct debit.

Once the Chief Supervisor is satisfied with your application, you will receive written confirmation of your enrolment. This will normally be dated from the point at which your complete application was received by the Society.

#### ***Enrolment Route 2***

This route is intended for either:

1. 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.
2. 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. Contract with your Coordinating Supervisor.
3. Evidence of completion of Stage 1 of the training in Sport and Exercise Psychology; this needs to be either the original or an authenticated copy of the certificate or transcript which will be returned via recorded delivery.
4. References from one academic referee and one practice referee; these must be completed on the reference form available on the QSEP web page.
5. Health reference form.

6. Copy of a current enhanced disclosure from the Disclosure and Barring Service, Disclosure Scotland or Access Northern Ireland. This must be dated in the last two years or from your current appointment.
7. Equal opportunities form.
8. An application for accreditation of existing competence (AEC), if applicable.
9. Payment of the qualification fee, or a completed direct debit mandate form if you wish to pay this fee via direct debit.

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 six months of the date of your provisional enrolment. If you are enrolling on a full-time basis, and therefore are aiming to complete within two years, you are strongly encouraged to submit your Plan of Training within three months of the date of your provisional enrolment in order to ensure that your Plan of Training and work-based learning setting are appropriate.

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.

## **4.2 Applications for 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.

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.

You will need to submit your AEC application as part of your enrolment application, by uploading it via Hightail using the following link: <https://www.hightail.com/u/bpsqualifications01>. Your application for AEC will be considered by the Chief Supervisor/Registrar. The Chief Supervisor/Registrar 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/Registrar with each of your competency submissions so that the assessors are aware of the work you are expected to submit.

## **4.3 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 your training period and 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 table 1, section 5.1). 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 and the Chief Supervisor's approval. In some circumstances, it is possible that the Qualifications Board may recommend 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.

#### **4.4 Backdating enrolment**

Your enrolment date will normally 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. This date will not normally be backdated, except in the case of significant extenuating circumstances. If you wish to use previous experience towards the QSEP (Stage 2), please see section 4.2 in relation to applying for AEC.

## 5. Competencies to be Acquired in the Qualification in Sport & Exercise Psychology (Stage 2)

---

The Society's Occupational Standards Board identified competence in four 'Key Roles' of practice as being common to all practising psychologists, with two more being additionally developed by some as part of their ongoing professional development. The four common Key Roles used as a basis for the continuing professional development requirements of applied psychologists are set by the Society and are to be maintained throughout professional life.

Trainee Sport and Exercise Psychologists are also required to acquire the competencies outlined in Key Roles 1 to 4. A full description of all four Key Roles relevant to this qualification can be found in Appendix 1. The Key Roles are shown below:

**Key Role 1:** Develop, implement and maintain personal and professional standards and ethical practice.

**Key Role 2:** Apply psychological and related methods, concepts, models, theories and knowledge derived from reproducible findings.

**Key Role 3:** Research and develop new and existing psychological methods, concepts, models, theories and instruments in psychology.

**Key Role 4:** Communicate psychological knowledge, principles, methods, needs and policy requirements.

### 5.1 Supervised practice

Supervised practice is the experiential process designed to develop a Trainee Sport and Exercise Psychologist's knowledge and skills so that he or she is competent to practise independently as a Sport and Exercise Psychologist. The system is intended to provide a basis for eligibility for registration as a psychologist. Supervised practice builds upon the underpinning knowledge components of the Stage 1 training in Sport and Exercise Psychology by requiring the development and demonstration of practical skills in applied settings.

The principle of practice under supervision has a strong tradition in professional training in many fields. With support and guidance from one or more experienced colleagues, the Trainee Sport and Exercise Psychologist gains direct experience of the realities of professional working in relevant contexts, and develops practical skills and the ability to integrate theory into practice. Practice under supervision should be an integral part of a Trainee Sport and Exercise Psychologist's preparation for independent practice. There is also a gatekeeping function; only individuals who have received adequate training and demonstrated an appropriate level of attainment should be eligible for registration as a Sport and Exercise Psychologist.

Those engaging the services of Sport and Exercise Psychologists have a right to expect that those who have achieved recognition from their professional and registration bodies will show some consistency in their ability to meet certain standards in the delivery of those services. This section of the Candidate Handbook presents the system which has been devised to deal with these and related issues. It is the result of extensive discussion, consultation and consideration of relevant practice and developments elsewhere. The system is designed to ensure that Sport and Exercise Psychologists are able to meet, to an appropriate standard, a range of work demands within their particular contexts of employment. An advantage of the competence-based approach adopted in the present system is that it is applicable across a variety of settings and tasks.

The present approach maintains a clear emphasis on what the Trainee Sport and Exercise Psychologist actually does, and on the understanding and demonstration of good 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 the Trainee Sport and Exercise Psychologist's current and future practice. It is hoped 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 system will be reviewed and revised as appropriate.

### ***5.1.1 Key features of the system of supervised practice***

The key features of the system of supervised practice operated in relation to the QSEP (Stage 2) are:

- it emphasises the acquisition and demonstration of generic and specific core competencies as a practitioner;
- it is planned, with flexibility to allow necessary changes, as shown in the Plan of Training;
- it is facilitated by experienced professionals (i.e. your Co-ordinating Supervisor and, if needed, additional supervisor(s));
- it is supported by a range of additional training and development activities;
- it involves the recording and collection of evidence of achievement;
- it is subject to independent assessment and ratification by the Sport and Exercise Psychology Qualifications Board.

### ***5.1.2 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:

- (i) 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
- (ii) 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.

### ***5.1.3 Planning your training***

#### ***5.1.3.1 Work-based learning activities***

During your training you may undertake work-based learning activities that are placement based. These are defined as activities that could be with, for example, a team, an individual or an organisation (i.e. 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 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 Coordinating Supervisor and your client are aware of this need. Please see the enrolment forms and guidance document for more information on what is required to ensure that you are undertaking your supervised practice in the required environment.

#### ***5.1.3.2 Other work-based learning activities***

Due to the opportunistic nature of sport and exercise psychology postgraduate training, 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.

#### ***5.1.3.3 Your initial plans***

As outlined in the *Regulations for the Society's Postgraduate Qualifications*, all candidates enrolled for the Society's postgraduate qualifications are required to submit written plans of training to demonstrate how they propose to use their supervised practice to enable their development of the competencies required for the qualification on which they are enrolled. You will be helped in formulating your Plan of Training by your Coordinating Supervisor and will need to ensure that you include details of the following:

- the areas of work through which 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 name of your Coordinating Supervisor and any additional supervisor(s); and
- the expected date of overall completion of your training.

The Society also needs information about the setting in which you are undertaking your supervised practice and the support that will be available to you. This is because we need to be assured that the experiential activities and support work undertaken will be in a suitable and safe learning environment. The enrolment form asks for information about your setting and this will be considered alongside your Plan of Training.

Once you have completed your Plan of Training, you should submit it along with the rest of your enrolment application to the Chief Supervisor/Registrar for approval. In cases where plans fail to meet the requirements, the Chief Supervisor/Registrar will write to candidates within three months of receiving the plan giving full details of all points to be addressed. The plan will then need to be revised and resubmitted to the Chief Supervisor/Registrar for approval.

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 and any competence addressed by an area of work can extend across several competencies. However, if there is insufficient detail of some areas or if some proposed areas are unconfirmed, the Board will require submission of a revised plan within one year of enrolment.

#### *5.1.3.4 Reviewing and revising plans*

While we expect you to make every effort to plan your training effectively at the outset, we recognise that either your own circumstances and/or those of your work environment may later change in ways it would not have been possible for you to foresee at the time you applied to enrol. It is therefore acceptable to submit a plan in provisional or outline form and revise it if your circumstances change. In any case, you should review your plan annually and revise it if appropriate.

#### **IMPORTANT NOTES**

- 1. All changes to a Plan of Training must be entered on the Plan of Training Update Form and submitted to the Chief Supervisor/Registrar, together with a copy of your original Plan of Training, for approval. Again, the Chief Supervisor/Registrar may request that you change some of the details and resubmit your request before it is approved.**
- 2. If the change to your Plan of Training includes a change to your supervised practice setting then you must also complete the Change of Setting documentation and submit it with your revised Plan of Training.**
- 3. Completion of the period of supervised practice should not normally be delayed by a revision of the Plan of Training, but the Board may grant an extension of this period if appropriate, subject to a written request.**

#### *5.1.4 Supervisory support*

As outlined in the *Regulations for the Society's Postgraduate Qualifications*, all candidates of the Society's postgraduate qualifications are required to engage the services of one or more appropriately qualified psychologists who will undertake to support them in their training. For QSEP (Stage 2), your main source of support will be your Coordinating Supervisor, who will take responsibility for the entire supervision process (and the coordination of your training), including any necessary training in key skills, the completion of documentation and the assembly of evidence regarding your development of the required competencies. Your Coordinating Supervisor may also advise you to engage the services of one or more additional supervisors to help guide you through some aspects of your training.

#### 5.1.4.1 Your Coordinating Supervisor

As stated above and in the *Regulations for Society Postgraduate Qualifications*, you are required to engage your own supervisory support. First, you will need to identify a Chartered Psychologist who is a Full Member of the Division of Sport and Exercise Psychology and an HCPC registered Sport and Exercise Psychologist who is able and willing to fulfil the role of Coordinating Supervisor outlined below.

All Coordinating Supervisors must have two years of post-qualification experience and be on the Society's Register of Applied Psychology Practice Supervisors (RAPPS; available on the Society's website). If your potential Coordinating Supervisor is not on the Register, they will need to contact the Society's Qualifications Officer, who will arrange for them to undertake the Society's approved training programme in order to gain entry onto RAPPS. This consists of two distance learning modules, one focusing on core supervisory skills (Module 1) and the other specifically on the QSEP (Module 2), followed by a face-to-face workshop (Module 3). If your potential Coordinating Supervisor is already on RAPPS through another means (for instance, if they have completed a RAPPS approved generic supervision training), they will be exempt from Module 1 and will only need to do Modules 2 and 3 to ensure that they are sufficiently familiar with the QSEP in order to support their supervisee.

The Chief Supervisor/Registrar of the Board will, as part of the enrolment procedure and on behalf of the Board, assess the eligibility of the person you have identified to take on this role. In order to remain approved in the role, all Co-ordinating Supervisors must attend a QSEP refresher workshop at least once every two years, and annual attendance is encouraged. In addition supervisors may find it beneficial to undertake CPD relevant to the role such as attendance at supervision conferences and DSEP events.

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 judgment.

Before requesting approval of a potential Coordinating Supervisor, you should make sure that the person you have identified is willing and able to undertake the following activities on your behalf, for the full period of your enrolment:

- (i) undertake a needs analysis at the outset of your training;
- (ii) hold compulsory quarterly meetings with you during each year of your training, and record these on the Quarterly Meeting Record;
- (iii) oversee the preparation and review of your initial Plan of Training;
- (iv) provide you with information relevant to your training (e.g. academic, ethical, organisational, professional);
- (v) provide you with guidance on necessary opportunities relevant to satisfactory completion of the Key Roles;
- (vi) observe, or arrange for you to be observed, working in a practitioner situation;
- (vii) encourage you to reflect on your learning and practice and to engage in creativity, problem-solving and the integration of theory into practice;
- (viii) listen to your views and concerns regarding your work in progress and offer appropriate advice;
- (ix) countersign your Plan of Training, Practice and Supervision Diary, and items of supporting evidence\*;
- (x) complete the required sections of the Evaluation of Professional Competence Form (EPC) and write the Supervisor's Report(s) required for inclusion in your Portfolio of Competence.

In noting point vi above, it is a requirement of QSEP 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.

---

\* Further details of all these documents are provided in later sections of this handbook.

## IMPORTANT NOTES

1. All arrangements (including supervision fees) between candidates and supervisors (including additional supervisors) are for agreement between the candidate and supervisor and external to the Society.
2. It is a candidate's responsibility to ensure that their supervisors have copies of the current Regulations and Candidate Handbook.
3. The Society requires that formal contracts are drawn up between the candidates and their Coordinator of Training or Supervisor and a copy lodged with the Society. A sample contract is available on the QSEP web page.
4. All correspondence between the Society and the candidate will normally be copied to the Coordinating Supervisor for information purposes (e.g. enrolment letter, queries and assessor feedback).

Those considering taking on the supervision of candidates may request written references before entering into an arrangement with any applicant. Candidates are advised to request that their potential supervisor provide them with details of all fees that will be incurred and that a formal contract of supervision is drawn up. A sample contract is available on our website should you wish to use this. You are required to forward a copy of your contract with your Coordinating Supervisor(s) to the Society with your enrolment application and this will be held on your candidate file.

You should make regular progress reports (verbal or written), as agreed with your Coordinating Supervisor, and your Coordinating Supervisor should give appropriately detailed and prompt feedback on each of these. While agreeing terms with your proposed Coordinating Supervisor, you should also agree how often contact will be made and which method(s) of communication is/are to be used e.g. face-to-face meetings, Skype or other video-conferencing technology, emails and/or telephone conversations. It is important to make sure that at least two of your quarterly meetings each year are physically face-to-face.

### *5.1.4.2 Additional supervisors*

Additional supervisor(s) may be required in order to facilitate specific areas of your training (e.g. research, workplace support, etc.) and may provide further breadth of experience and foster a multi-disciplinary perspective. Additional supervisors need not necessarily be psychologists (s/he might, for example, be an appropriately qualified Sport Scientist, health care specialist or other appropriately qualified person relevant to the placement context and key role) as long as they can demonstrate all competencies relevant to supporting you in the particular aspect of your work. Any additional supervisor(s) you engage will need to be made fully aware of the relevant section(s) of your Plan of Training and commit to supporting you as you fulfil these competencies.

### *5.1.4.3 Problems in relationships between Trainee Sport and Exercise Psychologists and their supervisors*

If there is a problem with your relationship with either your Coordinating Supervisor or an additional supervisor, it is expected that you will each take all reasonable steps to resolve these. However, if the problem cannot be resolved and an irretrievable breakdown in the relationship takes place, you will need to take one of the following two steps:

#### **(a) In the case of your relationship with your Coordinating Supervisor**

Either you or your Co-ordinating Supervisor may refer the matter to the Chief Supervisor/Registrar (care of the Qualifications Office). He or she may approve or, in some cases, suggest a change of Coordinating Supervisor or any other changes which are considered appropriate. You will need to enter any such changes into the Plan of Training Form update and submit this for the approval of the Chief Supervisor/Registrar.

#### **(b) In the case of your relationship with an additional supervisor**

Either you or the additional supervisor concerned should bring the breakdown to the attention of your Coordinating Supervisor. He or she may advise that you reformulate the relevant area of your Plan of Training and/or appoint a new additional supervisor. You will need to enter any such changes into the Updated Plan of Training Form and submit this for the approval of the Chief Supervisor/Registrar.

### ***5.1.5 Support for supervisors***

The initial training to be approved as a Co-ordinating Supervisor involves completion of two distance learning modules and a face-to-face workshop specific to the QSEP (Stage 2). Further details can be found in section 5.1.4.1. Thereafter the Board organises refresher training to provide help and guidance for supervisors as well as an opportunity to meet with fellow supervisors and members of the Board. These workshops are intended to develop both a common understanding of the assessment and supervision requirements and agreed standards of practice. In addition these workshops will be used to develop the skills of the supervisor under a commitment to continuous improvement. The Board may also issue written guidance from time-to-time. Once a year, supervisors are required to complete a 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, if a Coordinating Supervisor/additional supervisor needs help or guidance the Chief Supervisor/Registrar can be contacted via the Qualifications Office.

### ***5.1.6 How and where to gain relevant applied experience***

#### **IMPORTANT NOTE**

**Please note that when working with children and vulnerable adults, Disclosure and Barring Service (DBS) clearance or equivalent is required prior to submitting ethics applications (if resident in Scotland, a PVG Disclosure; or if resident in Northern Ireland, an Enhanced Disclosure from Access Northern Ireland).**

**When working in different settings it may be necessary to repeat the DBS application process for each context.**

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

#### ***5.1.6.1 Exercise psychology***

For those focusing on exercise psychology, 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 Coordinating Supervisor will be able to provide additional advice on securing these positions.

#### *5.1.6.2 Sport psychology*

For those who are focusing on sport psychology, 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 of 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. Some candidates 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 Coordinating Supervisor will be able to provide additional advice on securing these positions.

#### *5.1.7 How to gain 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 Coordinating 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. If you are not based at such an institution, and/or these options are not possible, then we suggest that you contact the Society for specific advice. 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.

Candidates who are undertaking a PhD alongside the QSEP (Stage 2) could 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.

#### **IMPORTANT NOTE**

**It is not necessary that an equal proportion of time be spent on each core competence. 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.**

## **5.2 Undertaking some of the qualification 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 undertake at least 51% of your training in the UK or a UK context. 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 the candidate. It is important from an ethical position, and for the well-being of the candidate and 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 5.1.4.2.

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.

### **5.3 Proficiency in English**

All assessments will be conducted in the English language.

Candidates are expected to communicate competently in both written and spoken language, with a proficiency in English which is at, or equivalent to, Level 8 of the International English Language Testing System (IELTS). Full details of this level of proficiency can be obtained from the International English Language Testing System website ([www.ielts.org](http://www.ielts.org)).

Candidates for whom English is not their first language must provide evidence that they have passed the IELTS at Level 8 before they commence the practice dimension of their qualification. Exemption from this requirement can be provided at the discretion of the Board where a candidate can demonstrate an appropriate level of proficiency in the English language. This might be on the basis of a degree which has been awarded which was undertaken in the English language, or other proof which the Board consider to be appropriate.

Candidates should be aware that even where IELTS has been passed at Level 8, the assessors have discretion to reject a submission on the basis that it does not communicate the candidate's competence sufficiently well to be confident that the appropriate level of competence, as a psychologist, has been achieved for the award of the qualification.

## 6. Assessment

---

The assessment of the QSEP (Stage 2) is by means of a written portfolio assessing progress and competence, and an oral assessment interview relating to the contents of the portfolio. The requirements of each portfolio submission are detailed in section 6.2 below.

Due to the nature of the qualification, the gaining of competence is cumulative. You are expected to have achieved the full range of competencies by the *end* of your supervised practice.

### 6.1 Deadlines for assessment submission

Submission deadlines will be dictated by your enrolment period (see Table 1). You will be advised, upon confirmation of your enrolment, of your individual submission dates.

Table 1: Assessment 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 and 36 months (i.e. each year)	48 months
	Competency	18 months	30 months	48 months

Submission extensions will normally only be granted if applied for at least one month prior to the submission deadline. For candidates on the 2 year track, the normal maximum extension to a submission deadline will be one month. For those on part-time equivalent routes, the maximum will be two months. Your request must be accompanied by an email of support from your Co-ordinating Supervisor and evidence to support your request.

In the case of extenuating circumstances in the final month prior to submission (serious illness, family crisis or force majeure), an extension can be applied for. You will need to provide evidence and a supporting letter from your supervisor. The normal extension period granted will be for one month.

If you feel that you need an extension beyond one month, you should apply for a submission deferral. If a submission deferral is granted you will be issued with new submission dates to take into account the time frame of the deferral. For example, an application for a two month deferral of your second submission on a two year track would mean that your final submission would be due at 26 months.

If you find yourself struggling with the submission deadlines, please consult your Co-ordinating Supervisor and you can email the Chief Supervisor to explore your options. Each case for extension/deferral will be treated with respect and in confidence.

### 6.2 Submitting your documents for assessment

You must ensure that your submission reaches us no later than the deadline specified in your enrolment letter or any subsequent amendments to this which must be authorised by the Chief Supervisor.

For candidates on a two or three year enrolment track, each submission contains two components, a progress report and a competency submission. For candidates on a four year track, you will submit four progress submissions and three competence submissions as indicated in Table 1 and in your enrolment letter.

Each progress report consists of:

- progress report checklist;
- Evaluation of Professional Competence (EPC) Form;
- updated Plan of Training (not required in your final progress report);
- supervisory meeting records (as indicated in the table in section 6.3.1.5);
- review of workplace setting; and
- DBS declaration form, except for your final progress report which should include a copy of a current enhanced DBS/PVG/Access Northern Ireland disclosure.

The first and second competency submissions consist of:

- competency submission checklist;
- contents page, listing the document titles in the order in which your submission should be read and the electronic file name;
- reflective diary;
- practice log;
- case study (3000–4000 words maximum);
- Evaluation of Professional Competence form; and
- Research outline form, and associated ethical application or approval if applicable (second competency submission only).

Your first competency submission must also include at least one reflection on the potential research topic(s) and associated literature you have read to progress and develop the design of your psychological research activities.

For your final competency submission, you must submit:

- competency submission checklist;
- contents page, listing the document titles in the order in which your submission should be read and the electronic file name;
- reflective diary;
- practice log;
- third and fourth case studies (4000–5000 words maximum for each);
- Evaluation of Professional Competence Form;
- research submission and Research Supervisors report; and
- ethical approval evidence (if applicable).

You must submit your progress report and competence submissions as separate files. This is to ensure that the correct documents can be sent to the Chief Supervisor (who reviews progress reports) and your assessors (who assess competency submissions). For this reason, please do not submit all of your documentation as a single document. You will see that your Evaluation of Professional Competence form is included in both your progress report and your competency submission. This is because it is helpful to both the Chief Supervisor and the assessors to review this document. Therefore, please ensure that you enclose it separately with both your progress report and your competency submission.

For each progress report and competency submission, please submit one electronic copy as PDF to <https://www.hightail.com/u/bpsqualifications01>. Materials received after the submission date will not normally be accepted unless an extension has been authorised.

### **6.3 Composition of the Portfolio of Competence**

The Portfolio of Competence comprises a range of records and evidence designed to demonstrate how the required competencies have been developed in accordance with the Plan of Training. The Portfolio comprises four different types of evidence for Key Roles 1, 2 and 4, each of which is explained in more detail below, plus two options for work to be submitted in fulfilment of Key Role 3.

### **IMPORTANT NOTE**

**All submissions must also include clear evidence of the personal and professional standards and ethical practice required by Key Role 1.**

## **6.3.1 Requirements for Submissions under Key Roles 1, 2 and 4**

### **6.3.1.1 Consultancy Case Studies**

In order to ensure both depth and breadth with respect to client contact during the qualification, you are expected to report upon 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 candidates should detail their 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 (e.g. 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), 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 licence to provide a more practical, qualitative report that provides a detailed, reflective summary of the different stages of consulting work with the client.

### **IMPORTANT NOTE**

**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 February 2013 *Sport and Exercise Psychology Review* special issue on Professional Training in Sport and Exercise Psychology, which 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, current family social/cultural status, 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; and
- 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 Qualifications Officer, who will liaise with the Chief Assessor on your behalf.

Case studies 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 studies 3 and 4 should evidence D Level work, so to facilitate the greater levelness requirements 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. Candidates 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, PA referral schemes, primary care). Candidates 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 September 2016 Sport and Exercise Psychology Review special issue on Professional Training in Sport and Exercise Psychology 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.

### *6.3.1.2 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 standards of proficiency (specifically for QSEP Key Roles 2 and 4).

### *6.3.1.3 Reflective Diary*

A key skill within Sport and Exercise Psychology is the ability to be a reflective practitioner, and therefore candidates are expected to engage in this process throughout their training. Specifically, ongoing practice reflections of work that relates to Key Role 2 and 4 should be documented. Candidates should also reflect

on how professional standards and ethical practice (Key Role 1) has informed the application (Key Role 2) and communication (Key Role 4) of the Sport and Exercise Psychology knowledge and methods they have developed, implemented and/or maintained during their supervised practice. In addition, reflections on the research activity undertaken across the qualification should also be documented, to evaluate the candidate's competence development in the design, development, conduction and analysis of the research product.

This should take the form of reflection sheets (see the website for the actual form) that correspond with the competencies required by 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. 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 could you 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 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 sub-competency is not enough, but documenting every example is too much. As a **guide**, somewhere in the region of 5 separate detailed and in-depth reflections across Key Role 1 sub-competencies, 10 across Key Role 2, 5 across Key Role 3 and 5 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 consequential 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%. One of the consultancy reflections at each submission must focus on the development of the candidate's professional practice philosophy. At the final submission, the volume requirement for this reflection is 1000 words +/- 10%.

Much of your work as a trainee Sport and Exercise Psychologist will be done in isolation and through a monodisciplinary 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 interprofessional 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.

#### *6.3.1.4 Evaluation of Professional Competence Form*

The Evaluation of Professional Competence form needs to be completed by your Coordinating Supervisor and submitted with each assessment submission. The Evaluation of Professional Competence form is cumulative and should include comments from both the Coordinating Supervisor and the Candidate, 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.

### 6.3.1.5 Supervisory Meeting Records (*progress report*)

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 Table 2.

Table 2: Supervisory Meeting Records requirements

Enrolment Period	First Submission	Second Submission	Final Submission
2 Years	4 meeting records	2 meeting records	2 meeting records
3 Years	4 meeting records	2 meeting records	2 meeting records
4 Years	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 Coordinating Supervisor, and your additional supervisor (if applicable).

### 6.3.1.6 Updated Plan of Training (*progress report*)

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.

### 6.3.1.7 Supporting evidence

Your portfolio 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, etc.
- Certificates of courses completed (e.g. Counselling Skills, CBT).

#### **IMPORTANT NOTE**

**The volume of supporting evidence in a portfolio 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 supervisor, to decide what supporting evidence to include (and what to omit) to best represent your competence.**

**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.**

### 6.3.2 Requirements for submission under 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.

As part of the evidence for this Key Role, candidates are required to submit a research outline with their second competency submission. This ensures that candidates have considered the design of their 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 online) 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 part satisfy the requirements of sub-competency 3.1.

#### **IMPORTANT NOTE**

**All research work must show clear evidence of relevant competencies required for Key Role 1.**

##### *6.3.2.1 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; 9000–12,000 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 (9000–12,000 words maximum).

In contrast to a key role 2 consultancy case study, this product is designed to demonstrate the Key Role 3 research competences, 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.

##### *6.3.2.2 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 (4000 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 (4000 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. 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* journal 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.

#### *6.3.2.3 Evaluation of Professional Competence Form (for Key Role 3)*

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

#### *6.3.2.4 Research Supervisors 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 (see the Qualification's web page for the actual form) at the same time as your overall Final Submission. The Research Supervisor's Report is required even if your Coordinating Supervisor is acting in the capacity of Research Supervisor.

### **6.4 Viva assessments**

Following the submission of your final portfolio you will be given two possible dates for your viva, from which you must select your preferred option. 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 portfolio or supervised practice relevant to the demonstration of these competencies.

The assessors (the same two people, where possible, who have assessed you throughout their 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 resubmission before the award of the qualification can be made. For more information about the viva from an assessor and trainee perspective, see the article in the February 2013 *Sport and Exercise Psychology Review* special issue on Professional Training in Sport and Exercise Psychology.

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

- (i) a current, valid passport;
- (ii) a current, valid photo card driving licence; or

(iii) another form of identification including a photo which has been approved in advance by the Qualifications Office.

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 later than 15 minutes after the published start 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 present for the viva due to extenuating circumstances then you should contact the Qualifications Officer at the earliest opportunity and advise them accordingly.

Should you not attend the viva without extenuating circumstances then the Board will consider that this is a fail against the requirements for submission and you will be advised accordingly.

The viva will be recorded to enable the moderation of assessments after the event. You are not permitted to make your own recording and are not permitted to have access to the recording. The full policy for the recording of oral assessment interviews is available from the Qualifications Office.

## **6.5 Outcomes of assessments**

General information relating to the outcomes of assessments (e.g. marking conventions, procedures relating to resits and re-submissions, despatch of certificates, etc.) can be found in Section 6 of the Regulations. Information specific to the QSEP (Stage 2) is detailed below.

### ***6.5.1 Ongoing submission assessments***

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 Coordinating Supervisor.

### ***6.5.2 Final submission assessment***

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 e-mail and this will be copied to your Coordinating Supervisor.

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

- resubmit one or more pieces of work;
- undergo a further period of supervised practice; or
- supply additional evidence.

If, after your viva, the Board were to judge that you had not met all the requirements to be awarded the qualification, 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.

## **6.6 Appeals and complaints**

For details of the appeals and complaints processes, please refer to the Regulations (section 9).

## 7. Key Dates

---

You may enrol on the qualification at any time during the year.

Once you are successfully enrolled, the timeline as shown in Table 1 in section 6.1 is activated and you will be expected to submit the documents and other items listed at the relevant time. You will be advised upon enrolment of your submission dates.

## 8. Key Contacts and their Roles

---

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 Qualifications Team and the assessor team.

### 8.1 Sport and Exercise Psychology Qualifications Board

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, and scrutinising your enrolment application and your progress submissions. 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.

#### **External Examiner**

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

### 8.2 Qualifications 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 your Qualifications Administrator, who will liaise with members of the Board on your behalf to answer questions and help with queries that you have.

You can expect the Qualifications Administrator to do the following things for you:

1. Answer your queries relating to the administration of your training.
2. Forward any queries that s/he is not able to answer (which are usually those of an academic nature) to the appropriate Board Officer.
3. Process your enrolment form and payment.
4. Process your assessments (e.g. sending these to the relevant Assessor, logging the outcome of assessment and issuing your results letters).
5. Ensure that the BPS Qualifications pages of the website are kept up-to-date.

You may find that your queries are answered in the Candidate Handbook or Regulations, or on the website. If not, please contact your Qualifications Administrator who will be happy to help.

### **8.3 Assessor Team**

The QSEP (Stage 2) has a team of experienced assessors who are responsible for assessing submissions to determine whether you have demonstrated the competencies.

## 9. Society Expectations of Candidates

---

Candidates enrolled on the Society's Postgraduate Qualifications are all engaged in training which is aimed at furthering their careers as professional psychologists. It is therefore integral to your training that you are required to act, at all times, in accordance with the standards of conduct expected of members of your chosen profession.

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:

- adhere to the Member Conduct Rules and the Code of Ethics and Conduct and be aware of the implications of the Health and Care Professions Council's Standards of conduct, performance and ethics;
- avoid all practices of misconduct, including academic misconduct (including plagiarism and all other forms of cheating) and professional misconduct;
- take responsibility for many aspects of 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;
- maintain professional conduct on social media platforms, and act in accordance with the Health and Care Professions Council guidance on social media;
- pay all fees when they become due;
- adopt the required title for the duration of your training (see Section 5.3); and
- manage your time effectively.

If you were to fail to meet any of these expectations of conduct you could (depending on the nature and severity of the infringement) be withdrawn from the qualification and might also be considered ineligible to enrol on any of the Society's other qualifications.

# Appendix 1: Key Roles

---

In order to complete the QSEP (Stage 2) candidates must successfully complete all of the required assessments, and through these demonstrate that they have achieved all of the essential 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 competence. Candidates should remember that Key Role 1 should underpin all of their 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 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**

### ***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.
- Understand organisational and systemic issues of relevance to the practice of applied psychologists.<sup>1</sup>

#### ***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.

---

<sup>1</sup> The Society's core requirements for all accredited Doctoral programmes are that graduates:

- 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**

### ***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 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, 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

---

Candidates 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 candidates are working part-time, we would envisage them 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 a candidate’s 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 the 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 the Plan of Training.

We recognise 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 Society appreciates that candidates may allocate differential attention to the completion of each.

To act as a guide for candidates, the Society has put together an example of what the range of allocations might sensibly be for people in different working positions (See Table 3). 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 3: Example of time allocation

Component	Minimum hours	Minimum days	Indicative hours	Indicative days
<b>Teaching and Dissemination Activities</b>	80 (30 C)	10	160 (60 C)	20
<b>Sport/Exercise Consultancy Work</b>	1200 (400 C)	150	2000 (650 C)	250
<b>Research Project</b>	1200	150	2000	250
<b>CPD</b>	160	20	200	25

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).

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

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 a 1:2 ratio 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. cognitive behavioural therapy, rational emotive behaviour therapy, BPS Psych 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: Useful Forms

---

All forms that are required to complete the Stage 2 Qualification are held electronically on the Society's website. You should check the website regularly as forms are being continually updated. There is also guidance documents for completing some, but not all, of the forms.

In addition, there are several useful forms held on the Society's website that are not included with these Regulations. At present, they include:

- Sample Form for Agreement of Client Permission for audio/video taping sessions;
- Contract of Supervision (contract between candidate and Co-ordinating Supervisor – a copy of which should be sent to the Society).

## Appendix 4: Fees

---

Fees are payable to the Society to cover the costs of running the QSEP (Stage 2). For details of the current fees, please visit the qualification web page.

The Board reserves the right to withhold an award of the Qualification in Sport & Exercise Psychology (Stage 2) until any outstanding fees are paid.

# Appendix 5: Assessment Criteria for Competency Submissions

---

## **First Submission (includes 1st Case Study)**

In their assessment of and formative feedback to the candidate, the assessors will apply Level 7/M descriptors when assessing this submission. They will also begin to look for evidence that the candidate is developing what QSEP refers to as an MSc plus level of competency, where they have demonstrated ‘added value’ to their submission after the award of their MSc (or Society Stage 1 Qualification).

## **Second Submission (includes 2nd Case Study)**

In their assessment of and formative feedback to the candidate, the Assessors will apply Level 7/M descriptors when assessing this submission. They will also expect to see evidence that the candidate is developing an MSc plus level of competency and ‘emergence’ of D level, where they have clearly demonstrated ‘added value’ to their submission post the award of their MSc (or Society Stage 1 Qualification), especially with regard to their 2nd case study.

## **Final Submission (includes 3rd and 4th Case Studies and the Research Submission)**

In their assessment of and formative feedback to the candidate, the Assessors will apply Level 8/D descriptors when assessing this submission. Given the work is assessed at D level, candidates should have an understanding of the following D level descriptors and keep these in mind when preparing their submission, especially with regard to their case study and research submissions:

- 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 and formative feedback to the candidate, the Assessors will apply Level 8/D descriptors when assessing the candidate at ‘viva’. This represents a thorough scrutiny of the candidate’s work across the four key roles to establish whether they have a critical understanding of the underpinning concepts, theories, models and methods used, the approaches they have taken, and how their work makes a contribution to the existing knowledge base and professional practice context. This requires the trainee to engage in an explanation, justification and defence of their work typical of a Doctoral level viva.

## **Assessment against competencies**

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

Candidates and supervisors should bear in mind that the QSEP assessment process is a *formative* one. While the candidate should be developing competence as they progress on the qualification, the aim is to achieve competence (as defined in Table 4) 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 oral assessment interview. However, at the first and second submission points, the feedback report will include details of whether the candidate’s competence development is on track for competence to be fully demonstrated at the final submission point.

Table 4: Descriptions 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 assessor’s 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 assessor’s feedback, may, where it is felt necessary, communicate any degree of concern over aspects of the Trainee Sport &amp; Exercise Psychologist’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 Trainee Sport &amp; Exercise Psychologist’s performance. In such cases, the formative feedback provided will indicate clearly the actions that the trainee 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 oral assessment interview, and is at least as good as the general level of performance expected of the competent psychologist. It reflects a good match between the 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>







**The British  
Psychological Society**

Promoting excellence in psychology

**The British Psychological Society**

St. Andrews House, 48 Princess Road East, Leicester LE1 7DR, UK

Telephone 0116 254 9568 Facsimile 0116 227 1314 E-mail [mail@bps.org.uk](mailto:mail@bps.org.uk) Website [www.bps.org.uk](http://www.bps.org.uk)