



HIGHER EDUCATION ACHIEVEMENT REPORT (Diploma Supplement)

Lewis Cann

MASTER OF SCIENCE SPORT AND EXERCISE PSYCHOLOGY

Commendation

05/11/2024

This Higher Education Achievement Report incorporates the model developed by the European Commission, Council of Europe and UNESCO/CEPES for the Diploma Supplement.

The purpose of the Supplement is to provide sufficient recognition of qualifications (diplomas, degrees, certificates etc). It is designed to provide a description of the nature, level, context and status of the studies that were pursued and successfully completed by the individual named on the original qualifications to which this Supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

Northumbria University only produces HEARs in a digital format. Only HEARs accessed via www.gradintel.com can be considered valid and verified.

1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1 Family name

[REDACTED]

1.2 Given names

[REDACTED]

1.3 Date of birth (day/month/year)

[REDACTED]

1.4 Student identification number

[REDACTED]

HESA identification number

HUSID (HESA Unique Student Identifier) is the unique national identifying number for students registered at a UK university. It is defined by HESA, the UK's Higher Education Statistics Agency.

2. INFORMATION IDENTIFYING THE QUALIFICATION

2.1 Qualification achieved

MASTER OF SCIENCE SPORT AND EXERCISE
PSYCHOLOGY

The power to award degrees is regulated by law in the UK.

2.2 Main field(s) of study

SPORT AND EXERCISE PSYCHOLOGY

2.3 Name and status of awarding institution

Northumbria University - Recognised body.

2.4 Name and status of institution (if different from 2.3) administering studies

As awarding institution.

2.5 Language(s) of instruction/examination

English is the primary language of learning and assessment except where the study area involves foreign languages. Otherwise, all modules must be taught and assessed in English except where an award comprises only Level 4 or Level 3 modules when at least half the qualifying credits must be taught and assessed in English.

3. INFORMATION ON THE LEVEL OF THE QUALIFICATION

3.1 HESA level of qualification

Masters Degree not mainly by Research

3.2 Official length of programme

1 Years

3.3 Programme entry requirements or access

All students must possess an upper second class degree in Psychology or related subject discipline (or MSc equivalent). Applicants with lower second class degree classifications in Psychology or related subject disciplines (e.g. Sport and Exercise Sciences, Coaching) will be considered if their degree profile demonstrates particular strengths in modules pertinent to Sport and Exercise Psychology or if they have relevant work experience. In such cases answers to additional competency questions will be requested to assess background knowledge pertaining to sport and exercise psychology, research methods and research processes (thesis). For applicants whose degree does not confer GBC, there are limitations on their opportunities following completion of the MSc; specifically they are unable to apply for Stage 2 training pursuit of registration with the HCPC as a Sport and Exercise Psychologist. However, GBC can be obtained after the MSc Sport and Exercise Psychology programme, by undertaking a BPS approved conversion course such as the MSc Psychology. However, we would strongly encourage applicants who aspire to be a Sport and Exercise Psychologist to gain GBC prior to entering stage 1 training. Applicants whose first language is not English will be expected to have proficiency in English at IELTS Level 6.5 in all assessed areas.

More detailed information is available in the programme specification and the on-line prospect

4. INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1. Mode of study:

Full Time

4.2 Programme requirements

The requirements of the programme are comprised of the programme aims and intended learning outcomes as outlined below:

4.2.1 Minimum Standards

Learners are required to achieve the credit requirements and learning outcomes for the award as specified in University regulations and programme specifications respectively.

4.2.2 Programme Statement

As a graduate of Northumbria University's MSc Sport and Exercise Psychology, students will be equipped with advanced psychological knowledge that will enable them to conceptualise and theorise about critical issues in the context of sport and physical activity. Students will undertake independent research which addresses complex issues and advances understanding within the discipline and practice. The programme

encourages autonomy and creative approaches to applying knowledge by valuing independent thinking and intellectual curiosity. An emphasis is placed on students gaining a critical understanding of the processes through which knowledge is created. This will provide a unique opportunity to consider ethical issues in research and practice and facilitate the formulation of balanced judgments about contradictory and controversial evidence, thus allowing students to apply their knowledge creatively and sensitively. Students' experiences on this programme will equip them to communicate effectively in a wide range of formats to a diverse variety of groups.

This programme is accredited by the British Psychological Society (BPS) as 'Stage 1' training, which when accompanied by the BPS Graduate Basis for Chartership (GBC) will provide a basis for professional development as a practitioner in the form of Stage 2 training, as well as further study, employment and enterprise.

4.2.3 Learning Outcomes

Knowledge & Understanding (K&U):

Critically evaluate and debate current knowledge, theory and evidence relevant to the core areas of Sport and Exercise Psychology.

Understand the links between the theory and evidence and its practical application within the discipline of Sport and Exercise Psychology and wider society.

Formulate balanced judgements with regard to complex, incomplete, ambiguous or sensitive data.

Contribute to the creation of new knowledge and practical applications within the discipline through a critical understanding of the processes through which knowledge is created.

Combine and apply concepts, theory and research to sustainable solutions in real world contexts.

Intellectual / Professional Skills & Abilities (IPSA):

Independently conceptualise, plan and undertake research which contributes to the discipline, addresses complex issues and advances understanding and practice in sport and exercise psychology.

Use a variety of techniques, advanced research methods and technological skills applicable to psychological enquiry.

Identify and develop skills and capabilities relevant to progression to Sport and Exercise Psychology practice and recognise their own limits of competence.

Communicate effectively with a range of multidisciplinary audiences including peers, supervisors and lay people.

Disseminate knowledge through a variety of outputs such as professional reports, journal papers, conference posters and presentations.

Personal Values Attributes (Global / Cultural Awareness, Ethics, Curiosity) (PVA):

Apply relevant ethical, legal and professional practice frameworks (e.g., BPS, HCPC), and maintain appropriate professional boundaries.

Enhance self-awareness, employability and professional identity through reflective practice.

Demonstrate curiosity, creativity of enterprise and innovative ideas.

Work collaboratively, constructively and sensitively with a variety of stakeholders in diverse settings.

4.3. Programme details, and the individual grades/marks/credits obtained

Programme start date





















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Programme end date

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Level 7

Year	Module Code	Title	Attempt	Mark	Grade	UK Credits	ECTS Credits	Result
■■■■	PY0756	Exercise Psychology	■	■	■	20	10.0	Passed
■■■■	PY0757	Motor Processes in Sport	■	■	■	20	10.0	Passed

	PY0758	Psychological Skills for Sport Performance				20	10.0	Passed
	PY0759	Counselling and Interpersonal Processes in Sport and Exercise				20	10.0	Passed
	PY0774	Qualitative and Quantitative Methods				20	10.0	Passed
	PY0775	Professional Skills				20	10.0	Passed
	PY0776	MSc Thesis				60	30.0	Passed
TOTAL LEVEL 7 CREDITS						180	90.0	
TOTAL CREDITS AWARDED						180	90.0	

4.4. Grading scheme and, if available, grade distribution guidance

Not available

4.5. Overall classification of the qualification (in original language)

Commendation

5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1. Access to further study

A first cycle Bachelor's degree of the University normally with second class honours, or above, gives access to taught postgraduate study.

5.2. Professional status (if applicable)

Since it was first developed, the MSc Sport and Exercise Psychology programme has been accredited by the British Psychological Society as 'Stage 1' training, which when accompanied by the BPS Graduate Basis for Chartership will provide the necessary requirements for pursuing Stage 2 training, the final step needed for registration with the Health and Care Professions Council as a practitioner. The programme also offers additional career prospects with many organisations both within and outside the sport and exercise psychology domain.

6. ADDITIONAL INFORMATION

This section provides details of extra-curricular student awards and activities that represent achievement, and can be verified. Details of prizes gained whilst at the University are also listed here. Activities and awards included in this section support the attainment of graduate outcomes aimed at developing well-rounded individuals who have the knowledge, skills and experience to fulfil their potential. However, the University and its Students' Union are not able to verify all extra-curricular achievements. Students may therefore have undertaken additional activities which have contributed significantly to their personal and professional development. They will be encouraged to record these in other documentation.

6.1 Additional Information

6.2. Further information sources

Further information is available from the University's website at www.northumbria.ac.uk/hear

7. CERTIFICATION OF THE HEAR

7.1 Date



7.2 Signature

Academic Registrar

7.3 Capacity

7.4 Official stamp or seal



8. Information on the National Higher Education System

Description of Higher Education in England, Wales and Northern Ireland

In the United Kingdom (UK), Higher Education (HE) is a devolved matter, with political oversight provided by the UK Government and Parliament (England), the Scottish Government and Parliament (Scotland), the Welsh Government and Parliament (Wales), and the Northern Ireland Executive and Assembly (Northern Ireland). HE provision is offered by many different types of institution that are active in teaching, research, and scholarship. The term includes all publicly funded universities and other HE institutions, alternative HE providers that offer HE courses but do not receive annual public funding, and further education colleges in England and Wales, which offer HE level courses.

Degree Awarding Powers and University Title

The power to award degrees is regulated by law in the UK. Those organisations granted the power to award HE degrees are referred to as 'Recognised Bodies', and a full list of these is published by the UK Government. It is an offence for an organisation to purport to award, or to offer a UK degree, unless it is authorised to do so. Degree-awarding bodies often work with other providers that do not have degree awarding powers to deliver provision which leads to a qualification of the degree-awarding body. The Listed Bodies Order confirms the providers that do not have the powers to award their own degrees, but offer programmes that lead to a degree of a Recognised Body (see <https://www.gov.uk/check-a-university-is-officially-recognised>).

Qualifications

Previously there were two parallel frameworks for HE qualifications of UK degree-awarding bodies, one that applied to Scotland and one that operates in the rest of the UK:

- The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ)
- The Framework for Qualifications of Higher Education Institutions in Scotland (FQHEIS).

These frameworks were the principal national reference points for academic standards in UK HE. However, providers in England, who are no longer required to use the FHEQ, now have to meet the Office for Students' conditions of registration and align their qualifications with the OfS' [sector recognised standards](#). These sector-recognised standards do not formally reference the QF-EHEA or the other frameworks in use across the UK. Consequently two tables, provided by the QAA on behalf of the UK and Ireland Qualifications Frameworks and Policy Group, are now provided for use within the HEAR to support providers to align UK qualifications with the QF-EHEA.

Quality Assurance

Academic standards are established and maintained by HE institutions themselves, using an extensive and sophisticated range of shared quality assurance approaches and structures. Standards and quality in institutions are underpinned by the use of external examiners, standards agreed and recognised by the sector, by the activities of the Quality Assurance Agency for Higher Education (QAA) in Scotland, Wales and Northern Ireland, by the Office for Students in England and in professional areas by relevant professional, statutory and regulatory bodies.

The sector standards are supported by the [Quality Council for UK Higher Education](#), formed from partner organisations, providers and national HE regulators.

A cornerstone of quality arrangements across all four nations is the UK Quality Code for Higher Education. It is a key reference point in the quality approaches for Scotland, Wales and Northern Ireland

In England, providers need to comply with the [Office for Students' Regulatory Framework and Conditions of Registration](#). Engaging with the Quality Code is voluntary for providers based in England, except for those providers reviewed against the Quality Code using the Educational Oversight Review (EOR) method

England

The Higher Education and Research Act 2017 (HERA) drives the regulatory and legal requirements of HE in England. The legislation can be found at <http://www.legislation.gov.uk/ukpga/2017/29/contents/enacted>. This Act established the Office for Students (OfS) and gave it responsibility for regulating the English HE sector. Its primary focus is the student interest in its duty as a market regulator. The OfS is responsible for risk-based monitoring of indicators relating to the baseline quality and standards of provision. It maintains the Register of HE providers in England, and implemented a regulatory framework in February 2018: <https://www.officeforstudents.org.uk/publications/securing-student-success-regulatory-framework-for-higher-education-in-england/>.

Degree-awarding bodies in England must be registered with the OfS and meet all ongoing conditions of registration in order to retain degree-awarding powers. The OfS has express powers to revoke degree-awarding powers for HE providers in England if conditions of registration are not maintained.

Northern Ireland

Funding for HE is directly provided by the Department for the Economy in Northern Ireland.

QAA has been commissioned by the Department for the Economy (DfE) to develop an enhancement-led quality review method for higher education in Northern Ireland.

The new review method will provide confidence to DfE, students, staff and the public in the quality of higher education provision in Northern Ireland, whilst supporting higher education institutions to enhance the quality of the student academic experience. The review method is being developed in collaboration with the higher education sector in Northern Ireland and QAA expects to produce a proposal paper on the new review method for DfE by September 2024.

Scotland

The Scottish Funding Council (SFC), a non-departmental public body, is the strategic body responsible for funding Scotland's teaching and learning provision and research. Scotland takes an enhancement-led approach to quality assurance with its Tertiary Quality Enhancement Framework (TQEF), which focuses on the whole student experience and its enhancement rather than on quality assurance alone. This is built on partnership and collective engagement between a number of bodies including the Scottish Funding Council, QAA Scotland, the National Union of Students (NUS), and Universities Scotland. The TQEF requires both rigorous institutional activity, using external reference points, and external review on a seven-year cycle, known as Tertiary Quality Enhancement Review (TQER.) Institutions must demonstrate how they meet the expectations of the Quality Code, which is confirmed as a formal part of TQER.

Wales

The Higher Education Funding Council for Wales (HEFCW) is the Welsh Government sponsored body responsible for regulating the Welsh HE sector. From 1 August 2024, HEFCW will be replaced by a new Welsh Government sponsored body, the Commission for Tertiary Education and Research which will be responsible for overseeing post-16 education and research in Wales. The QAA undertakes Quality Enhancement Reviews of regulated HE providers every six years under the Wales Quality Assessment Framework. For more information, see: <https://www.qaa.ac.uk/reviewing-higher-education/types-of-review/quality-enhancement-review>.

The Commission will be working to the same 6-year cycle – arrangements with QAA to continue as they are for at least the next couple of years up to the point when CTER gain the powers to consider the option of appointing a designated quality body.

Credit Systems

A number of integrated credit frameworks operate within the UK: the Scottish Credit and Qualifications Framework (SCQF) and the Credit and Qualifications Framework for Wales (CQFW), both of which are underpinned by the same principles, such as the definition of one credit as 10 notional hours of learning.

The FHEQ is a qualifications framework, based on the outcomes represented by the main qualification titles; it is not an integrated credit and qualifications framework, nor does its use depend on the use of credit. Not all degree-awarding bodies in England use credit in the same way, therefore. Some may not use credit at all, and some may use the European Credit Transfer and Accumulation System (ECTS) to support student mobility within Europe and award ECTS points rather than UK credit. Nevertheless, credit is widely used by most degree-awarding bodies in the UK. An advisory [Higher Education credit framework for England](#) has been in use since 2008. The credit framework is written for HE providers in England as a description of the typical practice developed across the sector and to provide a reference point for those wishing to introduce or consolidate their use of credit. The SCQF and the CQFW are integrated credit and qualifications frameworks, which means that they specify minimum credit volumes and levels for qualifications. The SCQF embraces all educational sectors, with the FQHEIS as a constituent part; and the CQFW is a meta-framework for credit and qualifications in Wales, embracing all post-14 education and training, and treating the FHEQ as a constituent part. The credit arrangements in the FQHEIS/SCQF apply to all degree-awarding bodies in Scotland. All degree-awarding bodies in Wales have agreed to use the credit arrangements stipulated in the CQFW, in relation to the FHEQ.

Admission

UK HE providers determine their own admissions policies and the minimum entry requirements for each programme. For Bachelor's degrees, the minimum entry requirement is usually two or three General Certificate of Education Advanced-level (GCE A level) passes, as well as a minimum number of General Certificate of Secondary Education (GCSE) passes at grade C or above. These remain the most common form of entry qualification held by young entrants to HE. Other appropriate qualifications may also provide entry, e.g. the International Baccalaureate, the Welsh Baccalaureate, Scottish Highers, Advanced Highers, or qualifications at the same levels of the Scottish Credit and Qualifications Framework and Edexcel BTEC National Qualifications. The Universities and Colleges Admissions System (UCAS) tariff establishes comparability between different types of qualification across the UK

using a points system.

The Access to Higher Education Diploma provides another route for mature entrants. Most institutions also welcome applications from mature candidates who have had appropriate experience but may lack formal qualifications, offering credit for prior study and informal learning acquired through work or other experiences (Recognition of Prior Learning (RPL)).

Comparing Qualifications in the UK

The table compares qualifications across the UK, providing examples of major qualifications at each level. For more details, refer to the website given at the head of each column.

Framework for higher education qualifications in England, Wales and Northern Ireland www.qaa.ac.uk		Regulated Qualifications Framework for England and Northern Ireland www.ofqual.gov.uk www.ccea.org.uk		Credit and Qualifications Framework for Wales www.cqfw.net		Scottish Credit and Qualifications Framework www.scqf.org.uk	
LEVEL		LEVEL		LEVEL		LEVEL	
8	Doctoral Degree	8	Vocational, Technical and Professional Qualifications	8	Doctoral Degree, Vocational Qualifications	12	Doctoral Degree, Professional Apprenticeship, Professional Development Award (PDA), Award
7	Master's Degree, Integrated Master's Degree, Postgraduate Diploma, Postgraduate Certificate in Education (PGCE), Postgraduate Certificate	7	Vocational, Technical and Professional Qualifications	7	Master's Degree, Vocational Qualifications, Postgraduate Certificate in Education (PGCE)	11	Master's Degree, Integrated Master's Degree, Postgraduate Diploma, Postgraduate Certificate, Professional Apprenticeship, Graduate Apprenticeship PDA, SVQ, Award
6	Bachelor's Degree with Honours, Bachelor's Degree, Professional Graduate Certificate in Education (PGCE), Graduate Diploma, Graduate Certificate	6	Vocational, Technical and Professional Qualifications	6	Honours Degree, Vocational Qualifications, Professional Certificate in Education	10	Bachelor's Degree with Honours, Graduate Diploma, Graduate Certificate, Professional Apprenticeship, Graduate Apprenticeship, PDA, SVQ, Award
5	Foundation Degree, Diploma of Higher Education (DipHE), Higher National Diploma (HND)	5	Vocational, Technical and Professional Qualifications, Higher National Diploma (HND)	5	Foundation Degree, Vocational Qualifications, Higher National Diploma (HND)	9	Bachelor's/Ordinary Degree, Graduate Diploma, Graduate Certificate, Graduate Apprenticeship, Technical Apprenticeship, PDA, SVQ, Award
4	Higher National Certificate (HNC), Certificate of Higher Education (CertHE)	4	Vocational, Technical and Professional Qualifications, Higher National Certificate (HNC)	4	Higher National Certificate (HNC), Certificate of Higher Education (CertHE), Vocational Qualifications	8	Higher National Diploma (HND), Diploma of Higher Education (DipHE), Technical Apprenticeship, Higher Apprenticeship, PDA, SVQ, Award
3	Access to HE Diploma*	3	Vocational, Technical and Professional Qualifications, GCE AS and A Level	3	Welsh Baccalaureate Advanced, Vocational Qualifications, GCE, AS and A Level, Access to HE	7	Higher National Certificate (HNC), Certificate of Higher Education (CertHE), Modern Apprenticeship, PDA, SVQ, Scottish Baccalaureate, Advanced Higher, Award
The Access to HE Diploma is regulated by QAA but is not part of the FHEQ		2	Vocational & Technical Qualifications, GCSE at grade A-C and grade 9-4, Functional Skills (England), Essential Skills Qualification (NI)	2	Welsh Baccalaureate National, Vocational Qualifications, Essential Skills Wales Qualifications, GCSE at grade A*-C	6	Higher, Modern Apprenticeship, Foundation Apprenticeship, National Progression Award (NPA), National Certificate, PDA, SVQ, Award
		1	Vocational & Technical Qualifications, GCSE at grade D-G and grade 3-1, Functional Skills (England), Essential Skills Qualifications (NI)	1	Welsh Baccalaureate Foundation, Vocational Qualifications, Essential Skills Wales Qualifications, GCSE at grade D-G	5	National 5, Modern Apprenticeship, SVQ, NPA, National Certificate, Award
		Entry Level	Entry Level Certificate (sub levels 1-3), Functional Skills (England), Essential Skills Qualifications (NI)	Entry Level	Entry Level Qualifications, Essential Skills Qualifications	4	National 4, SVQ, NPA, National Certificate Award
						3	National 3, NPA, National Certificate, Award
						2	National 2, NPA, National Certificate, Award
						1	National 1, Award

Please note that the Credit and Qualifications Framework for Wales incorporates the Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ); the Scottish Credit and Qualifications Framework incorporates the Framework for Higher Education Qualifications of Higher Education Institutions in Scotland (FQHEIS).

Information correct at time of printing – September 2020.