

NOKUTs tilsynsrapporter

Master's Degree in Applied Sports, Exercise and Performance Psychology

Lillehammer University College, joint degree with University of Greenwich

April 2016

Institution	The University College of Lillehammer, joint degree with The University of Greenwich
Name of Educational provisions:	Master's Degree in Applied Sports, Exercise and Performance Psychology
Degree/Credits (ECTS)	Master/120
Mode of Delivery	On-site campus study, full time
Expert Committee:	Professor Anne Marte Pensgaard, Norwegian School of Sport Sciences and Professor Inga Thorsdottir, University of Iceland
Date of Decision:	April 13th 2016
Archive Numbers:	15/539 and 16/00027

Introduction

The external quality assurance performed by NOKUT consists of evaluating the institution's quality assurance systems, accreditation of new provisions and revision of accredited provisions. Universities and university colleges have different self-accrediting powers. For an institution without self-accrediting powers to establish a provision in a certain cycle an application must be made to NOKUT.

Hereby NOKUT presents the accreditation report of master's degree in Applied Sports, Exercise and Performance Psychology at Lillehammer University College, joint degree with University of Greenwich. The expert evaluation in this report is part of the accreditation process following the institution's application for accreditation of submitted before the application deadline on 1st September 2015. This report clearly indicates the extensive evaluation performed to ensure the educational quality of the planned educational provision.

Master's degree in Applied Sports, Exercise and Performance Psychology (now Master of Science in Sport, Exercise and Performance Psychology) at Lillehammer University College, joint degree with University of Greenwich does not fulfil the conditions for accreditation in the Regulation concerning NOKUT's supervision and control of the quality in Norwegian higher education.

Øystein Lund
Director of The Department of Quality Assurance

Information on accreditation of educational provisions (in Norwegian):

<http://www.nokut.no/no/Universitet-og-hoyskoler/Kvalitetssikring-og--utvikling/Akkreditering-av-nye-studietilbud>.

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1 Information regarding the applicant institution

Lillehammer University College (LUC) is situated just outside the city of Lillehammer and has approximately 5000 students and an academic and administrative staff of 380 employees.

LUC is an accredited university college. It has self-accreditation rights at bachelor level and must apply to NOKUT for master and PhD-programs.

The quality assurance system is currently under evaluation by NOKUT.

LUC has the following accredited study programs:

- PhD program in «audiovisuelle medier», Joint degree with NTNU (180 credits), 2014
- Master's degree in «audiovisuelle fortellinger» (120 credits), 2014
- Master's degree in «anvendt miljøpsykologi» (120 studiepoeng), 2012
- PhD program in «innovasjon i tjenesteyting i offentlig og privat sektor», 180 credits, 2011
- Master's degree in «helseledelse» (90 credits), 2010
- PhD program in «barn og unges deltakelse og kompetanseutvikling», 2010
- Master's degree in «fjernsynsproduksjon», 120 credits, 2006
- Master's degree in «innovasjon og næringsutvikling», 120 credits, 2006
- Master's degree in «moderne forvaltning», 2006
- Master's degree in «velferdsforvaltning», 120 credits, 2005
- Master's degree in «spesialpedagogikk», 120 credits, 2005
- Master's degree in «film og fjernsynsvitenskap», 120 credits, 2005
- Master's degree in «europesk integrasjon», 120 credits, 2005
- Master's degree in «velferdspolitik», 120 credits, 2003
- Master's degree in «helse- og sosialfaglig arbeid med barn, unge og deres familier», 120 credits, 2003

LUC applied for accreditation of a Master's Degree program in Sport, Exercise and Performance Psychology (120 credits), joint degree with Greenwich University College, before the application deadline of 1st September 2015.

2 Description of procedures

NOKUT makes an administrative assessment to ensure that all basic conditions for accreditation are fulfilled as expressed in the Regulation concerning NOKUT's supervision and control of the quality in Norwegian higher education. (Hereafter referred to as the Quality Assurance Regulation on Higher Education.) For applications that have been approved administratively, NOKUT appoints external experts for the evaluation of the application. The external experts have declared that they are legally competent to perform an independent evaluation, and carry out their assignment in accordance with the mandate for expert assessment passed by NOKUT's board, and in accordance with the requirements for educational quality as determined by the Quality Assurance Regulation on Higher Education.

Following their assessment, the expert committee shall conclude either with a yes or no as to whether the quality of the educational provision complies with the requirements in the Quality Assurance Regulation on Higher Education. NOKUT also requests that the expert committee advise on further improvements of the educational provision. All criteria must be satisfactorily met before NOKUT accredits an educational provision.

If the conclusion reached by the expert committee is negative, the report is sent to the applicant institution, which is then given three weeks to comment. Thereafter NOKUT decides whether the comments should be sent to the committee for additional consideration. The committee is given two weeks to submit the revised assessment. The director general then reaches a final decision about accreditation.

3 Expert assessment

This chapter is the expert committee's assessment. The term "we" refers to the expert committee as such.

3.1 Summary of the report

This is an interesting and relevant Master of Science in Applied Sport, Exercise and Performance Psychology (MSc SEPP) and the collaboration with UoG is promising. However, there are several weaknesses and unclear issues that needs to be addressed, and we do not find that the program merits accreditation at this point.

First, the admission criteria to the program need to be revised and the applicant must explain in depth why the intake procedure at LUC is different from the intake procedure at UoG. The criteria for admission should be the same. Second, practical training in the program should be compulsory, partly because applied and that practical skills are included in the overall learning outcome, and partly because of the overall aim of the program. It is not clear to us whether the students will get their practical training at LUC or receive external practical training. We would have liked to see a clearer description of how practical training will be organized within the program. Third, the overall learning outcome both in terms of structure and content needs to be revised in accordance with the assessment above. The application is also unfortunately flawed with inconsistent use of terminology and several misspellings.

On the positive side, we believe that the variation in the work and teaching methods are well suited for the students to be able to achieve the learning outcomes. Our only concern regarding teaching methods, as already mentioned, is the design and scope of the practical training. In our view, it will take more than three weeks to improve this application and we advise the applicant to spend more time developing the program before a new application will be submitted to NOKUT.

3.2 Basic prerequisites for accreditation (§ 7-1)

3.2.1 Requirements assessed by NOKUT

§ 7-1 (1) The following requirements laid down in the Universities and Colleges Act shall be assessed for accreditation:

- a) Internal regulations and governance
- b) Appeals committee
- c) Learning environment committee
- d) Education plan
- e) Diplomas and Diploma Supplement
- f) Quality assurance system.

Assessment

LUC is an accredited university college and offers study programs at bachelor, master and PhD-level. LUC has the right to establish study programs at bachelor level, but must apply for accreditation through NOKUT for master- and PhD-programs. NOKUT approved the quality assurance system at LUC in 2009. For accredited university colleges like LUC, NOKUT presupposes that the institution has implemented the requirements laid down in the Universities and Colleges Act, and NOKUT does therefore not assess this through the accreditation process.

NOKUT and the experts have only assessed the Diplomas and Diploma supplement. The applicant provides information that the candidates will receive two diplomas on completion of their degree, one from LUC and one from UoG. Moreover, the candidates will receive one common Diploma Supplement from both institutions. It has to be underlined that the two diplomas are or mean the same if they indicate the same education. This attachment is missing from the application and we ask LUC to provide it. The common Diploma supplement must contain the overall learning outcome for the study program.

Conclusion

No, the criterion is not fulfilled.

NUC should:

- Provide an example of the joint DS which contains the overall learning outcome for the study program.

3.2.2 Requirements in applicable regulations and curricula

§ 7-1 (2) Requirements of applicable regulations and curricula set by the Ministry of Education and Research must be satisfied.

Assessment

The proposed Master program is a 2-year study program, awarded with 120 ECTS credits. Included in the master program is an independent dissertation of 30 ECTS credits, in accordance with § 6 of the “Mastergradsforskriften” (the Norwegian regulations concerning the Master’s Degree).

According to the application, the admission requirements for the Master’s Degree is a completed Bachelor's degree in psychology or equivalent higher education with integrated vocational training of a minimum of 120 credits in the field of the Master's Degree. The applicant must have at least 120 credits psychology courses or subjects that must be equivalent to the following topics: research methods (minimum 25 credits / ECTS), social psychology, developmental psychology, work and organizational psychology, personality psychology, cognitive psychology, biological psychology, health psychology and abnormal psychology / clinical psychology. There is inconsistency between the information provided in the application and the information provided in the attached study plan. In the study plan, the requirement is 105 credits psychology courses and not 120 credits like in the application. We presuppose that the information provided in the application is correct, but we ask LUC to correct this to avoid confusion. The academic minimum requirement is grade C.

The admission requirements do not include sport or exercise science. Furthermore, it is not clear if (sports) performance science is required, nor coaching knowledge or related subjects such as nutrition or other sport science subjects. It is the experts’ opinion that students with the required academic background might not have a broad enough background to follow master level courses and carry out an independent research project in interdisciplinary sport science, or a joint Master of Science in Applied Sport, Exercise and Performance Psychology (MSc SEPP) as applied for here.

In addition, it is not clear what the admission requirements are with respect to vocational training. How does LUC define vocational training: Is it a requirement that eligible students have 1-2 years of work experience in the field of the Master program, and if so - are there special institutes or work places that are more suitable than others are? Is this work experience integrated in the Bachelor’s studies, meaning a 4-year Bachelor program of 240 credits (120 + 120 credits)?

Admission to the program happens every year via local admission. Applicants apply directly to either LUC or UoG. Upon completion of their degree, students are qualified to apply for international accreditation with the BPS for Graduate Based Chartership with the British Psychological Society (BPS) and can obtain science practitioner status upon supervised work as specified by BPS.

Regarding the local intake at LUC, the information provided in the application is in accordance with the “Mastergradsforskriften” (the Norwegian regulations concerning the Master’s Degree). From other parts of the application and the attachments we are able to read about the intake procedure at UoG. The local intake of UoG is rather different from LUC’s. LUC will only offer places for students with a background from psychology while UoG has a much broader base for recruitment. It seems that UoG will take in students with a background from BA-programs in psychology, MSc Sport and exercise programs, and physical education students. The applicant does not explain well why the intake procedures at UoG are different from LUC’s. Why will LUC not offer any places for students with a background from Sport sciences? Will UoG require some background in psychology? It can be difficult for the students to follow the same progression when they come from such different backgrounds. It is important that LUC think this through thoroughly. What kind of implications will the different backgrounds have for the learning environment and the learning outcome for the

students? Are the students able to follow the same teaching and take the same exams? We ask for a more in-depth explanation from LUC regarding this point.

Conclusion

No, the criterion is not fulfilled.

LUC must:

- Correct the inconsistency between the application and the study plan
- Explain in depth why the intake procedure at LUC is different from the intake procedure at UoG
- Explain why LUC will not offer any places for students with a background from Sport sciences
- Outline what kind of implications the different backgrounds could have for the learning environment and the learning outcome for the students and possibly outline measures to make sure the students obtain the same learning outcome
- Explain how students with the proposed academic background will be able to follow master level courses and carry out an independent research project in interdisciplinary sport science.
- Clarify the admission requirements with respect to vocational training.

3.2.3 Recruitment of students

§ 7-1 (3) The recruitment of students to the program should be large enough to enable the institution to establish and maintain a satisfactory learning environment and a stable program.

Assessment

LUC and UoG will each admit fifteen to twenty students each year, giving a total annual student group of 30-40 students divided between the two institutions. The institutions will recruit from their own BA-degrees at LUC and UoG, and from other BA-programs within Norway and the UK. We find the estimated number of students to be realistic. The institutions have set up a good basis for establishing and maintaining a satisfactory learning environment through establishing a common learning environment for the students at both institutions. However, the discrepancies already mentioned in 3.2.1, and in addition 3.2.2 regarding differences in the admission requirements between the two institutions has to be addressed. Also, the scope and credits of the bachelor's vocational training has to be clear.

Furthermore, as this is a proposed joint study program between two institutions in different countries, it has to be clear how the financial situation is to be solved. Potential students must be clearly informed what the costs are, and how the expenses are to be covered. Are the students for example eligible to apply for funding through well-established programs such as Erasmus +, does the Norwegian "Lånekassen" support the study program and/or do LUC/UoG offer scholarships/student loans? What is the minimum number of credits a student must take at the partner institution in order to get a degree? These are important aspects for LUC to inform the applicants of so as not to risk a

disproportionately high student drop-out rate due to unforeseen financial difficulties on the students' behalves.

As already mentioned in the previous section, LUC will recruit students only from bachelor programs in psychology while UoG will recruit students from both BA-programs in psychology, MSc Sport and exercise programs, and physical education students. Recruiting students from different backgrounds will have implications for the learning outcome. Will the students with different backgrounds be able to learn the same and obtain the same overall learning outcome? Furthermore, will students with no formal education in sport science be able to follow master level courses in interdisciplinary sport science?

Conclusion

No, the criterion is not fulfilled.

NUC must:

- Explain how to solve the discrepancy already mentioned in 3.2.1 and in addition 3.2.2. on admission requirements, in particular with respect to implications for the learning environment
- Clearly inform students the total cost of the study program, and how the individual students can finance this, to avoid a disproportionately high dropout rate due to unforeseen economic difficulties.

3.2.4 Agreements regarding professional training

§ 7-1 (4) For programs including professional training, there must be adequate agreements regulating material issues of importance to the students.

Assessment

LUC writes that there is no defined period of professional training and that practical training will be included as project work and practical exercises linked to the various topics and thus be part of the teaching program. In our view, practical training is an essential part of a program of this kind, and necessary for the students to be able to achieve the expected learning outcome. We are therefore pleased to see that the applicants will include some amount of practical training in the program and that practical skills are included in the overall learning outcome. However, it is not clear to us whether the students will get their practical training at LUC or receive external practical training. On page 27 the applicant writes that the students will be able to apply for external internships after completion of their first year. We would have liked to see a clearer description of how practical training will be organized. Moreover, if students are to do professional training outside of the institutions (obligatory or optional), there must be at least one adequate agreement, signed and legally binding, regulating material issues of importance to the students.

Conclusion

No, the criterion is not fulfilled.

LUC must:

- Provide a clearer description of how practical training will be organized within the program and explain if the students will do any external practical training or not
- If the students will do professional training outside of the institutions, there must be at least one adequate agreement, signed and legally binding, regulating material issues of importance to the students.

3.3 Plan for the program (§ 7-2)

3.3.1 Program name

§ 7-2 (1) The program must have an appropriate title.

Assessment

The name of the program is Joint Master of Science in Applied Sports, Exercise and Performance Psychology (MSc SEPP). The Norwegian name is *Master i Anvendt Idretts-, Fysisk aktivitets- og Prestasjonspsykologi*.

The name is appropriate and the content of the program largely covers the name. However, the title is long and we wonder if LUC and UoG have chosen this title to make the program stand out among other similar programs to make it more attractive to the students? We are not convinced that this is necessarily a good idea. We find it unclear why *performance* is included in the title. The content of the program does not include performance as a field the way we see it, and we recommend that the applicant remove it from the title. Moreover, we find it unnecessary to include *applied* in the title. To include it in the title seems superfluous since it is already implied from the title (i.e use of the context variables sport and exercise?) that this is an applied program.

The title is not misleading in any way and covers fairly well the content of the program. We have therefore decided to conclude with a yes at this point, but we strongly suggest the applicant to consider our advices and make some small changes to the title. One suggestion for a new title is *Joint Master of Science in Sport and Exercise Psychology* (Master i idretts- og aktivitetspsykologi in Norwegian).

Conclusion

Yes, the criterion is fulfilled.

LUC should:

- Remove performance from the title
- Remove applied from the title
- Consider our suggested title for the program.

3.3.2 Overall learning outcome

§ 7-2 (2) The program must be described with reference to learning outcomes, cf. National Qualification Framework for Lifelong Learning. The overall learning outcome for each program, defined in knowledge, skills and general competence, shall be described.

Overall learning outcome:

Knowledge, Skills and General Competencies

Upon completion of the study, candidates will meet the following learning outcomes defined by knowledge, skills and general competencies.

Knowledge:

Upon completion of the degree, candidates will:

1. have advance knowledge within the field of sport, exercise and performance psychology
2. have knowledge on inter-disciplinary factors (i.e. nutrition, physiology) that can influence and be influenced by psychological factors
3. be able to assess individual and team vulnerability and risk factors for physical and mental states as well as identifying factors that lead to increased performance and well-being
4. be able to design, implement, analyze and communicate findings to ethical and professional standards
5. be able to work as a science practitioner within psychology and contribute to inter-disciplinary work groups that work with clients

Skills:

Candidates will develop ethical, professional, and methodological skills that define the scientist practitioner, and will be able to apply these skills to give counsel, plan and implement interventions, design, implement, and analyze research projects, and communicate knowledge within SEP psychology to athletes, clients, families or other professionals.

Candidates will develop knowledge and skills in evaluative and research tools, research approaches, and therapeutic techniques that are relevant to the sports and exercise domain. Candidates will also receive the professional and ethical training that is necessary to use and apply these skills with clients or other professionals.

Candidates also have acquired practical skills in teamwork and leadership, as well as their own roles in interdisciplinary situations. They will develop a knowledge and understanding for different aspects and approaches of SEP, how they interact in other domains and reflectively and critically evaluate how psychological aspects influence performance.

The candidate will be able to:

1. Work in multi-disciplinary teams, groups, or research projects in a professional and ethical manner
2. Give targeted instruction in sport and exercise factors, approaches and methodologies in a professional and ethical manner
3. Use appropriate tools for analysis, research, and assessment in an ethical and professional manner

4. Provide counseling and clinical interventions that are relevant to sports performance and well-being that meets ethical standards
5. Critically and ethically reflect and evaluate cross cultural aspects and approaches that best meet the demands from clients or research

General Competencies:

Candidates will have advanced expertise and will to work as a researcher and as a practitioner. The candidate will be able to...

1. Apply knowledge and skills in an ethical and professional manner
2. Communicate knowledge within the domain
3. Professionally and ethically contribute to multidisciplinary teams
4. Use ethical and professional standards in their practice to ensure the well-being of clients
5. Understand and apply cross cultural aspects and approaches their practice

The MSc SEPP degree has been developed with the specific aim of not only approval in NOKUT, but also gaining British Psychological Society (BPS) accreditation. To obtain the accreditation students must have completed a BPS approved undergraduate course in sport and exercise psychology or psychology which carries Graduate Basis for Chartered Membership (GBC) status or alternatively completed a conversion degree to obtain the requisite 'core psychology' credit. Through the agreement with UoG, LUC's undergraduate program has been given BPS approval. This MSc provides students with an underpinning of key skills necessary to contribute towards chartered status (BPS). The British Psychological Society (BPS) has established programme standards for: Learning, Research & Practice (Appendix 1.0c)

- The programme must be able to document its intended learning outcomes, the ways in which these reflect the relevant domain-specific requirements, the learning and teaching strategies that will be used to support students' achievement of the learning outcomes, and the assessment strategies that will enable students to demonstrate those achievements.
- Students' successful fulfilment of the programme's requirements must be marked by the conferment of a named higher education (HE) award at the appropriate level.
- Education providers will normally demonstrate their achievement of this standard through production of a programme specification.
- Whilst programme specifications are a standard feature of quality monitoring for education providers, inclusion of this standard here offers an opportunity for the Society to identify innovative and creative practice in relation to teaching, learning and assessment.

Assessment

LUC and UoG have chosen the Norwegian Qualifications Framework (NQF) and have described the overall learning outcome in the categories of knowledge, skills and general competence. The structure of the learning outcome is untidy and not suitable to communicate well with the society at large. There is a lot of text before the bullet points which is unnecessary. The applicant must be able to express the learning outcome of the students in the categories of knowledge, skills and general competence in a clear way without adding additional text.

Knowledge

The category of knowledge complies well with the NQF and the content is fairly good. Through bullet point number 2, the applicant states that the students will have “knowledge on inter-disciplinary factors (i-e. nutrition, physiology) that can be influenced by psychological factors”. We suggest that the applicant removes “nutrition physiology” from the sentence since nutrition physiology does not have any real place within the curriculum. In bullet point number 4 we also suggest that the applicant uses the term “psychological knowledge” instead for “findings” which is too general.

Skills

There is a lot of text before the bullet points. The text does not represent learning outcomes as such, but seems more to be the academic staff’s vision for this program. Hence, this additional text should be removed. The expression “ethical” and “ethical and professional manner” is repeated several times throughout the category of skills. The applicant must revise this category and be more selective when using the term “ethical”. It is not necessary to include ethics in every single learning outcome in the description - the applicant should only mention it where it is most relevant. Like for nutrition physiology, if ethics is mentioned in the learning outcome, it must also be included in the curriculum.

General competence

As previously mentioned, the additional text should be removed. The category of general competence implies that the students must have had some practical training in their curriculum. For example the applicant writes that the candidate will be able to..”Use ethical and professional standards in their 2practice to ensure the well-being of clients”. It is not possible for the students to achieve this learning outcome without comprehensive practical training. If the applicant wants to keep this learning outcome, LUC must provide a more thorough explanation as to how practical training will be included in the program (see 3.2.4 and 3.3.3).

Conclusion

No, the criterion is not fulfilled.

LUC must:

- Revise the overall learning outcome both in terms of structure and content in accordance with the assessment above.

3.3.3 Content and structure of program

<p>§ 7-2 (3) The following conditions shall correspond with and be adapted to the description of the learning outcome so that the learning outcome is achieved:</p> <ol style="list-style-type: none">a) Content and structure of the program.
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Assessment

In the application the following content of the program is described:

The Master's program is a two year full-time study (120 ECTS). The program is composed of courses of 10 ECTSs and a final thesis of 30 ECTS and is as follows:

4. semester: Master Thesis (30 ECTS)
3. semester: Students will attend LUC
Exercise, Health and Well-Being Psychology (10 ECTS), Emotional and Self-Regulation (10 ECTS), Clinical Skill for Psychology (10 ECTS)
2. semester: Students will attend and receive courses from University of Greenwich
(30 ECTS) in Social and Cognitive Process in Performance (15 ECTS) Advanced Statistical Methods (7,5 ECTS) And Professional Development Portfolio (7,5 ECTS)
1. semester: *Advanced Sport Psychology (10 ECTS), Interdisciplinary Sport Science (10 ECTS), Advanced Quantitative and Qualitative Methods for Sport Psychology (10 ECTS)*
(this semester shares teaching with University of Greenwich)

The applicant has chosen a content which will qualify the students for certification through the BPS requirements (British certification framework). This is one way of organizing a master program of Sport Psychology, but the BPS-way is not necessarily a blueprint for all Sport Psychology-programs. We respect LUCs decision, but would like to point out that there are also other options for organizing a quality program within Sport Psychology. For example, in order to meet the criteria for accreditation as a sport psychologist according to the criteria from the Association for the Advancement of Sport Psychology (AASP), you need to have a combination of sport science subjects, sport psychology subjects and general psychology on both an undergraduate- and a graduate level¹.

Regarding the content of the program, we have some concerns mainly with how the applicant has presented the content. In this section of the application, we find inconsistencies, which makes it difficult for us to make a thorough assessment of the course content.

However, before we go into detail regarding the inconsistencies, we would like to point out a major concern from an academic point of view: The first semester starts with a 10 ECTS course on *advanced sport psychology*. When considering the admission criteria, LUC runs the risk of giving this course to students without any background in sport psychology – as will be the case for the UoG-students that are admitted to the program without any prior knowledge in sport science and/or sport psychology from their Bachelor's Degree. We are concerned that students admitted to the program has such a varied background that they will not be able to follow the same teaching in a course like *Advanced Sport Psychology*, and as a consequence will not obtain the same overall learning outcome. As previously stated in this assessment, it is not clear if the students will get their practical training at LUC or receive external practical training (see 3.2.4). The applicant should demonstrate how practical training will be organized within the program and explain if the students will do any external practical training or not. We also request a justification of the amount of practical training offered to the students. We ask the applicant to present both the content, structure and the amount of practice within the program, preferably through a table.

As the applicant plans an education preparing a multidisciplinary worker in the field of performance, sport and psychology, several related important subjects, such as nutrition for example, is not the

¹ (see <http://www.appliedsportpsych.org/publications/graduate-program-directory/> for different examples of programs).

expertise of the candidates. They therefore have to be able to search for and collaborate with relevant specialists when needed. Further, training and knowledge about teamwork is therefore important.

Returning to the inconsistency, numerous spelling mistakes and repetitions make the application difficult to evaluate. For example, on page 4 in the application, the above mentioned course is named “Advanced Sports Psychology” while in the Table of Contents p 28 of 90 the course is titled “Applied Sports Psychology ” Furthermore the credits also differ (10 ECTS in the application and 15 ECTS in the Table of Contents). Another example is the title of the program, which varies between “Master’s in Science in Sport, Exercise and Performance psychology (pp 19 of 90 in Table of Contents), “Master of Science in Applied Sports, Exercise and Performance Psychology (Application), “Master’s in Science in Sport and Exercise Psychology” (Appendix? In the Memorandum of Agreement). Furthermore, in the example of the diplomas from the two institutions pp 59 of 90 and 69 of 90 there are several differences; LUC has an Advanced SP course (10ECT), while UoG has Applied Sport & Exercise Psychology course (15ECT); LUC has an Interdisciplinary Sport Science course while UoG do not offer this course. In addition LUC offers a course in Social and Cognitive Perspectives of Performance, while UoG has a course named Social and Cognitive Processes in Performance.

Before we can make a thorough assessment of the content and the link between the content and the learning outcomes, the applicant should revise the application and the plan of study so that the information provided is clear and leaves no doubt to which document provides the correct information.

Conclusion

No, the criterion is not fulfilled.

LUC must:

- Justify how students with so different academic background as the admission requirements allow can follow the same teaching and achieve the same learning outcome.
- Present both the content, structure and the amount of practice within the program, preferably through a table.
- Revise the application and the plan of study so that the information provided is clear and leaves no doubt to which document provides the correct information.

3.3.4 Work and teaching methods

§ 7-2 (4) The following conditions shall correspond with and be adapted to the description of the learning outcome so that the learning outcome is achieved:
b) Work and teaching methods.

Assessment

The applicant lists the following work and teaching methods: lectures; seminars; web-based instruction, seminars and colloquiums; practical exercises; written assignments; oral presentations, supervision and practical training, and assignments through the Virtual Learning Environment (VLE), Fronter. Some parts of the work and teaching methods are obligatory and some are optional.

The amount of obligatory attendance of each course should be stated and clarified. Students will have access to streamed lectures and seminars from UoG in the first semester. These teachings will be supported by LUC and UoG staff in forms of pre and follow-up seminars and discussions. We would like some more information about the streamed lectures. Are they given in real time or are they recorded?

There is variation in the work and teaching methods and they are well suited for the students to be able to achieve the learning outcomes. Our only concern is practical training. According to the application on page 27, "the students will have practical training under supervision in school settings. The practical training will mostly occur in the 3rd semester". Again, it is unclear to us if the students will receive supervision from external mentors and do practical training in schools. The students from UoG and the students from LUC will be together at LUC in the third semester. This means that LUC has the responsibility for facilitating practical training for around 40 students. The applicant does not go into any further detail on how this will be organized, including the capacity within the institution to see this through.

The applicant refers to some agreements with external partners. One of them is an agreement with *Olympiatoppen*. This agreement has nothing to do with practical training for the students, and is more of an agreement on how to facilitate studies at LUC for top athletes. The collaboration with NTG is more relevant and LUC could potentially develop this into an agreement regarding professional training.

Conclusion

No, the criterion is not fulfilled.

NUC must:

- Describe and justify what part of the teaching is mandatory and what is optional in each course
- Describe in more detail how practice training will be organized and the capacity at LUC to facilitate practice training for around 40 students
- Provide more information about the streamed lectures and if they are given in real time or if they are recorded.

3.3.5 Examination and other types of evaluation

§ 7-2 (5) The following conditions shall correspond with and be adapted to the description of the learning outcome so that the learning outcome is achieved:

- c) Examination and other types of evaluation

Assessment

The forms of examinations are many and varied. The applicant describes well how term papers, group- and individual presentations, mandatory course work such as lab reports, school, portfolio (mappe), and oral examinations and assessment reports, will be carried out.

The examination and other types of evaluations are suitable and well fitted to assess the learning outcomes. Once more, we have one major concern regarding practical training. It is difficult for us to see how practical skills will be tested through the exams and evaluation methods listed in the application. It is very likely that the “practical/professional skill development assessment” mentioned in the application will be suitable, but the applicant does not give a thorough enough explanation of how it will be carried out. In our view doing research is very different from doing counselling with athletes which – again – is different from learning different (mental training) tools where the purpose is to apply these on athletes. The applicant must describe this aspect in better detail.

Conclusion

No, the criterion is not fulfilled.

LUC must:

- Describe in depth how different practical and also counseling skills will be tested through the exams and other types of evaluation
- LUC must describe how the students will gain proper counselling skills so that they are able to apply the skills described in the program.

3.3.6 Relevance of program

§ 7-2 (6) The program must have a clear academic relevance for employment and/or further studies.

Assessment

We welcome this kind of program. The content of the program is relevant for working life and we also agree with LUC that it qualifies the candidates for further studies both in Norway and in the UK.

Nowadays there are very few existing jobs available for candidates with a master in Sport and Exercise Psychology, but this can change in the future. We are unable to predict how working life will evolve in the next few years and nor is it a part of our mandate to judge the demand for these kind of candidates. However, we have one concern which is linked to this problem. The applicant has defined working life in a broad way. Both schools, health care institutions, organizations, and business are mentioned as areas where expert knowledge in SEP psychology is highly applicable. We agree with LUC that the learning outcome of this program is relevant for these positions, but we are concerned that other candidates with a broader background within sport would be preferred over the candidates from this suggested program. The course content is heavily weighted towards psychology. LUC could make the program even more relevant for working life by adding more sport sciences subjects to the curriculum or as requirements for admission to the program.

Conclusion

Yes, the criterion is fulfilled.

LUC should:

- Add more sport science subjects to the curriculum to enhance the relevance of the program for working life and probably also further studies and research or change the requirements for admission to the program.

3.3.7 Links to research, academic- and artistic development

§ 7-2 (7) The program must have satisfactory links to research and academic and/or artistic development work, adapted to its level, scope and other characteristics.

Assessment

The courses Advanced Quantitative and Qualitative Methods for Sport Psychology in the first semester will introduce the students to relevant research early on. The students will be introduced to advanced statistical methods in the second semester. The applicant describes how the master thesis will be based on relevant research. The students will be offered to participate in research projects that might be relevant, run by the academic staff at LUC and UoG. However, we are not sure that these projects are already started or if they are still in an application phase to get funding. Either way we find that there are sufficient links to research for the program as a whole, and that there is potential for including the students in relevant projects in the future.

Conclusion

Yes, the criterion is fulfilled.

LUC must:

- Keep working on establishing relevant research projects and offer the students to link their master thesis to relevant and ongoing projects at LUC and UoG.

3.3.8 Student exchange and internationalization

§ 7-2 (8) The program must have student exchange and internationalization agreements, adapted to its level, scope and other characteristics.

Assessment

The joint master degree will incorporate student exchange as a part of the program. The students will spend time at both LUC and UoG as part of their curriculum. In addition, the entire program will be taught in English by an international staff. There is joint research and practitioner collaborations between the two institutions. We find the cooperation between LUC and UoG to be very exciting and heading in the right direction. There is a close interaction between the two institutions for the exchange of both academic staff and students.

Students will receive supervision for their master thesis from the institutions where they choose to stay in the 4th semester (LUC or UoG). To link the two faculties even closer together, we would suggest

that the students are supervised jointly by one faculty member at LUC and one faculty member at UoG. This could potentially enhance the competence within the faculty at both institutions. The arrangement may also have a positive spillover effect for student learning and potentially make the candidates even more attractive for the international job market.

Conclusion

Yes, the criterion is fulfilled.

LUC should:

- Consider joint supervision for the students master thesis by both institutions.

3.3.9 Infrastructure

§ 7-2 (9) The institution must have facilities, library services, administrative and technical services, ICT resources and working conditions for the students, which are adapted to the program.

Assessment

The applicant has thoroughly described the infrastructure at both LUC and UoG in terms of library, administrative and technical services, ICT resources and VLE (Virtual Learning Environment) and study conditions for the students. We have no doubt that the institutions will provide adequate infrastructure to support the program. The institutions are well equipped with laboratory facilities with observatory windows and different psychophysiological devices.

Conclusion

Yes, the criterion is fulfilled.

3.4 Academic environment associated with the program (§ 7-3)

3.4.1 The composition, size and competence of the academic environment

§ 7-3 (1) The composition, size and collective competence of the relevant academic environment must be adapted to the program as described by the program description and also adequate for conducting relevant research and academic or artistic development work.

Assessment

The faculty consists of both professors and associate professors, so the formal competence is well covered. What we question is the lack of relevant academic competence within Sport Psychology. The faculty at LUC has its main competence within different branches of Psychology (self-regulation and emotion, work and organizational psychology, personality of psychology, environmental psychology

etc). No one in the faculty has their core competence within Sport Psychology. The faculty staff has some competence in related subjects to Sport Psychology like for instance Psychophysical research, but this is not sufficient to compensate for the lack of competence in the core field. Knowledge about teamwork is needed as part of the faculty's competence. LUC plans to hire a professor in a full time position. It will be crucial for the success of this future program that the newly recruited professor has a strong background within Sport Psychology.

The lack of core competence in sports psychology also makes the faculty vulnerable when it comes to conducting relevant research. The faculty has some projects in a starting phase, but thematically these projects are on the side and not at the core of the field Sport Psychology. Also, it seems that too little of the academic staff's time is allocated to research (approximately 1.6 out of 4 full time equivalents (FTEs)).

The faculty consists of four full time equivalents. We are not sure that this will be adequate with around 40 students on the program, especially when practical training is included in the curriculum.

Conclusion

No, the criterion is not fulfilled.

LUC must:

- Enhance the competence within Sport Psychology
- Make sure that the professor to be hired has his/her core competence within Sport Psychology
- Justify that the faculty is large enough to be able to supervise around 40 students and that enough time is allocated to research.

3.4.2 The academic environment's external participation

§ 7-3 (2) The academic environment must actively participate in national and international collaborations and networks relevant for the program.

Assessment

In the application, LUC highlights the following networks: the University of Surrey (Rydstedt), Chalmers TH (Rydstedt), a UNISKA cooperation which is an alliance between Karlstad University, Högskolan Dalarna, Hedmark University College, Østfold University College, Gjøvik University College, Oslo and Akershus and University College of Applied Science. In addition, LUC has received financial support for current projects like MAL-ED project and the FITNESS project. The Department of Psychology at LUC is also responsible for two international conferences in 2015. LUC is also a partner for Social and Community Psychology Conference together with the University of Bergen and the Norwegian University of Science and Technology (NTNU).

The faculty at LUC is clearly engaged in many networks both nationally and internationally. The problem is that these networks are of very little relevance for Sport Psychology. LUC does not have any established networks with the leading faculties within the field nationally. LUC must seek to establish networks that are more relevant for Sport Psychology both nationally and internationally.

Sport Psychology is a well-established field and there are several strong academic traditions both in Europe and the United States of America, Canada and Australia. Sport Psychology as a field is conceptually based both on general psychological theories and in specific sport sciences. However, ever since the 1970ties the field has grown stronger and more independent and is now considered an established field on its own. Several international conferences are held regularly (e.g AASP, NASPA, FEPSAC, ISSP). We encourage LUC to network through participating in these conferences. Nationally, Norwegian School of Sport Sciences have a very strong and well-recognized sport psychology group that publish extensively and also offer applied sport psychology courses on both undergraduate and graduate level. Also Sweden, with GH in Stockholm has an active research group with Associate professor Göran Kántta, as well as University of Halmstad with Professor Urban Johnson. The faculty at LUC is strongly encouraged to be more active within the field of sport psychology, for example by collaborating on research and/or applied work with relevant academic staff at faculties in Scandinavia.

Conclusion

No, the criterion is not fulfilled.

NUC must:

- LUC must seek to establish networks that are more relevant for Sport Psychology both nationally and internationally.

3.4.3 Academic staff and employment

§ 7-3 (3) At least 50 per cent of the academic FTEs allotted to the program must be staff with their primary employment at the institution. Of these, teachers with competence at the level of at least associate professor must be represented among those who teach the core elements of the program.

For the different cycles, the following additional requirements apply:

- a) For first cycle programs, at least 20 per cent of the collective academic environment must have competence at the level of at least associate professor.
- b) For second cycle programs, at least 10 per cent of the collective academic environment must be professors or docents, and an additional 40 per cent with competence at the level of at least associate professor.

Assessment

More than 50% of the academic FTEs allotted to the program is staff with their primary employment at LUC. The academic staff consists primarily of Professors, Associate Professors and Senior Lecturers. The demand for 40 per cent with competence at the level of at least associate professor is covered.

The applicant lacks relevant competence at the level of at least associate professor among those who teach the core elements of the program. As previously argued there is no one among the academic staff with their core competence within Sport Psychology or Sport Science. This is a major concern and should be given high priority since sport psychology as a field is firmly based within several domains.

Conclusion

No, the criterion is not fulfilled.

LUC must:

- Enhance the competence within the core elements of the program.
- Enhance visible teamwork in research to be able to guide students.

3.4.4 The academic environment's research and development work

§ 7-3 (4) The academic environment must be actively engaged in research, academic and/or artistic development work.

For the different cycles, the following additional requirements apply:

- a) For first cycle programs, the academic environment must have documented results at a level that is satisfactory in relation to the content and level of the program.
- b) For second cycle programs, the academic environment must have documented results at a high level of quality

Assessment

The documented results of the LUC academic staff's research shows clear weaknesses. There are very few relevant publications within the field. There are some promising projects starting up within the field of Sport Psychology, but these projects have not produced any results yet. The list of publications attached to the application show evidence of no relevant publications for the program the last few years. It rather shows a focus on e.g. work related issues, pain "management" and autism and Asperger's syndrome. The research of one professor on stress related responses and Heart rate variability have potential to be of relevance, but so far none of the projects have involved athletes or even exercisers. LUC is clearly in need to strengthen their academic competencies and research scope to be able to cover the areas they aim at (i.e. both competitive sport- AND exercise psychology).

Considering the current research focus of the faculty of LUC it is difficult to see how students can benefit from the existing research projects in their thesis.

Conclusion

No, the criterion is not fulfilled.

LUC must:

- Facilitate relevant research projects and enhance publications within the field of Sport & Exercise Psychology both quantitatively and qualitatively.

3.4.5 Supervision of professional training

§ 7-3 (5) For programs with supervised professional training, the academic environment and external mentors must have appropriate experience in the field of practice.

Assessment

According to the applicant, there is no supervised professional training in the program. If this is altered as a result of the assessment above, this criterion must be described and the applicant must describe and justify that the academic environment and the external mentors have appropriate experience in the field of practice.

Conclusion

No, the criterion is not fulfilled.

LUC must:

- Add supervised professional training.

3.5 Supplementary provisions for joint degrees

All applicants applying for joint degrees must answer the supplementary criteria for joint degrees. LUC has answered these criteria explicitly. Some of the information can also be found in other parts of the applications and appendices.

§ 7-4 (1) It must be clearly defined which parts of the program are the responsibility of each cooperating institution.

Assessment

The division of responsibility for each institution is clearly outlined in the Memorandum of Agreement between the institutions. LUC and UoG will share teaching the first semester through streaming of relevant lectures from staff and professionals. UoG will deliver all teaching the second semester of the first year in London. Students from LUC will travel and live as exchange students and receive course instruction from UoG. LUC will deliver the third semester in Lillehammer. Students from UoG will live as exchange students in Norway for this semester. Students from UoG will receive teaching and course delivery from LUC. Finally, in the fourth semester candidates will chose at which institution they will complete their final master thesis.

There is a clear division of responsibility between the two institutions. However, we have two main concerns mentioned previously in this report that the institutions should consider also when it comes to division of responsibility. First, the institutions should clarify the intake procedures as previously mentioned. Second, LUC should consider if the institution has the capacity to facilitate practice training for around 40 students.

Conclusion

Yes, the criterion is fulfilled.

LUC should:

- Clarify the intake procedures as previously mentioned
- LUC should consider if the institution has the capacity to facilitate practice training for around 40 students.

§ 7-4 (2) There must be satisfactory procedures in place for the development of and quality assurance of the program as a whole.

Assessment

In the application the procedures in place for the development of and quality assurance for the program as a whole is described in the following way:

The MoA defines that a board of directors (BOD) will be established, consisting of members from both institutions' academic programs, quality and assurance staff, student representatives and an external examiner. The mandate of the BOD is defined in the MoA, and the external examiner's mandate to assure quality of the study.

The attached Memorandum of Agreement is signed by both institutions and it states that the development of the joint degree has been undertaken by LUC and UoG on an equal basis. The agreement is valid based on achieved accreditation from NOKUT. The Programme Management board is established to facilitate joint decision-making about the programme. The chair will alternate between LUC and UoG, and normally there will be one meeting in Norway and one meeting in the UK each year. The agreement also contains one section on student's rights and responsibilities and financial management of the degree. It is positive that LUC and UoG has given so much attention to quality assurance for the program as a whole in the MoA. Institutional agreements have been made to confirm the good practise of the partnership and quality assurance procedures are described. External quality assurance will also be guaranteed by an external examiner having oversight of the whole program. This is a very good idea to be able to develop the program as a whole. The MoA also includes one section about dispute resolution which is very relevant for this kind of program.

Conclusion

Yes, the criterion is fulfilled.

§ 7-4 (3) The constituent parts of the program must make up a whole, as seen in relation to the program's level and learning outcomes

Assessment

With reference to the assessment in section 3.3.3, inconsistencies in the application makes this criterion difficult to evaluate. The applicant must revise the application and the plan of study so that the information provided is clear and leaves no doubt to which document provides the correct information.

Conclusion

No, the criterion is not fulfilled.

- The applicant must revise the application and the plan of study, so that the information provided is clear.

4 Conclusion

Based on the written application with attached documentation, the expert committee concludes the following:

The committee does not recommend accreditation of the Master's Degree program in Applied Sports, Exercise and Performance Psychology at Lillehammer University College (LUC) and University of Greenwich (UoG)

The expert assessment states which demands the institution is required to meet in order to achieve accreditation. In addition, the committee has provided advice for the further development of this study program.

The following requirements are not satisfied:

- §7-1 (1) Requirements laid down in the Universities and Colleges Act must be satisfied.
- § 7-1 (2) Requirements of applicable regulations and curricula set by the Ministry of Education and Research must be satisfied.
- § 7-1 (3) The recruitment of students to the program should be large enough to enable the institution to establish and maintain a satisfactory learning environment and a stable program.
- § 7-1 (4) For programs including professional training, there must be adequate agreements regulating material issues of importance to the students.
- § 7-2 (2) The program must be described with reference to learning outcomes, cf. National Qualification Framework for Lifelong Learning. The overall learning outcome for each program, defined in knowledge, skills and general competence, shall be described.
- § 7-2 (3) The following conditions shall correspond with and be adapted to the description of the learning outcome so that the learning outcome is achieved: Content and structure of the program.
- § 7-2 (4) The following conditions shall correspond with and be adapted to the description of the learning outcome so that the learning outcome is achieved: Work and teaching methods.
- § 7-2 (5) The following conditions shall correspond with and be adapted to the description of the learning outcome so that the learning outcome is achieved: Examination and other types of evaluation.
- § 7-3 (1) The composition, size and collective competence of the relevant academic environment must be adapted to the program as described by the program description and also adequate for conducting relevant research and academic or artistic development work.
- § 7-3 (2) The academic environment must actively participate in national and international collaborations and networks relevant for the program.

- § 7-3 (3) At least 50 per cent of the academic FTEs allotted to the program must be staff with their primary employment at the institution. Of these, teachers with competence at the level of at least associate professor must be represented among those who teach the core elements of the program.
- § 7-3 (4) The academic environment must be actively engaged in research, academic and/or artistic development work.
- § 7-3 (5) For programs with supervised professional training, the academic environment and external mentors must have appropriate experience in the field of practice.

Supplementary provisions for the accreditation of a program or parts of a program that are constituent parts of a joint degree:

- § 7-4 (3) The constituent parts of the program must make up a whole, as seen in relation to the program's level and learning outcomes.

The following requirements must be satisfied in order to achieve accreditation:

- Provide an example of the joint DS which contain the overall learning outcome for the study program.
- Correct the inconsistency between the application and the study plan
- Explain in depth why the intake procedure at LUC is different from the intake procedure at UoG
- Explain why LUC will not offer any places for students with a background from Sport sciences
- Outline what kind of implications the different backgrounds could have for the learning environment and the learning outcome for the students and possibly outline measures to make sure the students obtain the same learning outcome
- Explain how students with the proposed academic background will be able to follow master level courses and carry out an independent research project in interdisciplinary sport science.
- Clarify the admission requirements with respect to vocational training
- Explain how to solve the discrepancy already mentioned in 3.2.1 and in addition 3.2.2. on admission requirements, in particular with respect to implications for the learning environment
- Clearly inform students the total cost of the study program, and how the individual students can finance this, to avoid a disproportionately high dropout rate due to unforeseen economic difficulties.
- Provide a clearer description of how practical training will be organized within the program and explain if the students will do any external practical training or not
- If the students will do professional training outside of the institutions, there must be at least one adequate agreement, signed and legally binding, regulating material issues of importance to the students.
- Revise the overall learning outcome both in terms of structure and content in accordance with the assessment above.
- Justify how students with so different academic background as the admission requirements allow can follow the same teaching and achieve the same learning outcome.
- Present both the content, structure and the amount of practice within the program, preferably through a table.

- Revise the application and the plan of study so that the information provided is clear and leaves no doubt to which document provides the correct information.
- Describe and justify what part of the teaching is mandatory and what is optional in each course
- Describe in more detail how practice training will be organized and the capacity at LUC to facilitate practice training for around 40 students
- Provide more information about the streamed lectures and of they are given in real time or if they are recorded
- Describe in depth how different practical and also counseling skills will be tested through the exams and other types of evaluation
- LUC must describe how the students will gain proper counselling skills so that they are able to apply the skills described in the program.
- Enhance the competence within Sport Psychology
- Make sure that the professor to be hired has his/her core competence within Sport Psychology
- Justify that the faculty is large enough to be able to supervise around 40 students and that enough time is allocated to research.
- Enhance the competence within the core elements of the program.
- Enhance visible teamwork in research to be able to guide students.
- Facilitate relevant research projects and enhance publications within the field of Sport & Exercise Psychology both quantitatively and qualitatively.
- Add supervised professional training.
- The applicant must revise the application and the plan of study, so that the information provided is clear.

The committee offers the following advice to develop the study program further.

- Remove performance from the title.
- Remove applied from the title.
- Consider our suggested title for the program.
- Add more sport science subjects to the curriculum to enhance the relevance of the program for working life and probably also further studies and research or change the requirements for admission to the program.
- Keep working on establishing relevant research projects and offer the students to link their master thesis to relevant and ongoing projects at LUC and UoG.
- Consider joint supervision for the students master thesis by both institutions.
- Clarify the intake procedures as previously mentioned.
- LUC should consider if the institution has the capacity to facilitate practice training for around 40 students.

5 Commentary from the institution

Response to the expert committee's assessment report of the Master of Science in Sport, Exercise and Performance Psychology (MSc SEPP) at Lillehammer University College (LUC). Bullet point = B.P.

3.2.1: B.P. 1: The MSc SEPP is a dual degree from two universities that offer joint teaching and exchange, but the degrees are separate (please see the MoA between LUC and University of Greenwich). We apologize for the mistake made in the original application where it was written 'joint' instead of the correct term 'dual' (now corrected). All students will receive two degrees, one from LUC and one from UoG. Both institutions have pre-approved each other's courses and agreed in writing to transfer the credits earned from the other institution and issue a Diploma and a Diploma supplement upon completion. The MSc SEPP is a dual degree, not a joint degree, and therefor does not warrant a joint Diploma supplement. The joint certificate provided is to show the close collaboration between UoG and LUC. See also 3.3.3 paragraph 5, for explanations around the differences in the credits systems for the degrees. The common learning outcomes for both degrees are regulated by the BPS Standards, supplied in the original applications, and a BPS accreditation secures these outcomes.

3.2.2: B.P. 1: The inconsistencies between the Study plan and the application have been corrected (see Appendix 1.0 & 2.0).

B.P. 2-4: UoG applicants not having a BPS approved undergraduate degree in psychology (BSc) will have to complete a Conversion Programme to qualify for BPS accreditation and the MSc SEPP (Appendix 3.0). A similar conversion programme will be offered to Norwegian students (e.g. from Sport Science) in the future, after the MSc SEPP has been implemented.

B.P. 5-6: An undergraduate degree (BPS approved BSc) in psychology has covered performance (coaching, teamwork, motivation) and sport (exercise and health) as well as well-being, mental-health, and psychosocial developmental factors. The BSc in psychology from LUC is equivalent to the professional studies in psychology first three years in breadth and depth, incorporating methods, research, and counselling. LUC's BSc is the only internationally recognized bachelor program in psychology from Norway. LUC's BSc has incorporated vocational training into its BSc, where among others, counselling, diagnostic screening, psychometric testing, research project implementation and dissemination are core learning outcomes. The study plan for the BSc in Psychology has been provided (Appendix 1.0).

3.2.3: B.P. 1: We would like to point out that the MSc SEPP is a degree in sports psychology NOT in sports science. To avoid any more confusion we have changed the name of the course Interdisciplinary Sport Science to Interdisciplinary approaches for SEP Psychology. Please see B.P. 3.2.1 and 3.2.2 for further explanation.

B.P. 2: Erasmus+ agreements for student and staff exchange between UoG and LUC have been signed and was included in the original application to NOKUT. In addition to extra support from Lånekassa (study abroad) the Erasmus + scholarships will cover all extra costs for Norwegian students going to Greenwich. (Appendix 2.0).

3.2.4: B.P. 1: Formal supervised training in specific intervention and therapeutic approaches happens after completion of the MSc under the guidance of approved supervisors in clinical practice. This is a formal requirement of the BPS/HCPC and the Norwegian Accreditation Board (SAK). The practical training provided at LUC will prepare candidates for practitioner skill development. There will be no formal clinical practice in the study, but students can apply for internships with practitioners, teams, and/or institutions that can be used towards eventual HCPC/SAK accreditation. This internship can be done in either country and with any network partners, such as NTG, SI, Charlton FC, Leicester FC, OT. The Internship is a supplement to the MSc and students at both institutions can receive ECTS for their placement (Appendix 4.0). A detailed chart of practical skills training within the MSc is also submitted (Appendix 2.0 & 5.0). The table shows the skills attained.

B.P. 2: LUC has formalized agreements with the Norwegian Cyber Defense Academy (NCDA; Appendix 6.0). This agreement entails research cooperation, teaching, and practical training. Students attending the MSc will participate in ongoing research projects in performance. Students will also have practical training in mindfulness, counselling techniques, and research leadership with students and researchers from the NDCA. Similar agreements are being developed with Innland Hospital Trust (SI) and Olympiatoppen Innlandet (OT).

3.3.1: B.P. 1-3: 'Joint' and 'Applied' is removed from title. 'Performance' is retained due to the APA's definition of the domain. An explanation is included in the revised version of the study plan (Appendix 1.0 & 7.0) and fits the scope of the MSc. New program title: Master of Science in Sport, Exercise and Performance Psychology.

3.3.2: The extra text is removed and wording changed to match the learning outcomes and practical skills training. See Appendix 1.0 & 2.0 for corrections (in bold).

3.3.3: B.P. 1-2: The Advanced Sport Psychology class incorporates general psychological knowledge from the undergraduate level and how this knowledge is applied to Sport and Exercise Psychology. All students accepted to the MSc SEPP will have the necessary psychological background through undergraduate studies or through a Conversion program (see 3.2.2 and 3.2.4; Appendix 3.0). A table for practical training is also included (Appendix 5.0).

B.P. 3: Even though part of the MSc programme are taught jointly the MSc SEPP is an international dual degree (see Memorandum of Agreement between UoG and LUC in the original application). The discrepancies in the points from the UoG and LUC study plans stems from the differences in points given (due to national differences between the education systems in Norway and the UK!).

UoG and LUC have different 1st semesters, and have agreed to accept the other institution's courses, and then adjust to the national point standard. The UK system is based on components and cores that give credits (Appendix 2.0) while the Norwegian standard is by semester. LUC and UoG have identified how and which classes from LUC will be transferred to UoG. UoG offers LUC students 30 ECTS in the spring semester of year 1. These classes (see original application) will be transferred to LUC and incorporated into the LUC degree. See 3.2.1 for explanation. We urge the evaluators/NOKUT to read the Norwegian study plan (Appendix 1.0) which shows the proper study plan for LUC students. LUC will recognize courses from UoG from the spring semester (30 ECTS).

Concerning the evaluators comments on LUC's choice of BPS-standards:

The BPS and HCPC has registered 27,800 accredited psychologists and is the second largest accredited psychological association in the world behind the APA and an actual support for this MSc. The AASP has about 3000 members. Ricardo Lugo is a member of APA, BPS and the AASP, as well as on the international relations committee of the AASP. The AASP may accredit their own practitioners, but this accreditation is not internationally recognized – the accreditation from BPS is recognized internationally. BPS and HCPC accreditation also qualifies for EuroPsy accreditation, while the AASP does not. The association chosen by LUC (the BPS) has rigorously controlled, internationally recognized standards and accreditation that gives its members international mobility, whereas the AASP does not.

3.3.4: B.P. 1: Please look at the course descriptions where the requested information concerning what's optional and what's mandatory is described clearly.

B.P. 2: See 3.2.2 and 3.2.4. concerning practical training. LUC has formal agreements with Gjøvik University College (GUC) on Master's degree level courses for its MSc in Environmental Psychology and GUC staff has teaching in Mindfulness. LUC staff (Lugo, Croppley) as well as UoG (Steptoe, Firth-Clark) are also trained in Mindfulness Commitment Approach. Erasmus+ for staff exchange is in place and will be used to support

teaching. LUC staff will also assist UoG staff through Erasmus+. This is what makes the dual degree unique. Support to the staff will also be hired in from local and network professionals that are qualified, if necessary. LUC BSc is well supported and funded. See 3.2.4 for response to external partner agreements.

B.P. 3: Teachings will be recorded, streamed live and available online during the year for the MSc students to access

3.3.5: B.P. 1-2: Clinical skills for practitioners course description modified. See Study plan Appendix 1.0. (Bold characters). Additional courses and trainings can be taken through the BPS for Continued Professional Development (CPD). CPD is required by the BPS to maintain accreditation status.

3.3.6: Once again we would like to emphasize that the MSc SEPP is a specialized degree in sports psychology not in sports science.

3.3.7: See NDCA agreement (Appendix 6.0)

3.3.8: Course description modified to include possibility of joint supervision.

3.4.1 – 3.4.5: See Appendix 8.0 for selected references. We argue that we have relevant staff with relevant competence. LUC staff may have other backgrounds (Health, Psychophysiology, Personality, Social, Work and Organizational (W&O) psychology among others) but research has been conducted within the domains of health, exercise and performance and at high international levels. LUC researchers have chosen different areas of presentation only due to personal interest and not due to competence. Their competence is relevant and adaptable to all fields. (Appendix 8.0)

Many sport psychologists do not have formal sport psychology training, and this MSc SEPP degree also highlights that careers for candidates are not only within the sport psychology domain, but also within other domains (W&O, school, etc.). The applicability of psychological training is not domain specific, but is restricted in some areas (e.g. clinical psychology). Candidates will learn the possibilities and constraints of having SEP training through their professional development.

LUC staff at the Department of Psychology is 50% international and their main partners are internationally spread. LUC has started several national projects (SEE NDCA; Appendix 6.0), and will work to further establish and participate with national bodies. Rehabilitation is a relevant field in health and exercise psychology. Many jobs for SEP psychologists is within the rehabilitation domain, where cognitive processes, motivation, adherence, etc are aspects that SEP psychologists work with. LUC staff have research projects and clients within this domain as well.

LUC will hire new staff with relevant competence. The agreement with UoG also entails sharing staff and competence through the Erasmus+ programme. UoG will support LUC, and vice versa, to compensate for specific areas. This will also include advising, grading, teaching, and research collaborations. Research projects at LUC and UoG are relevant for students. Many aspects of work, developmental, educational, and rehabilitation are also incorporated by performance and exercise psychology, and this is where LUC staff have their competence and research, which fall under the scopes of this degree.

The practical training is explained above under 3.2.4 and 3.3.4.

All changes are also reflected in the MoA between LUC and UoG (Appendix 9.0)

6 Additional assessment

The expert committee has assessed the commentary from the institution with attachments. This is the committee's additional assessment:

6.1.1 Requirements assessed by NOKUT

§ 7-1 (1) Requirements laid down in the Universities and Colleges Act shall be assessed for accreditation:

LUC should:

- *Provide an example of the joint DS which contain the overall learning outcome for the study program.*

Assessment

BP 1. LUC has clarified that they will not issue one common Diploma but two separate diplomas from each institution. The expert committee was under the impression that LUC and UoG were planning to issue one common Diploma, and therefore the committee asked to see one common Diploma supplement as well. LUC explains in their comment that the institutions will issue two sets of Diplomas and Diploma supplements. This is in line with the requirements. The initial comment from the expert committee is therefore no longer relevant.

In their response LUC argues that this is a dual and not a joint degree for practical purposes. This makes very little difference for the accreditation process, as a dual degree is a form of joint degree in this respect. There is one set of regulations regulating joint degrees. LUC has in fact submitted an application for a joint degree, and NOKUT has therefore processed the application as a joint degree.

Conclusion

Yes, the criterion is fulfilled.

6.1.2 Requirements in applicable regulations and curricula

§ 7-1 (2) Requirements of applicable regulations and curricula set by the Ministry of Education and Research must be satisfied.

LUC must:

- *Correct the inconsistency between the application and the study plan*
- *Explain in depth why the intake procedure at LUC is different from the intake procedure at UoG*
- *Explain why LUC will not offer any places for students with a background from Sport sciences*

- *Outline what kind of implications the different backgrounds could have for the learning environment and the learning outcome for the students and possibly outline measures to make sure the students obtain the same learning outcome*
- *Explain how students with the proposed academic background will be able to follow master level courses and carry out an independent research project in interdisciplinary sport science.*
- *Clarify the admission requirements with respect to vocational training.*

Assessment

BP 1: In their comment, LUC argues that inconsistencies have been corrected. This seems to be the case. There are still some grammar and spelling mistakes that should be corrected.

BP 2: In their comment, LUC argues that students who are accepted at UoG also have to complete a conversion program. However, this does not address our initial concern that the intake process is different where sport sciences students from UoG are in fact accepted to the program while LUC students need to take this conversion program (which is not in place) *before* they are admitted to the program. This raises the question whether students from LUC and UoG have the same level of prior knowledge that would enable them to follow the same teaching, and as a consequence if they will obtain the same learning outcome. Our conclusion therefore remains unaltered.

BP 3-5: In the study plan (p.1) LUC argues that: "Upon completion of the degree, graduates will have expert knowledge and professional skills in the domain of sport and exercise of human performance in the sport and exercise domains". It is difficult to understand how students with 10 ECTS in "Interdisciplinary Approaches to SEP Psychology" can become experts on sport and exercise domains with no additional sport science background. Our conclusion therefore remains unaltered.

BP 6: In their comment, LUC argues that an undergraduate in psychology has covered performance (coaching, teamwork and motivation) and sport (exercise and health) as well as well-being, mental health and psychosocial developmental factors. How "sport" is covered, (and what LUC includes in this term in their BSc) is difficult to understand and we are not able to see how this address our initial concern. Our conclusion therefore remains unaltered.

Conclusion

No, the criterion is not fulfilled

LUC must

- Ensure that students from LUC and UoG have the same level of prior knowledge that would enable them to follow the same teaching and obtain the same learning outcome.
- LUC must consider to have formal sport science ECT as part of their intake criteria.

6.1.3 Recruitment of students

§ 7-1 (3) The recruitment of students to the program should be large enough to enable the institution to establish and maintain a satisfactory learning environment and a stable program.

LUC must:

- *Explain how to solve the discrepancy already mentioned in 3.2.1 and in addition 3.2.2. on admission requirements, in particular with respect to implications for the learning environment*
- *Clearly inform students of the total cost of the study program, and how the individual students can finance this, to avoid a disproportionately high dropout rate due to unforeseen economic difficulties.*

Assessment

BP 1: In their comment, LUC argues that MScSEPP is a degree in sport psychology and NOT (their capitalization) in sport science. This is an obvious fact. However, LUC argue, among other things, that "... a sport psychologist practitioner will be able to, within the realm of sport and exercise psychology: ... accessing and integrating scientific findings to make informed decisions in sport performance and well-being for clients" (Study plan p1). The fact that sport psychology has become a scientific field of its own underline the fact that knowledge about the sport domain is vital in order to function as an efficient practitioner. Competitive sport is regarded as a unique arena witch is extremely exposed and therefore potentially highly stressful. Practitioners who do not understand and have extensive knowledge about this field can potentially provide more damage than good (see Silva et al, 2011) Thus, LUC does not address our initial concern. Our conclusion therefore remains unaltered.

BP 2: In their comment, LUC argues that ERASMUS + agreements for students and staff have been signed and that all extra costs will be covered. We find this argument convincing, and addressing all our reservations in the initial report.

Conclusion

No, the criterion is not fulfilled.

LUC must

- Make sure that the students have adequate sport domain specific knowledge and experience as part of the Master program or as a prerequisite (intake criteria).

6.1.4 Agreements regarding professional training

§ 7-1 (4) For programs including professional training, there must be adequate agreements regulating material issues of importance to the students.

LUC must:

- *Provide a clearer description of how practical training will be organized within the program and explain if the students will do any external practical training or not*

- *If the students will do professional training outside of the institutions, there must be at least one adequate agreement, signed and legally binding, regulating material issues of importance to the students.*

Assessment

BP 1. LUC has clarified the practical training. The training provided at LUC will prepare candidates for practitioner skill development. There will be formal clinical practice in the study period. Students can apply for various kind of internship to prepare for BPS/HCPC or the Norwegian Accreditation Board (SAK), otherwise the supervised training in specific intervention and therapeutic approaches will be after the MSc. Therefore the students will not need additional supervised training before accreditation. We find LUCs argument notsatisfactory, and not addressing our inital concern.

BP 2 The accreditation count on the supervised practical training outside the college/university. There is an agreement with the Norwegian Cyber Defense Academy, but in our opinion this agreement is not sufficient to cover the need for external supervised practical training. Even though LUC says other agreements are being developed these are not in place yet and it does not seem to be any agreement, signed and legally binding that secures the practical supervised training for the students. Supervised practice experience would provide one of the most important educational and training experiences for aspiring sport psychology practitioners. Our conclusion therefore remains unchanged.

Conclusion

No, the criterion is not fulfilled.

LUC must

- Do firm agreements, signed and legally binding, for practical supervised training for the students.

6.1.5 Overall learning outcome

§ 7-2 (2) The program must be described with reference to learning outcomes, cf. National Qualification Framework for Lifelong Learning. The overall learning outcome for each program, defined in knowledge, skills and general competence, shall be described.

LUC must:

- *Revise the overall learning outcome both in terms of structure and content in accordance with the assessment above.*

Assessment

LUC has revised the overall learning outcome both in terms of structure and content in accordance with the assessment above.

Conclusion

Yes the criterion is fulfilled.

6.1.6 Content and structure of program

§ 7-2 (3) The following conditions shall correspond with and be adapted to the description of the learning outcome so that the learning outcome is achieved:

d) Content and structure of the program.

LUC must:

- *Justify how students with so different academic background as the admission requirements allow can follow the same teaching and achieve the same learning outcome.*
- *Present both the content, structure and the amount of practice within the program, preferably through a table.*
- *Revise the application and the plan of study so that the information provided is clear and leaves no doubt to which document provides the correct information.*

Assessment

BP 1 – BP 3. LUC has clarified the similarities in the students' background by the fact that all students accepted to the program will either have the necessary psychological background from their undergraduate studies or through a conversion program. The background in sport, and sport psychology knowledge is though varying. We refer to our comments to 3.2.3. and 3.2.4.

Further, sport psychology is regarded as a discipline of its own and it is needed to provide the student with relevant practice in order to fulfill the desired outcome. LUC has added a table of practical training and clarified the plan of study.

Conclusion

No, the criterion is not fulfilled

LUC must

- Make sure that learning outcomes and practice are in line with the goal of providing students with expert knowledge and professional skills in the domain of sport and exercise psychology.

6.1.7 Work and teaching methods

§ 7-2 (4) The following conditions shall correspond with and be adapted to the description of the learning outcome so that the learning outcome is achieved:

e) Work and teaching methods.

LUC must:

- *Describe and justify what part of the teaching is mandatory and what is optional in each course*

- *Describe in more detail how practice training will be organized and the capacity at LUC to facilitate practice training for around 40 students*
- *Provide more information about the streamed lectures and if they are given in real time or if they are recorded.*

Assessment

BP 1 – BP 3: LUC has described what is mandatory and what is optional in each course. The formal agreements include as mentioned above the NCDA, as well as Gjøvik university college which is in the training of psychology (environmental – and mindfulness). It seems they are missing necessary training in the sport related psychology.

Conclusion

No, the criterion is not fulfilled.

LUC must

- Add more training in relevant sports related practice training and present formal agreements with relevant partners.

6.1.8 Examination and other types of evaluation

§ 7-2 (5) The following conditions shall correspond with and be adapted to the description of the learning outcome so that the learning outcome is achieved:

- f) Examination and other types of evaluation

LUC must:

- *Describe in depth how different practical and also counseling skills will be tested through the exams and other types of evaluation*
- *LUC must describe how the students will gain proper counselling skills so that they are able to apply the skills described in the program.*

Assessment

BP 1-2: LUC has answered the comments. However, as comments above explain the problem lies in scarce supervised training in sports environment and that it counts on post MS internships.

Conclusion

Yes, the criterion is fulfilled.

6.1.9 The composition, size and competence of the academic environment

§ 7-3 (1) The composition, size and collective competence of the relevant academic environment must be adapted to the program as described by the program description and also adequate for conducting relevant research and academic or artistic development work.

LUC must:

- *Enhance the competence within Sport Psychology*
- *Make sure that the professor to be hired has his/her core competence within Sport Psychology*
- *Justify that the faculty is large enough to be able to supervise around 40 students and that enough time is allocated to research.*

Assessment

In their comment, LUC argue that their faculty has adequate and relevant competencies that are adaptable to “all fields”. However, they still write that a professor with relevant competence in sport psychology will be hired. In order to start a new Master program a key factor is indeed to have professors who are well established in the field, who publish regularly in the field and who attends relevant conferences. Currently, there is (still) no information regarding when this person will be in place, thus our concern remains.

Conclusion

No, the criterion is not fulfilled.

LUC must

- Hire a professor with relevant research and competence in applied sport psychology.

6.1.10 The academic environment’s external participation

§ 7-3 (2) The academic environment must actively participate in national and international collaborations and networks relevant for the program.

LUC must:

- *LUC must seek to establish networks that are more relevant for Sport Psychology both nationally and internationally.*

Assessment

In their comment, LUC argue that they have one agreement in place (NDCA) and will work to further develop national and international networks. The collaboration with UoG is positive, However, the involvement in sport psychology networks nationally seems to be close to non-existing. This, despite the fact that there are several internationally well recognized researchers and applied practitioners in

Norway. The fact that LUC faculty has their research focus and involvement in other areas may explain this lack of network building. Thus, our concern remains.

Conclusion

No, the criterion is not fulfilled.

LUC must

- Develop their relations within relevant sport and exercise networks.

6.1.11 Academic staff and employment

§ 7-3 (3) At least 50 per cent of the academic FTEs allotted to the program must be staff with their primary employment at the institution. Of these, teachers with competence at the level of at least associate professor must be represented among those who teach the core elements of the program.

For the different cycles, the following additional requirements apply:

- a) For first cycle programs, at least 20 per cent of the collective academic environment must have competence at the level of at least associate professor.
- b) For second cycle programs, at least 10 per cent of the collective academic environment must be professors or docents, and an additional 40 per cent with competence at the level of at least associate professor.

LUC must:

- *Enhance the competence within the core elements of the program.*
- *Enhance visible teamwork in research to be able to guide students.*

Assessment

In their comment, LUC argues that they will hire new staff with relevant competence. However, this competence is lacking still and we are still concerned about the competence at at least associate professor among those who teach the core elements of the program.

It is very positive that LUC has started the process of hiring more relevant competence, but since there are still many aspects of the program which are not in order, we are not able to advice conditional accreditation. Since competence within sport psychology is missing, the conclusion remains unaltered.

Conclusion

No, the criterion is not fulfilled

LUC must:

- Hire competence within sport psychology at at least professor level among those who teach the core element of the program.

6.1.12 The academic environment's research and development work

§ 7-3 (4) The academic environment must be actively engaged in research, academic and/or artistic development work.

For the different cycles, the following additional requirements apply:

- a) For first cycle programs, the academic environment must have documented results at a level that is satisfactory in relation to the content and level of the program.
- b) For second cycle programs, the academic environment must have documented results at a high level of quality

LUC must:

- *Facilitate relevant research projects and enhance publications within the field of Sport & Exercise Psychology both quantitatively and qualitatively.*

Assessment

In their comment, LUC argues that their faculty has chosen to present their research at different arenas due to personal interest and not due to lack of competence. There are emerging signs of a growing interest in projects related to sport and exercise, but currently there is lack of research and publication related to psychological processes in sport. Our concern remains unaltered.

Conclusion

No, the criterion is not fulfilled.

LUC must

- Conduct research and publish their results in relevant sport and exercise focused international journals.

6.1.13 Supervision of professional training

§ 7-3 (5) For programs with supervised professional training, the academic environment and external mentors must have appropriate experience in the field of practice.

LUC must:

- *Add supervised professional training.*

Assessment

In their comment, LUC presents a table where practical training is visualized. It is further explained that formal supervised training is conducted *after* completed MSc. However as argued above in 3.2.4, this does not address our initial concern. Our concern remains unaltered.

Conclusion

No, the criterion is not fulfilled.

6.1.14 Supplementary provisions for joint degrees

§ 7-4 (3) The constituent parts of the program must make up a whole, as seen in relation to the program's level and learning outcomes

LUC must:

- *The applicant must revise the application and the plan of study, so that the information provided is clear.*

Assessment

In their comment, LUC has revised their application and clarified several concerns the committee pointed to. We find the application more clear. There are still severe discrepancies between the name and aim of the studies and its content and possible outcome as outlined above.

Conclusion

No, the criterion is not fulfilled.

6.2 Joint conclusion

Based on the written application and documentation, and the applicants comments the expert committee concludes:

The committee does not recommend accreditation of the Master Degree in Applied Sport, Exercise and Performance Psychology at Lillehammer University College

7 Decision

We have assessed the criteria in NOKUT's Regulations concerning supervision of the educational quality in higher education (Academic Supervision Regulations), and have reached the following decision:

The Master Degree in Sport, Exercise and Performance Psychology at Lillehammer University College, joint degree with Greenwich University is not accredited.

The following requirements in NOKUT's Regulations concerning supervision of the educational quality in higher education (Academic Supervision Regulations) are not met:

§ 7-1 (2) Requirements of applicable regulations and curricula set out by the Ministry of Education and Research must be satisfied.

§ 7-1 (3) The recruitment of students to the program should be large enough to enable the institution to establish and maintain a satisfactory learning environment and a stable program.

§ 7-1 (4) For programmes which include professional training, there must be adequate agreements regulating material issues of importance to the students

§ 7-2 (3) The following conditions must correspond with and be adapted to the description of the learning outcomes so that the learning outcomes are achieved: Content and structure of the programme

§ 7-2 (4) The following conditions must correspond with and be adapted to the description of the learning outcomes so that the learning outcomes are achieved: Work and teaching methods.

§ 7-3 (1) The composition, size and collective competence of the relevant academic environment must be adapted to the program as described by the program description and also adequate for conducting relevant research and academic or artistic development work.

§ 7-3 (2) The academic environment must actively participate in national and international collaborations and networks relevant for the program.

§ 7-3 (3) At least 50 per cent of the academic FTEs allotted to the program must be staff with their primary employment at the institution. Of these, teachers with competence at the level of at least associate professor must be represented among those who teach the core elements of the program. For the different cycles the following requirements apply:

For second cycle programmes at least 10 per cent of the collective academic environment must be professors or docents, and an additional 40 per cent with competence at least at the associate professor level.

§ 7-3 (4) The academic environment must be actively engaged in research, academic and/or artistic development work. For second cycle programs, the academic environment must have documented results at a high international level of quality, with satisfactory academic breadth.

§ 7-3 (5) For programs with supervised professional training, the academic environment and external mentors must have appropriate experience in the field of practice.

§ 7-4 (3) The constituent parts of the program must make up a whole, as seen in relation to the program's level and learning outcomes.

8 Documentation

15/539-1, Høgskolen i Lillehammer - søknad om akkreditering av masterstudiet Applied Sport, Exercise and Performance Psychology.

16/00027-2, Kommentarer til sakkyndig vurdering av MSc in Sports, Exercise and Performance Psychology (120 SP), dobbelgrad med Greenwich University (UoG) ved Høgskolen i Lillehammer (HiL).

9 Presentation of the Expert Committee

Professor Inga Thorsdottir, Háskóli Íslands, Island

Thorsdottir is a Professor and the Dean of the School of Health Sciences at the University of Iceland. She has a medical PhD in Nutrition from the University of Gothenburg, Sweden. Two of her main research areas are childrens nutrition and health and clinical nutrition. She has written a number of articles and book chapters published in international peer reviewed journals. Thorsdottir also teaches a number of subjects about food and nutrition, among them “public Health Nutrition”. She is an experienced supervisor on both master and PhD-level. She has been the chair of the Icelandic Nutrition Advisory Board and in 2004 she participated in developing common Nordic nutrition advice for children. As an active researcher, she has participated in several projects with the aim of promoting a healthy diet among children. Thorsdottir has previously worked for NOKUT on a similar assessment.

Professor Anne Marte Pensgaard, The Norwegian School of Sport Sciences (NIH)

Pensgaard has a PhD in Sport Psychology from the Norwegian School of Sport Sciences where she is employed in a 50% professorship. She is responsible for Sport Psychology as an academic field at NIH. Pensgaard has developed, taught and been responsible for the subjects TCI 355/NIH Applied Sport Psychology and MA 402 (NIH) Applied activity and Sport Psychology, for several years. She has been the supervisor for many PhD projects and is currently supervising three PhD-candidates. She has been supervising around 2-3 master students since 2002 and has been the opponent in doctoral disputations both in Norway and abroad. In addition, Pensgaard is employed in a 50% position as a Sports Psychologist at *Olympiatoppen*.