Crossfields Institute
Qualifications | Education | Development

Qualification Specification

CFI Level 7 Extended Diploma/Diploma/Certificate in Applied Sport and Exercise Psychology

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Key Facts

Qualification Title	CFI Level 7 Extended Diploma in Applied Sport and Exercise Psychology	CFI Level 7 Diploma in Applied Sport and Exercise Psychology	CFI Level 7 Certificate in Applied Sport and Exercise Psychology
Qualification Number (QAN)	610/4875/6	610/4876/8	610/4877/X
Qualification Type	VRQ	VRQ	VRQ
Sector	1.3 Health and Social Care	1.3 Health and Social Care	1.3 Health and Social Care
Level	7	7	7
Rules of Combination	All modules must be completed.	Between two and five modules must be completed.	Any one module must be completed.
Total Qualification Time	1800 hours	600-1500 hours	300 hours
Guided Learning Hours	900 hours	300-750 hours	150 hours
Minimum age of learners	18		
Assessment Methods	Portfolio of evidence		
Grading system	Pass/Fail		
How long will it take to complete?	This qualification can be completed over the course of 18 months.		
Developed by	The qualification has been developed by CFI with subject-specific expertise provided by Psychology in Sport		

Section 1: About this Qualification

1.1 Why take this qualification?

The aim of this Level 7 Extended Diploma in Applied Sport and Exercise Psychology is to provide learners with a comprehensive understanding of sport and exercise psychology, focusing on ethical standards, diversity, cultural competence, psychological interventions and research methods. Learners will be assessed through a combination of practical tasks, portfolio submissions and reflective essays, ensuring that they can apply their knowledge in real-world settings.

Research has shown that mental skills are critical to athletic performance, and there is a growing need for trained professionals who can provide psychological support to athletes. This qualification is designed to address this need by equipping students with the necessary skills and knowledge.

Upon completion of the qualification, learners will be able to:

- Critically evaluate ethical standards and apply them in sport and exercise psychology practice
- Develop and implement psychological interventions tailored to various sport and exercise contexts
- Analyse group dynamics and leadership within sports teams, applying culturally competent coaching practices
- Understand and apply research relevant to sport science, with a strong understanding of research methods and data analysis
- Build and manage a sport psychology consultancy, navigating the complexities of professional practice

The content of this qualification aligns with the knowledge, skills and competencies required for CMPC certification, as specified by the Association for Applied Sport Psychology (AASP).

In addition to this, the qualification aims to:

- Enhance career prospects in sports psychology, coaching and consultancy
- Provide opportunities for further academic study and professional development
- Facilitate reflective practice and continuous professional growth

Graduates of the programme will be well-positioned for careers as sports psychologists, mental performance consultants and coaches. The demand for qualified professionals in these areas is growing, particularly in elite sports, educational institutions and private consultancy.

1.2 What are the entry requirements?

This qualification is designed for:

- Graduates of psychology or sport science degrees seeking specialisation in sport psychology
- Coaches, athletes and fitness professionals interested in enhancing their psychological skills

- Practitioners aiming to meet the CMPC certification requirements

It is expected that learners taking this qualification will be based in or have access to a setting in which they are able to practically apply the theory and knowledge covered. Their position may be paid or voluntary, and the setting may be sporting or non-sporting, so long as they are supporting individuals to improve performance.

The qualification is open to learners of all backgrounds, with a commitment to promoting diversity and inclusion in sport psychology education. Applicants with disabilities are encouraged to apply and will be provided with the necessary support to succeed in the programme.

The awarding organisation does not determine the method of delivery for this qualification, and with this in mind the units have been designed for flexibility. Centres must ensure that learners have appropriate access to all resources listed in the units.

1.3 What does the qualification cover?

This qualification comprises six modules:

Foundations of Sport and Exercise Psychology

In this module, learners will explore the foundational principles of sport and exercise psychology, with a focus on professional ethics, standards and psychopathology.

Group Dynamics, Leadership and Coaching Psychology

Learners will understand and apply the psychological processes that influence human behaviour within groups, focusing on leadership and culturally competent coaching practices.

Performance Enhancement and Mental Skills Training

Learners will develop advanced techniques in applied psychology for enhancing performance and training mental skills in various domains.

Applied Practice and Interventions in Sport and Exercise Psychology

This module will equip learners with practical skills in designing and implementing psychological interventions, with an emphasis on ethical practice and consulting skills.

Building a Sport Psychology Consultancy

This module will provide the knowledge and skills necessary to establish and manage a sport psychology consultancy, covering professional ethics, business development, and client-practitioner relationships.

Research Methods and Sport Science

Learners will develop the ability to critically evaluate research designs and evidence in sport and exercise science, and to conduct original research in these areas.

This qualification is at Level 7 as defined by Ofqual:

Ofqual Handbook: General Conditions of Recognition - Section E - Design and development of qualifications - Guidance - GOV.UK (www.gov.uk)

Knowledge descriptor (the holder ...)	Skills descriptor (the holder can ...)
Reformulates and uses practical, conceptual or technological knowledge and understanding of a subject or field of work to create ways forward in contexts where there are many interacting factors. Critically analyses, interprets and evaluates complex information, concepts and theories to produce modified conceptions. Understands the wider contexts in which the area of study or work is located. Understands current developments in the area of study or work. Understands different theoretical and methodological perspectives and how they affect the area of study or work.	Use advanced and specialised skills and techniques to conceptualise and address problematic situations that involve many complex, interacting factors. Formulate and use appropriate methodologies and approaches. Initiate, design and undertake research, development or strategic activities that extend or produce significant change in the field of work or study. Critically evaluate actions, methods and results and their short- and long-term implications for the field of work or knowledge and its wider context.

1.4 What are the assessment methods?

You will create a portfolio of evidence throughout your time working towards this qualification. This may include:

- Observation of practice by experienced tutors
- Written assignments
- Reflective practice, e.g. a learning journal or self-reflective journals
- Peer observation or feedback as witness testimony
- Artefacts

There is no requirement for each unit to be assessed separately. Assessors are advised to adopt a holistic approach. One activity/piece of evidence can be used to demonstrate that multiple learning outcomes and assessment criteria from different units have been met. However, it is essential that evidence for the assessment criteria in each unit is identified individually.

Note: Plagiarism This means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied from anyone else unless you clearly reference the source of your information. This includes the use of AI (please see our AI

policy for further information). If there is evidence that your work is copied from elsewhere, it will not be accepted, and you may be subject to a disciplinary procedure.

1.5 Rules of Combination

Learners must complete all six modules with a minimum cumulative pass mark of 50% per module to be awarded the Level 7 Extended Diploma. Learners can also exit with a Certificate (one module) or a Diploma (four modules).

Section 2: Units

2.1 Unit List

This qualification has 6 units in total, each of which contributes to the learner's development of knowledge, understanding and skill.

Unit title	Ofqual ref	Guided Learning Hours (GLH)	Total qualification time (TQT)	Credits
Foundations of Sport and Exercise Psychology	D/651/3798	150	300	30
Group Dynamics, Leadership and Coaching Psychology	M/651/3800	150	300	30
Performance Enhancement and Mental Skills Training	R/651/3801	150	300	30
Applied Practice and Interventions in Sport and Exercise Psychology	T/651/3802	150	300	30
Building a Sports Psychology Consultancy	Y/651/3803	150	300	30
Research Methods and Sport Science	A/651/3804	150	300	30
Qualification total		**900**	**1800**	**180**

Unit 1: Foundations of Sport and Exercise Psychology

Unit reference	D/651/3798	**Guided Learning Hours (GLH)**	150
Unit level	7	**Total Qualification Time (TQT)**	300
Unit aim	This unit explores the foundational principles of sport and exercise psychology, with a focus on professional ethics, standards and psychopathology. The course is designed to provide a comprehensive understanding of the key theories, models and applications of sport and exercise psychology, emphasising the ethical and legal frameworks guiding professional practice. From a theoretical perspective, it will develop knowledge of the historical evolution of the discipline, contemporary issues, and the intersection of mental health with sport and exercise. From the applied perspective, it will focus on developing the learner's ability to apply ethical decision-making processes, understand abnormal human behaviour and deploy appropriate psychological interventions in sport and exercise settings.		

Learning outcomes The learner will:	Assessment Criteria The learner can:
1. Demonstrate a comprehensive understanding of the historical development, key theories and contemporary issues in sport and exercise psychology, with an emphasis on the intersection of mental health and physical activity	1.1 Analyse the historical evolution of sport and exercise psychology and the way it informs current practices
	1.2 Evaluate contemporary issues in sport and exercise psychology in relation to their impact on mental health
	1.3 Apply key theoretical frameworks to develop interventions addressing mental health challenges within sport and exercise environments
2. Demonstrate a critical understanding of	2.1 Evaluate ethical dilemmas and legal concerns in sport psychology practice to determine best courses of

professional ethical standards and legal frameworks, including ethical decision-making models, and apply these principles to real-world scenarios in sport and exercise psychology practice	action
	2.2 Apply ethical decision-making models to navigate complex professional scenarios
	2.3 Demonstrate the ability to design protocols that adhere to legal and ethical standards in sport psychology practice
3. Understand and apply theories of psychopathology and mental health assessment to diagnose and address abnormal behaviour in sport and exercise	3.1 Analyse a client's behaviour and psychological symptoms in sport settings to assess potential psychopathology
	3.2 Apply culturally competent diagnostic techniques to address diverse mental health needs in sports and exercise populations
	3.3 Formulate and implement interventions that address psychopathological concerns, incorporating diversity and inclusion perspectives
4. Be able to evaluate and integrate psychological models and counselling approaches into applied sport and exercise psychology practice, ensuring adherence to ethical boundaries, data protection and regulatory standards	4.1 Apply psychological models and counselling approaches to client cases while ensuring ethical and legal compliance
	4.2 Evaluate the impact of psychological interventions on clients, considering both short-term and long-term outcomes
	4.3 Demonstrate the ability to maintain and protect client records in alignment with data protection laws and regulatory requirements

Amplification

LO 1, AC 1.2
This may include issues such as abnormal human behaviour and the etiology of mental disorders.

LO 1, AC 1.3
This is likely to include Keyes' two-continuum model of mental health.

LO 2, AC 2.1
This may include assessment of ethical decisions such as boundaries of competence, referral points, referral processes and collaborative case management.

Indicative Content

This unit will cover the following topics:

- **Overview of Sport and Exercise Psychology**: historical development, key theories and relationship with other sport science disciplines.
- **Professional Ethics and Standards**: ethical codes (e.g. AASP, APA, ACA), ethical/legal issues in practice, decision-making models, professional orientation and credentialing.
- **Psychopathology in Sport**: theories of psychopathology, etiology of mental disorders, assessment and diagnosis in sports settings.
- **Gender, Diversity and Cultural Competence**: exploring cultural, gender and diversity issues in sport psychology practice.
- **Contemporary Topics**: investigating current issues such as mental toughness, resilience and the relevance to sport and exercise psychology.
- **Mental Health**: the impact of physical activity on mental health, roles of critical others and referral processes.
- **Frameworks for Applied Practice**: integration of psychological models into practice, ethical challenges and counselling approaches.
- **Legal and Ethical Boundaries**: navigating ethical dilemmas, maintaining records, data protection and compliance with regulatory standards.

Assessment Strategy

This unit will be assessed through a combination of practical tasks, reflective essays and case studies, ensuring alignment with CMPC requirements. 30% of the unit grade will be awarded for assessments carried out throughout the module, and 70% will be based on the submission of a case study designed to assess learners around CMPC Knowledge Areas *Professional Ethics and Standards (K1)* and *Psychopathology (K4)*.

Reading List and Other Information Sources

Suggested Books:

Weinberg R. S. & Gould D. (2018) *Foundations of Sport and Exercise Psychology*, Human Kinetics

Larsen C., Moesch K., Durand-Bush N., Henriksen K. (Eds.) (2021) *Mental health in elite sport: Applied perspectives from across the globe,* Routledge

Journals:

Journal of Sport and Exercise Psychology
Journal of Sport, Exercise and Performance Psychology
Journal of Applied Sport Psychology
Journal of Sports Psychology in Action

Unit 2: Group Dynamics, Leadership and Coaching Psychology

Unit reference	M/651/3800	**Guided Learning Hours (GLH)**	150
Unit level	7	**Total Qualification Time (TQT)**	300
Unit aim	This unit explores the theoretical foundations and applied practices in group dynamics, leadership and coaching psychology. It focuses on the psychological processes that influence human behaviour within groups, the role of leadership in various contexts, and the development of culturally competent approaches to coaching. The module aims to equip learners with advanced knowledge and skills in understanding and managing group behaviour, leadership dynamics and the impact of cultural diversity in sport psychology settings.		

Learning outcomes The learner will:	Assessment Criteria The learner can:
1. Demonstrate a critical understanding of the theoretical foundations of group dynamics and leadership in sport and exercise psychology	1.1 Analyse the key theories of group behaviour and their application to sport settings
	1.2 Critically evaluate leadership styles and their effectiveness within group dynamics in sport and exercise contexts
	1.3 Apply theoretical concepts to assess the role of leadership in promoting group cohesion and performance in sports teams
2. Understand and apply psychological techniques to enhance group cohesion, leadership effectiveness	2.1 Use psychological techniques to develop strategies for enhancing group cohesion and performance in sport teams

and coaching strategies in sport settings	2.2 Implement leadership interventions designed to improve team performance, communication and role clarity in a sporting environment
	2.3 Design and evaluate coaching strategies that foster effective coach-athlete relationships and enhance leadership performance
3. Develop and implement culturally competent approaches to coaching and leadership, considering diverse identities and sociopolitical factors in sport psychology contexts	3.1 Analyse the impact of personal identity and cultural diversity on group dynamics and leadership within sport teams
	3.2 Apply culturally competent counselling and consultation strategies to address the needs of athletes from diverse racial, ethnic and cultural backgrounds
	3.3 Develop coaching approaches that promote inclusivity and address unconscious bias, ensuring culturally sensitive leadership practices in diverse teams
4. Demonstrate a critical understanding of the influence of organisational stress, resilience and ethical practices on leadership and group dynamics in sport psychology contexts	4.1 Evaluate the role of organisational stress and resilience on team performance and leadership efficacy in sport settings
	4.2 Develop leadership strategies that promote resilience and wellbeing within diverse teams facing high-pressure environments
	4.3 Analyse and apply ethical decision-making models to address leadership dilemmas, ensuring adherence to ethical standards and cultural sensitivity in practice

Amplification

LO 1, AC 1.1
These theories may include social identity theory and group cohesion.

LO 1, AC 1.3
These theoretical concepts may include: social identity theory, multidimensional model of leadership, transformational leadership and Fielder's model of leadership.

Indicative Content

This unit will cover the following topics:

- **Week 1: Introduction to Group Dynamics and Leadership**
  - Overview of group dynamics and leadership in sport
  - Theoretical foundations of group behaviour
  - Key leadership theories and styles

- **Week 2: Psychological Processes in Group Behaviour**
  - Social identity theory
  - Group cohesion and social loafing
  - Role clarity and ambiguity in teams

- **Week 3: Leadership in Coaching**
  - Coaching pedagogy and behaviour
  - Coach-athlete relationships
  - Enhancing coach performance and competence

- **Week 4: Cultural Competence in Sport Psychology**
  - Sociopolitical and cultural factors in sport
  - Dimensions of personal identity (race, ethnicity, sexual orientation)
  - Culturally competent counselling and consultation strategies

- **Week 5: Diversity and Inclusion in Teams**
  - Understanding the impact of cultural diversity on team dynamics
  - Strategies for building inclusive teams
  - Addressing unconscious bias and fostering inclusivity in sport

- **Week 6: Managing Diverse Identities in Sport**
  - Personal identity and intersectionality in sport settings
  - Addressing the needs of athletes from different racial, ethnic and cultural backgrounds
  - Best practices for supporting athletes with diverse gender identities and sexual orientations

- **Week 7: Organisational Stress, Resilience and Leadership**
  - Organisational stress and resilience in sport settings
  - Leadership strategies for managing stress
  - Promoting wellbeing and resilience in diverse teams

- **Week 8: Social and Cognitive Processes in Group Dynamics**

  - Self-concept and self-presentation
  - Psychological contracts within teams
  - Coping mechanisms in group settings

- **Week 9: Group Identity and Performance**
  - Social identity theory in sport
  - Group-based interventions for enhancing performance
  - Role of group identity in team success

- **Week 10: Leadership and Ethical Practice**
  - Ethical considerations in leadership
  - Developing ethical leadership practices in sport
  - Case studies on leadership dilemmas with a focus on cultural sensitivity

- **Week 11: Practical Applications in Group Dynamics, Leadership and Cultural Competence**
  - Application of psychological frameworks to real-world scenarios
  - Case studies in sport psychology and coaching with an emphasis on diversity and inclusion
  - Developing leadership and group management skills in culturally diverse settings

- **Week 12: Review and Integration**
  - Review of key concepts and theories, with a focus on diversity and cultural competence
  - Integration of learning across the module
  - Preparation for final assessments

Assessment Strategy

Forum contributions (20%): Practical tasks and discussion points posted on the forum, covering the content of each week's topic. A total of 6 tasks will be assigned throughout the module, contributing 20% to the final grade.

Assessment 1 (40%): Cultural Competence and Diversity (K8): A comprehensive reflective essay or case study analysis on how cultural factors influence group dynamics and leadership in sport. This assessment will require students to demonstrate their understanding of sociopolitical and cultural factors, personal identity, and culturally competent approaches to coaching and consultation.

Assessment 2 (40%): Group Dynamics and Leadership (K2): A detailed project that involves developing a group management plan or leadership intervention based on the theories and techniques covered in the module. The project should focus on applying psychological techniques to enhance group cohesion and leadership effectiveness in a sport or exercise setting.

Reading List and Other Information Sources

Suggested Books:

Haslam S.A., Fransen K. & Boens F. (Eds.) (2020) *The New Psychology of Sport and Exercise: The Social Identity Approach,* Sage

Jowette S.E. & Lavallee D.E. (2007) *Social Psychology in Sport*, Human Kinetics

Northouse P.G. (2018) *Leadership: Theory and Practice*, Sage

Sue D.W., Capodilupo C.M. & Holder A.M.B (2020) *Microaggressions in Everyday Life; Race, Gender and Sexual Orientation,* Wiley

Journals:

Journal of Sport and Exercise Psychology
Journal of Applied Sport Psychology
Journal of Sports Psychology in Action

Unit 3: Performance Enhancement and Mental Skills Training

Unit reference	R/651/3801	**Guided Learning Hours (GLH)**	150
Unit level	7	**Total Qualification Time (TQT)**	300
Unit aim	This unit explores advanced techniques in applied psychology, specifically targeting performance enhancement and mental skills training. It aims to equip learners with both theoretical knowledge and practical skills necessary to enhance performance across various domains. The module covers foundational psychological processes, performance enhancement techniques and advanced topics such as psychomotor learning, team dynamics and individual difference bases of behaviour.		

Learning outcomes The learner will:	Assessment Criteria The learner can:
1. Demonstrate understanding of the theoretical foundations influencing human performance in various domains	1.1 Analyse key psychological processes that impact human performance in high-pressure environments
	1.2 Apply theoretical models and frameworks to understand and explain performance in areas like sport, performing arts and the military
	1.3 Critically assess how psychological factors such as cognition, affect and social influences shape performance outcomes in individual and team settings
2. Be able to apply psychological techniques and interventions	2.1 Use mental skills training techniques designed to facilitate individual and team performance
	2.2 Design and implement interventions that manage

	stress, regulate arousal and improve mental toughness in athletes and other performers
	2.3 Evaluate the effectiveness of psychological interventions and adjust them based on real-time feedback with a view to optimising performance outcomes
3. Design and implement comprehensive mental skills training programmes tailored to individual needs in sport, exercise and performance contexts	3.1 Develop psychological case formulations to design personalized mental skills training interventions for clients
	3.2 Create structured mental skills programmes that address the unique psychological needs of individuals
	3.3 Implement ongoing monitoring and evaluation techniques to track the progress of mental skills training interventions and modify them as necessary
4. Be able to critically evaluate the effectiveness of psychological interventions and make informed recommendations for practice	4.1 Conduct single-case study designs which include quantitative and qualitative measures to assess the success of performance-enhancement interventions
	4.2 Analyse intervention outcomes using various evaluation frameworks and propose evidence-based improvements
	4.3 Use feedback from monitoring tools to adjust and refine performance interventions.
5. Understand the biological, cognitive, affective, social and individual difference bases of behaviour	5.1 Analyse the biological underpinnings of behaviour, including neuroanatomy, neurophysiology and their influence on performance and psychological processes in sport and exercise contexts
	5.2 Apply cognitive and affective theories to assess how mental processes like attention, memory and emotion regulation impact individual performance in high-pressure situations

	5.3 Evaluate the role of social and individual difference factors in diverse team and individual settings

Amplification

LO 1, AC 1.1
These processes may include stress management, resilience and arousal regulation.

LO 1, AC 1.2
These models may include Birrer & Morgan (2010) model of psychological skills training in sport.

LO 2, AC 2.1
These techniques may include mindfulness, goal-setting and visualisation.

LO 3, AC 3.2
This may include a focus on areas like psychomotor learning and skill acquisition.

LO 5, AC 5.3
These factors are likely to include personality traits, cultural background and social influences on behaviour and performance.

Indicative Content

This unit will cover the following topics:

- **Week 1: Theoretical Foundations of Psychology**
  - Overview of psychological processes influencing human performance
  - Theoretical models and frameworks

- **Week 2: Psychological Techniques and Interventions**
  - Stress management and arousal regulation strategies
  - Techniques to enhance performance in various domains (e.g. performing arts, military)

- **Week 3: Advanced Topics in Psychology**
  - Team dynamics, psychology of injury, youth psychology
  - Psychological aspects of coaching and mentoring

- **Week 4: Psychomotor Learning and Performance**
  - Theories of psychomotor learning
  - Motor control and skill acquisition

- **Week 5: Designing Mental Skills Interventions**
  - Psychological case formulation
  - Intervention design principles

- **Week 6: Consultancy Skills**
  - Discussing and justifying the use of interventions
  - Negotiating roles and responsibilities in a multidisciplinary team

- **Week 7: Psychological Foundations of Behaviour**
  - Neuroanatomy, neuropsychology and neurophysiology
  - Theories of cognition, affect and social influences

- **Week 8: Personality and Individual Differences**
  - Theories of personality and individual differences
  - Human lifespan development

- **Week 9: Positive Psychology and Wellbeing**
  - Concepts of mindfulness, flow and grit
  - Enhancing meaning and wellbeing in various settings

- **Week 10: Evaluating Intervention Effectiveness**
  - Single-case study designs
  - Quantitative and qualitative measures of effectiveness

- **Week 11: Ongoing Monitoring and Evaluation**
  - Techniques for monitoring progress
  - Revising intervention plans based on feedback

Assessment Strategy

Assessment 1 (30%): Psychological Foundations of Behaviour (K7): Practical tasks and discussion points posted on the forum, covering the content of each week's topic. A total of 6 tasks will be assigned throughout the module, contributing 30% to the final grade.

Assessment 2 (70%): Sport Psychology (K2) and Psychological Foundations of Behaviour (K7): A comprehensive case study analysis on mental skills. This assessment will require students to demonstrate their understanding of performance enhancement techniques and their application in a performance domain.

Reading List and Other Information Sources

Suggested Books:

Bertollo M., Filho E. & Terry P. (2021) *Advancements in Mental Skills Training*, Routledge

Nesti M. (2010) *Psychology in Practice*, Routledge

Perry J. (2020) *Performing under Pressure: Psychological Strategies for Success*, Routledge

Weinberg R.S. & Gould D. (2018) *Foundations of Applied Psychology*, Human Kinetics

Journals:

Journal of Psychology and Behavioural Science
Journal of Applied Psychology and Performance
Journal of Mental Skills and Interventions

Unit 4: Applied Practice and Interventions in Sport and Exercise Psychology

Unit reference	T/651/3802	**Guided Learning Hours (GLH)**	150
Unit level	7	**Total Qualification Time (TQT)**	300
Unit aim	This unit explores the skills and competencies necessary for effective applied practice in sport and exercise psychology. The unit focuses on the theoretical foundations, psychological interventions and consulting skills required to work with individuals, groups and organisations in sport and exercise settings.		

Learning outcomes The learner will:	Assessment Criteria The learner can:
1. Demonstrate an understanding of the theoretical foundations of sport psychology as it relates to human performance	1.1 Analyse the key psychological processes that influence performance in sport and exercise contexts
	1.2 Critically evaluate theoretical models of sport psychology and their applicability to different performance settings
	1.3 Apply theoretical knowledge to assess performance issues and provide evidence-based recommendations for improvement
2. Be able to design, implement and critically evaluate psychological interventions that enhance performance in sport and related domains	2.1 Design psychological interventions tailored to individual or group needs
	2.2 Implement psychological interventions in real-world settings, including sports, performing arts or military environments

	2.3 Evaluate the effectiveness of interventions through reflective practice and adapt them based on client feedback and outcomes
3. Be able to develop and sustain effective helping relationships, applying counselling and consultation theories in diverse sport and exercise contexts	3.1 Apply counselling and consultation skills to develop strong, trust-based relationships with clients from diverse backgrounds
	3.2 Use active listening, assessment and interviewing techniques to understand client needs and tailor interventions accordingly
	3.3 Sustain long-term consulting relationships by adapting approaches to meet the changing needs of clients across different settings
4. Apply ethical frameworks and reflective practices to ensure professional integrity and client wellbeing	4.1 Use ethical decision-making models to navigate dilemmas in applied practice, ensuring compliance with professional standards
	4.2 Develop reflective capabilities to assess the impact of interventions on client outcomes and personal professional growth
	4.3 Implement continuous reflection and supervision practices to enhance ethical practice and client care in sport and exercise psychology
5. Be able to work effectively as a consultant with individuals, groups and organisations, utilising a range of psychological frameworks	5.1 Demonstrate the ability to apply multiple psychological frameworks to consulting situations
	5.2 Tailor consultation strategies to meet the specific needs of individuals, teams or organisations in sport and exercise settings
	5.3 Facilitate group interventions and organisational consultations that promote optimal performance and wellbeing, ensuring effective team dynamics and

	communication

Amplification

LO 2, AC 2.1
This will likely include approaches such as CBT and REBT.

LO 2, AC 2.2
This may include sports, performing arts and military environments.

LO 5, AC 5.1
These frameworks may include humanistic, cognitive/behavioural and psychodynamic approaches.

Indicative Content

This unit will cover the following topics:

- **K2: Sport Psychology**
  - Psychological Interventions (required course #2): techniques and interventions to enhance performance across various domains, including sport, performing arts and military settings

- **K5: Helping Relationships**
  - Counselling and Consultation Theories: in-depth study of theories and approaches, including CBT, REBT and humanistic approaches
  - Basic Skills Development: practical exercises in listening, interviewing, assessment and counselling/consultation techniques
  - Influence of Client Characteristics: examinations of how age, gender, ethnicity and other factors affect the helping relationship
  - Supervised Practical Experience: practical sessions in counselling, clinical or consulting psychology within sport and exercise settings

- **Ethical Practice**
  - Ethical frameworks, managing dilemmas and maintaining professional standards in applied practice
  - Reflection of ethical decision-making and its impact on practice

- **Reflective Practice**
  - Developing reflective capabilities to assess and improve professional practice
  - Continuous reflection on client outcomes and professional development

Assessment Strategy

Assessment 1 (30%): Sport Psychology K2 and Helping Relationships K5: Practical tasks and discussion points posted the forum, covering the content of each week's topic. A total of 6 tasks will be assigned throughout the module, contributing 30% to the final grade.

Assessment 2 (35%): Sport Psychology K2: Record a session with a client of at least 20 minutes in length. Develop a session plan for a performance enhancement technique and write a reflection on your delivery.

Assessment 3 (35%): Helping Relationships: Record a session with a client of at least 20 minutes in length. Develop a session plan for a counselling approach and write a reflection on your delivery.

Reading List and Other Information Sources

Suggested Books:

Johnstone L. & Dallos R. (2006) *Formulation in Psychology and Psychotherapy,* London

Keegan R. (2015) *Being a Sport Psychologist,* MacMillan International Higher Education

Knowles Z., Gilbourne D. & Cropley B. (2014) *Reflecting on reflection and journeys*
- In: *Reflective Practice in the Sport and Exercise Sciences (pp.17-28)* Routledge

Journals:

Journal of Sport and Exercise Psychology
Journal of Sport, Exercise and Performance Psychology
Journal of Applied Sport Psychology
Journal of Sports Psychology in Action

Unit 5: Building a Sport Psychology Consultancy

Unit reference	Y/651/3803	**Guided Learning Hours (GLH)**	150
Unit level	7	**Total Qualification Time (TQT)**	300
Unit aim	This unit aims to equip learners with the essential knowledge and skills required to build and manage a sport psychology consultancy. It covers critical areas, including professional ethics, diversity and culture, as well as practical aspects of business development and selling as a practitioner. The module is designed to prepare students to navigate the complexities of professional practice while ensuring compliance with ethical and legal standards.		

Learning outcomes The learner will:	Assessment Criteria The learner can:
1. Demonstrate an understanding of the ethical and legal standards in professional sport psychology practice	1.1 Apply ethical decision-making frameworks to address dilemmas in sport psychology practice
	1.2 Analyse legal requirements and professional standards to ensure compliance in client-practitioner relationships
	1.3 Evaluate the ethical implications of business practices and service delivery in sport psychology
2. Understand and apply diversity and cultural considerations in sport psychology consultancy	2.1 Apply culturally competent consultation strategies tailored to diverse client needs in sport psychology
	2.2 Analyse sociopolitical and cultural factors that influence client-practitioner relationships and consultation practices

	2.3 Design inclusive client-practitioner strategies that respect personal identity dimensions
3. Develop practical skills for establishing, marketing and managing a sport psychology consultancy	3.1 Create a comprehensive business plan for a sport psychology consultancy, including branding and marketing strategies
	3.2 Apply marketing techniques to build a client base and effectively promote sport psychology services
	3.3 Implement management strategies designed to maintain a successful consultancy, including client retention and long-term relationship building
4. Understand how to facilitate effective client-practitioner relationships and collaboration within multidisciplinary teams	4.1 Develop communication strategies designed to foster strong relationships with clients and multidisciplinary teams
	4.2 Outline client expectations from the outset and explain how they have delivered on these expectations
	4.3 Collaborate with other professionals to deliver integrated services that are designed to optimise client outcomes
5. Be able to apply business and sales techniques within the context of sport psychology	5.1 Develop effective sales strategies for promoting sport psychology services and converting potential clients into long-term customers
	5.2 Implement client acquisition techniques designed to expand the consultancy's client base
	5.3 Evaluate business performance through key metrics and make data-driven decisions to enhance growth and service offerings

Amplification

LO 2, AC 2.3
This may include race, ethnicity and gender.

LO 5, AC 5.1
This may include restricting the number of signups, offering a signal generation product, the use of online marketing.

LO 5, AC 5.2
These techniques may include networking, outreach and digital marketing.

LO 5, AC 5.3
Key metrics may include income and expenditure analysis, projected budgets and price point analysis.

Indicative Content

This unit will cover the following topics:

- **Introduction**
  - Overview of sport psychology consultancy, the role of a practitioner and the importance of ethical practice
- **Professional Ethics**
  - A deep-dive into ethical standards, legal issues and decision-making frameworks for sport psychologists
- **Diversity and Culture**
  - Advanced topics on sociopolitical and cultural factors, personal identity dimensions and culturally competent consultation strategies
- **Business Development**
  - Fundamentals of creating a business plan, branding and marketing strategies for a sport psychology consultancy
- **Sales and Marketing**
  - Techniques for selling services, building a client base and maintaining long-term client relationships
- **Client-Practitioner Relationships**
  - Strategies for effective communication, collaboration with other professionals, and managing client expectations
- **Practical Case Studies**
  - Real-world scenarios and case studies focusing on ethical dilemmas, cultural considerations and business challenges in sport psychology

Assessment Strategy

Assessment 1 (100%): Diversity & Culture (K8) & Professional Ethics & Standards (K1): Portfolio of evidence consisting of 10 practical tasks. The assessment will aid the student in understanding and applying ethics, diversity and inclusion while growing their sports psychology consultancy.

Reading List and Other Information Sources

Suggested Books:

AASP Ethics Code and APA Ethics Code – essential readings on ethical standards in sport psychology

Haslam S.A., Fransen K. & Boen F. (2020) *The New Psychology of Sport and Exercise: The Social Identity Approach*, Sage

Baker J., Cobley S., Schorer J. & Wattie N. (2017) *Routledge Handbook of Talent Identification and Development in Sport*, Taylor & Francis

Journals:

Journal of Sport and Exercise Psychology
Journal of Sport and Exercise and Performance Psychology
Journal of Applied Sport Psychology
Journal of Sports Psychology in Action

Unit 6: Research Methods and Sport Science

Unit reference	A/651/3804	**Guided Learning Hours (GLH)**	150
Unit level	7	**Total Qualification Time (TQT)**	300

Unit aim

This unit aims to develop the ability to critically evaluate different research designs and evidence in sport and exercise science. It equips learners with the skills to use various research methods and statistical analyses to collect and analyse data (both qualitative and quantitative) relevant to sport science. Emphasis is placed on understanding the physiological, biomechanical, motor, sociocultural and philosophical foundations of behaviour in sport, providing learners with a comprehensive toolkit for analysing and conducting research in these areas.

Learning outcomes The learner will:	Assessment Criteria The learner can:
1. Be able to critically appraise research designs, empirical studies and meta-analyses in sports science and exercise psychology	1.1 Evaluate the strengths and limitations of different research methodologies, including qualitative, quantitative and mixed methods, in sport science and exercise psychology
	1.2 Analyse published empirical studies, reviews and meta-analyses to identify key findings and their implications for sport science research
	1.3 Synthesise research literature to draw informed conclusions about the current state of knowledge and identify gaps for further exploration
2. Be able to analyse and interpret qualitative and quantitative data related to sport, exercise and health	2.1 Apply statistical techniques to interpret quantitative data in sport science and health contexts
	2.2 Conduct qualitative data analysis using methods such

	as grounded theory, thematic analysis or discourse analysis to draw meaningful insights from participant data
	2.3 Present data findings in a coherent manner, ensuring they are interpreted accurately and effectively for practical application in sport
3. Be able to apply principles of physiological, biomechanical and motor control processes to analyse human performance in sport	3.1 Use biomechanical tools and software to analyse movement patterns, force production and motion efficiency in athletes
	3.2 Apply theories of motor control and psychomotor learning to evaluate skill acquisition and performance improvement in sports settings
	3.3 Assess the impact of physiological factors on athletic performance and training adaptations
4. Be able to evaluate the influence of sociocultural and philosophical perspectives on sport and physical activity programmes	4.1 Analyse how factors like gender, race and socio-economic status shape participation, performance and access to sport and physical activity programmes
	4.2 Evaluate the historical and philosophical foundations of sport, including ethical considerations that have influenced modern practices
	4.3 Apply sociocultural theories to the design and evaluation of inclusive, culturally sensitive sport and exercise programmes
5. Be able to utilise data analytics techniques to collect, analyse and present sport science data for practical application	5.1 Employ data visualisation and statistical tools to present findings from sport science research clearly and accurately
	5.2 Analyse large datasets using modern analytics software (e.g. SPSS, R or Python) to extract insights relevant to sport performance, training and health outcomes

	5.3 Integrate data analytics into decision-making processes, applying evidence-based approaches to improve training programmes and performance in sport settings

Amplification

LO 3, AC 3.3
These factors may include energy systems and cardiovascular function

Indicative Content

This unit will cover the following topics:

- **Introduction to Research Methods**
  - Ontology & Epistemology, the research process, planning research projects and ethics in research, with specific examples from sport science
- **Writing Research Sections**
  - Crafting research aims, abstracts, literature reviews and research types & quality (both qualitative and quantitative) focusing on studies in physiological and biomechanical sport science
- **Data Visualisation for Sport Science**
- **Data Collection Techniques**
  - Techniques for qualitative data collection (e.g. interviews, focus groups, observations) and preparation for transcription, emphasising sport-specific contexts
- **Data Analysis**
  - Qualitative data analysis (e.g. grounded theory, IPA, discourse analysis), power analysis, descriptive statistics, confidence intervals, inferential statistics and statistical tests (e.g. t-tests, ANOVA), using sport science data sets
- **Physiological Principles in Sport Science**
  - Exploration of how exercise affects human performance, energy systems, cardiovascular function during exercise and training adaptations, with practical examples
- **Biomechanical Foundations**
  - Principles of human movement, force production, motion analysis and the application of biomechanics in sports, including practical sessions with biomechanical software
- **Motor Control Processes**
  - Neurological and physiological processes underlying motor learning and performance, including skill acquisition theories and neural adaptation to training
- **Sociocultural Perspectives on Sport**
  - Examination of the sociocultural aspects of sport, including the impact of gender, race and socio-economic status, with case studies on the intersection of these factors and sports performance
- **Historical and Philosophical Foundations**

    - Overview of the development of sport and physical activity, exploring key milestones, ethical considerations and philosophical questions that have shaped modern sports
- **Advanced Research Methods in Sport Science**
    - Mixed-methods research, evidence synthesis (e.g. meta-analysis) and presentation of research findings, with an emphasis on applying these methods to sport science research

Assessment Strategy

This unit will be assessed through a combination of:

- *Forum Contribution: Sport Science (K3) and Research Methods (K6) (20%)*: throughout the module, learners will participate in weekly discussions and practical tasks posted on the forum. These tasks are designed to reinforce key concepts covered in the lectures and readings. Contributions will be evaluated based on the quality of engagement, critical thinking and application of theoretical concepts to real-world scenarios in sport science and research methods

- *Assessment 1: Research Methods (K6) Task (40%)*: learners are required to design and conduct a small-scale research project relevant to sport psychology or mental performance. This will involve formulating a research question, designing the study (including selection of appropriate qualitative or quantitative methods), collecting the data and analysing the results

- *Assessment 2: Sport Science (K3) (40%)*: learners must develop a comprehensive intervention plan focused on enhancing skills acquisition in athletes. This plan should integrate principles from both physiological and psychological perspectives, demonstrating an understanding of how sport science underpins the learning and performance of motor skills

Reading List and Other Information Sources

Suggested Books:

Football Analytics with Python & R: Learning Data Science Through the Lens of Sports

Hodges N & Williams AMM (eds.) (2012) *Skill Acquisition in Sport*, Taylor & Francis

Journals:

Journal of Sport and Exercise Psychology
Journal of Sport and Exercise and Performance Psychology
Journal of Applied Sport Psychology
Journal of Sports Psychology in Action

Section 3: Delivering this qualification

3.1 Requirements for Centres

Centres must be approved by CFI. In order to be approved to offer this qualification, centres must have:

- Staff who are appropriately qualified and experienced
- A learning environment that combines both theoretical and practical experiences

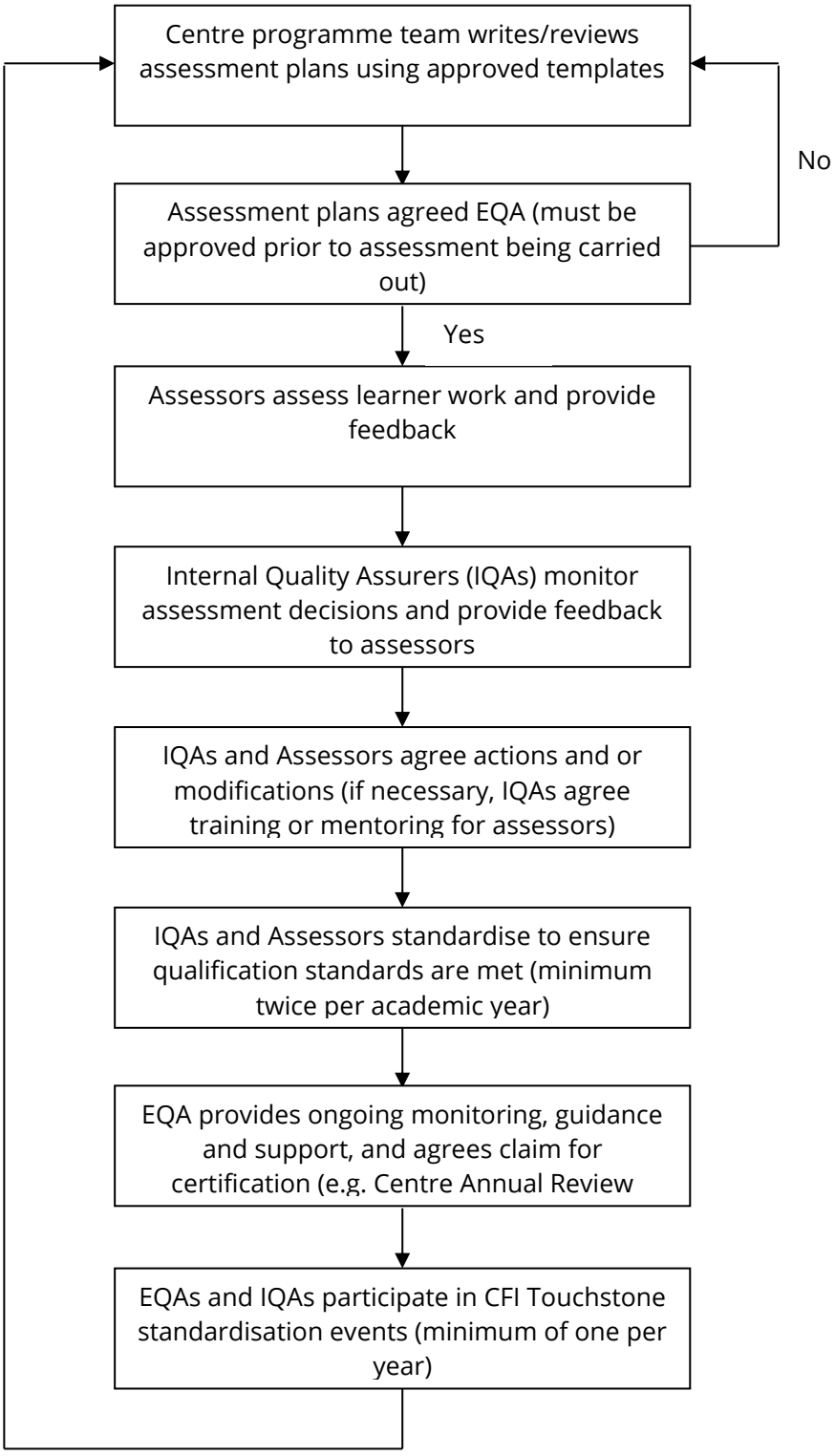
For more information about the process of becoming a centre, please contact us at info@cfiwarding.com or refer to our Centre Handbook (www.cfiawarding.com).

3.2 Quality Assurance

The CFI approach to quality assurance is underpinned by educational values which address the holistic development and transformation of the learner. In this qualification teaching, learning and assessment should be interconnected in order to support each individual to reach their full potential.

The primary aim of the CFI Quality Team is to support centres in delivering the best possible learning experience and high levels of achievement for learners. Centres will be allocated an External Quality Assurer (EQA) by the CFI QA Team.

Centres delivering this qualification are required to follow this CFI Quality Assurance process:


Centre programme team writes/reviews assessment plans using approved templates
No
Assessment plans agreed EQA (must be approved prior to assessment being carried out)
Yes
Assessors assess learner work and provide feedback
Internal Quality Assurers (IQAs) monitor assessment decisions and provide feedback to assessors
IQAs and Assessors agree actions and or modifications (if necessary, IQAs agree training or mentoring for assessors)
IQAs and Assessors standardise to ensure qualification standards are met (minimum twice per academic year)
EQA provides ongoing monitoring, guidance and support, and agrees claim for certification (e.g. Centre Annual Review
EQAs and IQAs participate in CFI Touchstone standardisation events (minimum of one per year)

3.3 Assessment Planning Guidance

This qualification uses a centre-devised approach to assessment. In planning their assessments, centres should ensure that assessment activities:

- are fit for purpose
- can be delivered efficiently
- meet the assessment criteria
- permit Reasonable Adjustments to be made, while minimising the need for them
- allow each learner to generate evidence which can be authenticated
- allow the specified level of attainment detailed in this specification to be reached by a learner who has attained the required level of knowledge, skills and understanding
- allow assessors to be able to differentiate accurately and consistently between a range of attainments by learners

They should also ensure that:

- sufficient time is allowed for assessment planning
- assessment tasks do not produce unreasonably adverse outcomes for learners who share a common attribute
- methods of assessment are in line with the assessment requirements in this specification
- reasonable timescales for assessment and feedback are given to learners
- a timely quality assurance process is conducted

3.4 Training and Support

To support centres in carrying out high-quality assessment and quality assurance practice, the following training and support measures have been put in place for this qualification:

- All centre assessors and quality assurance staff for this qualification are required to meet National Occupational Standards for assessors and IQAs. National qualifications (NVQs) are available for these roles. CFI can also provide customised assessor and IQA education as well as review of assessor and IQA practice
- Assessors and IQAs must keep an up to date CPD log and be able to demonstrate the relevance of their CPD to this qualification and their role
- Handbooks, exemplars and templates are available from the CFI QA Team
- Where required, a customised Quality Assurance Action and Development Plan will be provided by CFI for centres

Please note: there may be a charge for training and resources provided by CFI.

3.5 Policies and Procedures

Each centre is required to work in partnership with CFI to ensure that all learners have the best possible experience whilst taking this qualification and are treated fairly. Our commitment to this is supported by our Centre Handbook, which all centres should become familiar with.

CFI has policies and procedures in place to support centres and learners. All centres must also implement their own policies, which comply with CFI's requirements – these will be checked during centre approval and in subsequent centre monitoring activities. It is the centre's responsibility to make relevant policies available to learners.

Relevant policies include:

- Learner Complaints Policy: which allows learners to take action if they feel they have been treated unfairly
- Learner Appeals Policy: which allows learners to appeal decisions made by centres
- Reasonable Adjustments Policy: which allows centres to make any necessary adjustments to assessments in the light of learners' individual circumstances at the start of the programme
- Special Considerations Policy: which allows centres to request extensions for learners in light of learners' individual circumstances which have delayed their completion of the programme
- Malpractice and Maladministration Policy: which gives a framework through which concerns about the delivery and assessment of the qualification can be addressed
- Equality and Diversity Policies: which ensures centres treat learners fairly and without any bias

CFI policies and other key documents are available on our website at www.cfiawarding.com or upon request via info@cfiawarding.com