Performance review process report

British Association of Sport and Exercise Sciences, 2021-23

Executive summary

This is a report of the process to review the performance of the British Association of Sport and Exercise Sciences. This report captures the process we have undertaken to consider the performance of the institution in delivering HCPC-approved programmes. This enables us to make risk-based decisions about how to engage with this provider in the future, and to consider if there is any impact on our standards being met.

We have:
- Reviewed the institution's portfolio submission against quality themes and found that we needed to undertake further exploration of key themes through quality activities.
- Reviewed the institution's portfolio submission to consider which themes needed to be explored through quality activities.
- Undertaken quality activities to arrive at our judgement on performance, including when the institution should next be reviewed.
- Decided when the institution should next be reviewed.

Through this assessment, we have noted:
- The areas we explored focused on:
  - How the education provider responded to external examiner feedback and the comments received from them. Through this quality activity we noted the changes the education provider had made in response to the feedback, which had contributed to enhancing the quality of the programme.
- The following are areas of best practice:
  - Visitors acknowledged the work taking place in the Equality, Diversity and Inclusion (EDI) area to promote it. They specifically recognised the development and launch of the Professional Development and Mentoring Programme for underrepresented groups as good practice. Based on the details provided the visitors considered this project would have a positive impact on underrepresented groups and would enhance the EDI profile further.
  - Visitors recognised the work undertaken to develop the curriculum further and improve quality. In particular, they recognised the efforts that had been made to ensure parity and consistency across practice educators and reviewers to improve the programme. A structured approach had been used, which ensured the outcome was achieved.
- The following areas should be referred to another HCPC process for assessment:
  - **Service users and carers** – The education provider are in the process of developing an annual survey for service users and carers to complete to

provide feedback on the training they received. In addition to this there were plans to introduce service user-led sessions in the modules. Given these plans were in the developmental stages, the visitors recommended the progress in this area should be monitored and reflected on in the next performance review.

- o **Use of technology** – Visitors noted how there were no details provided on any future changes with technology that may take place and no consideration had been given to the impact of Artificial Intelligence (AI). Visitors therefore recommended this area should be monitored and reflected on in the next performance review.
- o **Practice placement educators** - Visitors noted how the education provider had processes in place for practice educators to feedback, however despite these processes they noted the low level of feedback from them. They acknowledged the education provider had plans to develop these processes further to request feedback from practice educators. Visitors therefore recommended this area should be reviewed again through the next performance review.
- o **Capacity of practice-based learning -** It was noted the majority of collaboration with stakeholders and practice educators was through the Sport and Exercise Psychology Accreditation (SEPAR) Advisory Group. The education provider recognised this and were in the process of exploring alternative methods of engagement. Visitors therefore recommended this area should be reviewed again through the next performance review.
- The provider should next engage with monitoring in two years, the 2025-26 academic year, because:
  - o Due to the lack of established data points. As detailed in section 4 we shall work with the education provider to develop the required data. This data will then be available to be used at their next performance review (2025-26).

Previous consideration	Not applicable. The performance review process was not referred from another process.
Decision	The Education and Training Committee (Panel) is asked to decide: • when the education provider's next engagement with the performance review process should be • whether issues identified for referral through this review should be reviewed, and if so how
Next steps	Outline next steps / future case work with the provider: • Subject to the Panel's decision, the provider's next performance review will be in the 2025-26 academic year. • Subject to the Panel's decision, we will undertake further investigations as per section 5.

Included within this report

Section 1: About this assessment

About us

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

This is a report on the performance review process undertaken by the HCPC to ensure that the institution and practice areas(s) detailed in this report continue to meet our education standards. The report details the process itself, evidence considered, outcomes and recommendations made regarding the institution and programme(s) ongoing approval.

Our standards

We approve education providers and programmes that meet our education standards. Individuals who complete approved programmes will meet proficiency standards, which set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Our regulatory approach

We are flexible, intelligent and data-led in our quality assurance of programme clusters and programmes. Through our processes, we:
- enable bespoke, proportionate and effective regulatory engagement with education providers;
- use data and intelligence to enable effective risk-based decision making; and
- engage at the organisation, profession and programme levels to enhance our ability to assess the impact of risks and issues on HCPC standards.

Providers and programmes are approved on an open-ended basis, subject to ongoing monitoring. Programmes we have approved are listed on our website.

The performance review process

Once a programme institution is approved, we will take assurance it continues to meet standards through:
- regular assessment of key data points, supplied by the education provider and external organisations; and
- assessment of a self-reflective portfolio and evidence, supplied on a cyclical basis

Through monitoring, we take assurance in a bespoke and flexible way, meaning that we will assess how an education provider is performing based on what we see, rather than by a one size fits all approach. We take this assurance at the provider level wherever possible, and will delve into programme / profession level detail where we need to.

This report focuses on the assessment of the self-reflective portfolio and evidence.

Thematic areas reviewed

We normally focus on the following areas:
- Institution self-reflection, including resourcing, partnerships, quality, the input of others, and equality and diversity
- Thematic reflection, focusing on timely developments within the education sector
- Provider reflection on the assessment of other sector bodies, including professional bodies and systems regulators
- Provider reflection on developments linked to specific professions
- Stakeholder feedback and actions

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint partner visitors to design quality assurance assessments, and assess evidence and information relevant to the assessment. Visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make the decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee takes decisions through different levels depending on the routines and impact of the decision, and where appropriate meets in public. Their decisions are available to view on our website.

The assessment panel for this review

We appointed the following panel members to support a review of this education provider:

Garrett Kennedy	Lead visitor, Counselling Psychologist
Fleur Kitsell	Lead visitor, Physiotherapist
Jenny McKibben	Service User Expert Advisor
Saranjit Binning	Education Quality Officer
Laura Carey	Advisory visitor, Sports and Exercise Psychologist

We encourage reflections through portfolios to be made at the institution level wherever possible. The performance review process does not always require profession level scrutiny which requires all professionals to be represented in the assessment panel. Rather, the process considers how the education provider has performed at institution level, linked to the themes defined in section 1. Lead visitors have the option to appoint additional advisory partners where this will benefit the assessment, and / or where they are not able to make judgements based on their own professional knowledge.

In this assessment, we considered we required professional expertise across all professional areas delivered by the education provider. We considered this because there were areas within the portfolio which the lead visitors could not make judgements on with their professional knowledge or expertise. These areas were reflections in the practitioner psychologist profession.

Section 2: About the education provider

The education provider context

The education provider currently delivers one HCPC-approved programme across one profession. It is the professional body for Sport and Exercise Psychologists in the UK and have been running their HCPC approved programme since 2019. They offer an independent training route to professionals via their Sport and Exercise Psychology Accreditation route (SEPAR) programme. This is a doctorate level programme and is accessed by professionals who want to become Sport and Exercise Psychologists.

All programme activity falls under the jurisdiction of the SEPAR Advisory Group (AG) that reports to the Professional Standards Committee, that in turn, reports to the education providers board.

The programme enables learners to develop a range of skills, which enables them to work in different sport and exercise environments. The duration to complete the qualification can range from two, three or four years and this is determined by the individuals undertaking the programme, in terms of how much time they are able to dedicate to complete it.

The education provider engaged with the performance review process in the current model of quality assurance in 2021-22 and received a two year monitoring period. The following issues were referred to this performance review cycle from the review completed in 2021-22:

- **Assessment of practice education providers to ensure quality of practice-based learning** – there was a lack of evidence on how the education provider monitored the quality of practice-based learning. Visitors therefore referred this area to this current performance review and asked for this area to be reviewed again.

- **Curriculum development** – the programme did not record any significant curriculum development in the review period, so it was not possible to make a judgement on how the provider had performed in this area. Visitors therefore referred this area to this current performance review and asked for this area to be reviewed again.

Practice areas delivered by the education provider

The provider is approved to deliver training in the following professional areas. A detailed list of approved programme awards can be found in Appendix 1 of this report.

	Practice area	Delivery level		Approved since
Pre-registration	Practitioner psychologist	☐Undergraduate	☒Postgraduate	2019

Institution performance data

Data is embedded into how we understand performance and risk. We capture data points in relation to provider performance, from a range of sources. We compare provider data points to benchmarks, and use this information to inform our risk based decisions about the approval and ongoing approval of institutions and programmes[1].

Data Point	Benchmark	Value	Date	Commentary
Numbers of learners	50	94	2023	The benchmark figure is data we have captured from previous interactions with the education provider, such as through initial programme approval, and / or through previous performance review assessments. Resources available for the benchmark number of learners was assessed and accepted through these processes. The value figure was presented by the education provider through this submission. The education provider is recruiting learners above the benchmark. This was explored further in the Data and

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[1] An explanation of the data we use, and how we use this data, is available here

				[reflections](#) section. Visitors were satisfied this increase in learner numbers was being managed appropriately by the education provider.
Learners non continuation	3%	N/A	2020-21	There is no data available for this data point. We asked the education provider to consider if they wanted to establish ongoing data reporting for this and other data points through this performance review assessment.
Outcomes for those complete programmes	94%	N/A	2019-20	There is no data available for this data point. We asked the education provider to consider if they wanted to establish ongoing data reporting for this and other data points through this performance review assessment.
Learner satisfaction	N/A	N/A	N/A	There is no data available for this data point. We asked the education provider to consider if they wanted to establish ongoing data reporting for this and other data points through this performance review assessment.

Section 3: Performance analysis and quality themes

Portfolio submission

The education provider was asked to provide a self-reflective portfolio submission covering the broad topics referenced in the [thematic areas reviewed](#) section of this report.

The education provider's self-reflection was focused on challenges, developments, and successes related to each thematic area. They also supplied data, supporting evidence and information.

Quality themes identified for further exploration

We reviewed the information provided, and worked with the education provider on our understanding of their portfolio. Based on our understanding, we defined and undertook the following quality assurance activities linked to the quality themes

referenced below. This allowed us to consider whether the education provider was performing well against our standards.

<u>Quality theme 1 – Responding to external examiner feedback</u>

Area for further exploration: Visitors acknowledged the positive feedback the education provider received from the external examiners. However, no details were provided on how the education provider responded to any comments they received from the external examiner. It was also not clear if they had raised any concerns, which they had wanted the education provider to respond to or consider. Visitors therefore requested further details on how they had responded to any feedback they had received from the external examiners and evidence of any actions taken. These reflections would enable the visitors to see what actions had been taken in response to the feedback and how these actions had improved the education providers performance.

Quality activities agreed to explore theme further: We explored this through email clarification as we considered this the most appropriate and proportionate way to address the concerns.

Outcomes of exploration: The education provider acknowledged how they value the feedback and recommendations they receive from the external examiners. In their response, they outlined how they had considered the feedback received from the external examiners and the changes they had made as a result of this. The first change linked to the inconsistencies in portfolio submissions. This highlighted the need for detailed guidance, which was developed for both learners and practice educators to ensure consistency with submissions. In addition to this, the external examiners also highlighted variations in understanding the completion criteria. To address this issue, mandatory training was provided, which included watching a 1.5 hour guidance video and undertaking online workshops. All practice educators and reviewers were required to participate, which ensured the support learners were provided with was consistent.

The visitors were satisfied the education provider was considering the feedback they received from the external examiners and taking appropriate action to improve and enhance the provision.

Section 4: Findings

This section provides information summarising the visitors' findings for each portfolio area, focusing on the approach or approaches taken, developments, what this means for performance, and why. The section also includes a summary of risks, further areas to be followed up, and areas of good practice.

Overall findings on performance

<u>Quality theme: Institution self-reflection</u>

Findings of the assessment panel:

- **Resourcing, including financial stability** –
  - o The education provider reflected on the challenges experienced with the programme in relation to resources and administrative support. These challenges were addressed through recruitment and training, which resulted in an increase in 40 supervisors and 60 reviewers. This increase in resources provided the programme with stability and positive feedback was also received from learners, which demonstrated the effectiveness of these resources. This growth was managed carefully to ensure consistency in supervisor and reviewer practices was maintained. This was monitored through regular bi-annual meetings and through alumni and learner representatives who played a role in sustaining the quality on the training route.
  - o The growth of the programme supported the increase of additional administrative resources, which meant the programme now had 50% of a dedicated administrator's time. This growth stabilised the programme financially and the education providers current reserves were above the required amount.
  - o During this period, the programme demonstrated significant development in recruitment, training and financial stability. There was a clear commitment for them to reinvest surplus funds for further development, which reflected a sustainable approach to programme management.
  - o Through clarification, we noted some of the new initiatives the education provider would be investing in included a digital transformation project to enhance the online learning platforms and developing sports and exercise sciences workshops and webinars.
  - o Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.
- **Partnerships with other organisations** –
  - o The education provider reflected on the positive support they received from external organisations when the programme was approved.
  - o However, they reflected how challenging it was to maintain suitable entry standards when the programme became internationally accessible. To address this issue, an additional application annex was introduced for applicants who had not completed a UK based programme that provided them with 'foundational psychology knowledge'. These applications were assessed by The Open University to ensure alignment with the programme standards and ensured an independent check of the standards.
  - o Engaging with external partners, such as The Open University, helped ensure the quality of the programme. The education provider developed strong relationships and Memorandum of Collaboration (MoC) with the British Psychological Society (BPS), the Association of Applied Sport Psychology, UK Anti-Doping and MIND. These collaborations enabled them to promote and engage with CPD activities and share various resources across organisations.
  - o Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

- **Academic quality** –
  - o Support from various organisations and positive assessment from external examiners confirmed their practices were of a high quality and enabled the development of an up to date training route in sport and exercise psychology. Further improvements have been made since the programme commenced, which have included core workshops and a review of the programme. These updates have enhanced the learner experience and ensured the programme remains current with the revised SOPs.
  - o The transition for learners from knowledge-based MSc courses to practical application has also created some challenges, which could have potentially resulted in poor practice. Measures have therefore been implemented, such as simulated practice sign offs which ensured learners were prepared appropriately for practice.
  - o Through clarification we noted, the robust academic and professional foundations of the training route were underpinned by a curriculum that integrated theoretical knowledge with practical experience.
  - o The increased number of learners, supervisors and reviewers was clear evidence of the programme's success and growth. To maintain this growth, they recognised the importance of quality and therefore had robust monitoring processes, such as the supervisor evaluations and resource reviews, which were implemented by the SEPAR Advisory Group. To further enhance academic quality, they worked closely with a range of organisations including the BPS to offer collaborative webinar series.
  - o Through clarification, further details were provided of the membership of The Advisory Group. We noted this group regularly reviewed material relating to the programme and provided guidance to ensure the programme remained current and aligned with standards.
  - o Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.
- **Placement quality** –
  - o Some challenges were experienced with confirming placement quality. To address these challenges a similar approach was used to that which was used for academic quality. With the development of the training route the education provider was able to incorporate core workshops in the programme, which were delivered by independent experts.
  - o With the growth in learner numbers, the education provider had to put measures in place to ensure the consistency of the quality of placements and maintain it. This included practice educators evaluating placement activities at specific submission points, mid-point reviews and observations by the practice educators to review learners work and placement quality. There was evidence of a commitment to maintain and improve placement quality and this was further enhanced with the strong partnerships they had with a diverse range of stakeholders.
  - o Through clarification, we noted the education provider had made various changes to improve placement quality, which included

enhancing practice educator training. This ensured the consistency and quality of the support offered to learners.
- o Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.
- **Interprofessional education** –
  - o The education provider reflected on the challenges they had experienced with ensuring interprofessional education was a part of the learner experience. To ensure learners had access to interprofessional education they incorporated this into the competency profile. Learners were required to provide evidence of interprofessional learning through observations and reflections, which involved professionals from health, clinical or counselling backgrounds. In addition to this, interprofessional education was also demonstrated through the core training requirements and the core workshops. They also offered multidisciplinary Continuing Professional Development (CPD) opportunities, such as webinars and conferences where expertise and knowledge could be shared across professions.
  - o The importance of interprofessional education was recognised by the education provider and they reflected on how much progress had been made with incorporating this into the learner experience. The efforts made by the education provider in this area were also recognised by the external examiners where they commented on the 'significance of multidisciplinary team learning'.
  - o Visitors acknowledged this was an area that was being developed and noted there were clear measures in place to ensure interprofessional education was embedded.
  - o Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.
- **Service users and carers** –
  - o The involvement of service users and carers was positive, however it was limited and we noted the education provider found it challenging to gather feedback from them directly. They outlined the mechanisms they currently used to obtain feedback which were, practice educator reports, references provided to learners from service users and carers and external examiner reports.
  - o Policies related to service users and carers were well documented through the practice educator training and handbooks. Practice educators were also encouraged to consider how learners were meeting the needs of service users and carers. To manage risks associated with service users, a mandatory competency requirement was introduced where learners were required to identify and assess risks in their placements and complete risk assessments. This ensured learners were identifying risks and service users and carers needs were being met through these processes, which were overseen by the practice educators.
  - o The education provider recognised there was a need to increase the feedback they received from service users and carers and for there to be a process to action this. One approach the education provider is

considering using here is to involve service users and carers through bi-annual conference calls. This would provide them with an opportunity to identify any training requirements and areas where improvements are required.

- o Through clarification, we noted there were plans to increase the involvement of service users and carers through regular input into the SEPAR Advisory Group. These plans included the introduction of service user-led sessions in the training modules and the implementation of an annual survey to capture the perspectives of service users and carers on the training they receive. The work to develop this area had commenced and they were planning to have the survey in place for dissemination by May 2025 with regular input from the SEPAR Advisory Group.
- o Visitors acknowledged there were plans to develop this area and the involvement of service users and carers. Taking into consideration the education providers plans to increase this involvement the visitors recommended this area should be monitored and reviewed again through the next performance review.

- **Equality and diversity** –
    - o The education provider acknowledged the importance of Equality, Diversity and Inclusion (EDI) and the EDI Advisory Group who support this area. They ensure all EDI policies are embedded in the relevant documentation and are applied appropriately. However, they recognised there was a need to enhance EDI policies within the programme. This led to the education provider obtaining feedback from the SEPAR Advisory Group, learners and external examiners and developing a new core training workshop 'Equity, Diversity and Inclusion in Sport and Exercise Psychology'. Given the success of this workshop the education provider are considering expanding it to offer it to a wider audience, such as practice educators.
    - o Through clarification, we noted the education provider gather EDI related data at various points throughout the duration of the programme. This data enabled them to assess their performance and identify any areas of concern where further development was required. The EDI Advisory Group supported this work and played a key role in ensuring the application of the EDI policies and emphasising the importance of them. They are also responsible for developing the Diversity and Inclusion Progression Framework and monitoring and actioning EDI data. Other initiatives to promote EDI have included the relaunch of the financial hardship fund for learners, launching a Professional Development and Mentoring Programme for underrepresented groups and updating EDI resources. This demonstrates a clear commitment to EDI and enhancing the strategies to create and promote an inclusive environment.
    - o Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

- **Horizon scanning** –
    - o There were challenges emerging within the sport and exercise psychology profession in terms of whether or not sport and exercise

should continue to be combined due to the links with performance and health. It was acknowledged this would require input from professional organisations, regulatory bodies and Higher Education Institutions (HEIs). The focus would be the potential impact this change could have on training routes.

- o The sport and exercise psychology profession is developing and has created some uncertainty with gaps in the knowledge base for learners. To address this, the education provider has developed the BASES Postgraduate Endorsement Scheme (BPES), which allows MSc graduates to claim specific knowledge competences automatically if they meet the programme criteria.
- o Through clarification, we noted the education provider regularly analysed data and trends, which included MSc enrolment data across the country to identify any potential demand for specialised areas within sport and exercise psychology. Through the analysis of data, the education provider were able to expand the curriculum and include modules relating to mental health and wellbeing. There was clear evidence the education provider used data to improve the provision and prepare learners appropriately for practice in line with the profession.
- o Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: The education provider is currently in the process of developing an annual survey for service users and carers to complete to provide feedback on the training they receive. In addition to this there are also plans to introduce service user-led sessions in the training modules. Given these plans are in the developmental stages, the visitors have recommended the progress in this area should be monitored and reflected on in the next performance review.

Areas of good and best practice identified through this review: Visitors acknowledged the work taking place in the EDI area to promote it. They specifically recognised the development and launch of the Professional Development and Mentoring Programme for underrepresented groups as good practice. Based on the details provided the visitors considered this project would have a positive impact on underrepresented groups and would enhance the EDI profile further.

Quality theme: Thematic reflection

Findings of the assessment panel:
- • **Embedding the revised Standards of Proficiency (SOPs) –**
  - o During this period the education provider reviewed the programme and considered the feedback they received from the previous review to improve the effectiveness of the programme.
  - o The revised SOPs have also been embedded in the curriculum and through this process several improvements have been made to the programme. These improvements have included an enhanced portfolio

guidance, redesigned action plans and competency profiles to make them more informative and clearer guidance on the review process. These improvements have enhanced the effectiveness of the processes and enabled the education provider to maintain a robust assessment standard.

- o Through clarification, we noted the SOPs had been embedded in relevant areas of the curriculum and as a result of this some changes had been made, which led to a number of improvements. For example, the incorporation of service user feedback into the programme improved curriculum development and overall programme responsiveness. Other developments included learners using digital skills to conduct virtual workshops and one-to-one sessions using online platforms such as Zoom and Microsoft Teams. Through supervision and reflective exercises learners were given the opportunity to explore leadership styles, which they were able to later apply to placements and project work. This demonstrates how the revised SOPs have been embedded throughout the curriculum and how this process enabled the education provider to make improvements, which enhanced the learning experience for learners.
- o Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

- **Use of technology: Changing learning, teaching and assessment methods** –
    - o The education provider has reflected on how technology has been a focus throughout the programme from the start. All activities have been completed online, which has enabled learners to become more confident with the use of technology within their assessments.
    - o There was clear evidence of learners using technology in their portfolio submissions and reviewers had noted this and commented on the range of examples that were being used as evidence. These examples included podcasts, webinars and social media. Learners are also required to submit a brief five minute video with all their submissions. The purpose of this is to provide an in depth understanding of the learner and their work. The positive feedback received as a result of these changes demonstrated how effectively learners were using and applying technology within their assessments.
    - o Through clarification, we noted there was no requirement for learners to engage with simulation activities, however practice educators did have the option to use this if the facilities were available. Visitors acknowledged this and noted the use of simulation did not appear to be an area the education provider were considering developing.
    - o In addition to this, visitors noted how there were no details provided on any future changes with technology that may take place due to the impact of Artificial Intelligence (AI). Visitors therefore recommended this area should be reviewed again through the next performance review.
    - o Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

- **Apprenticeships in England** –
  - o The education provider currently has no plans to develop apprenticeships in the HCPC regulated professions.
  - o Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: Visitors noted how there were no details provided on any future changes with technology that may take place due to the impact of Artificial Intelligence (AI). Visitors therefore recommended this area should be referred to the next performance review for further monitoring.

Quality theme: Sector body assessment reflection

Findings of the assessment panel:
- **Assessments against the UK Quality Code for Higher Education** –
  - o Due to the nature of their provision, the education provider is not assessed against the UK Quality Code for Higher Education. The education provider was therefore unable to provide a reflection in this area.
- **Office for Students (OfS)** –
  - o Due to the nature of their provision, the education provider does not engage with the Office for Students. This was noted by the visitors and no issues were highlighted.
- **Other professional regulators / professional bodies** –
  - o Due to the nature of their provision, the education provider does not engage with other professional regulators / professional bodies. This was noted by the visitors and no issues were highlighted.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Quality theme: Profession specific reflection

Findings of the assessment panel:
- **Curriculum development** –
  - o The programme development project ran from January-July 2023. This project was led by an independent reviewer to identify the areas where work was required, they were addressed and completed in a timely manner. This process included alignment of the curriculum with the revised SOPs. As a result of this work, a number of improvements were made which included enhancing the portfolio presentation, ensuring consistency among practice educators and reviewers and providing clearer guidance on hours calculations, observations and knowledge competencies.

- o Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.
- **Development to reflect changes in professional body guidance** –
    - o During this review period, the education provider confirmed there had been no specific developments due to changes in professional body guidance. They recognised the importance of integrating professional body guidance into the programme, which ensured it remained current and relevant.
    - o Through clarification, we noted the BPS were a competing professional body to the education provider in relation to Sport Psychology. It was therefore not appropriate for the education provider to refer to any advice or guidance published by the BPS. However, the education provider did take note of professional body guidance from bodies such as the International Society of Sport Psychology, European Federation of Sport Psychology and Association of Applied Sport Psychology. It was noted how this guidance enabled the education provider to improve the programme with the inclusion of the latest research and practices. This ensured the programme remained current and contributed to enhancing the learner experience and knowledge of the profession.
    - o Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.
- **Capacity of practice-based learning (programme / profession level)** –
    - o Reflecting on the challenges the programme faced, it was evident that the nature of placements sets it apart from other health and care professions. Trainee sport and exercise psychologists often lack a single, consistent placement, making it difficult to meet the comprehensive practice experience requirements set by the programme and HCPC standards. This distinct placement structure poses challenges in demonstrating competence across all necessary areas.
    - o The education provider reflected upon how their collaboration with stakeholders, practice educators and alumni helped to increase placement opportunities. They recognised most of the collaboration takes place through the SEPAR Advisory Group, however going forward they are exploring the possibility of engaging with stakeholders to enhance the process and improve placement access.
    - o Through clarification, we noted the SEPAR Advisory Group work with stakeholders and practice educators to create placement opportunities but they have minimal input into the management of the availability of placements. They are 'one step removed' from the placement process and learners arrange them directly with practice educators.
    - o Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: It was noted the majority of collaboration with stakeholders and practice educators was through the SEPAR Advisory Group. The education provider recognised this and were in the process of exploring alternative methods of engagement. This development should therefore be monitored and reflected upon in the next performance review.

Areas of good and best practice identified through this review: Visitors recognised the work undertaken to develop the curriculum further and improve quality. In particular, they recognised the efforts that had been made to ensure parity and consistency across practice educators and reviewers. A structured approach had been used, which ensured the outcome was achieved.

Quality theme: Stakeholder feedback and actions

Findings of the assessment panel:
- **Learners** –
  - The education provider has made efforts to provide learners with clear information on complaints and appeals procedures and feedback mechanisms. The methods learners use to feedback have received positive feedback, which indicates the processes and mechanisms are working and learners are aware of them and engaging with them. The feedback received has also enabled the education provider to consider new initiatives, such as core workshops.
  - During this period, it was noted two official complaints were received, which demonstrated the processes and mechanisms the education provider had introduced were clear and were being used by learners. They acknowledged how the feedback and complaints they received had assisted them with developing and improving the provision further.
  - Through clarification, we noted the two complaints the education provider received related to the feedback learners received from their practice educators. To address the issues raised in the complaint the education provider outlined the complaints process to the reviewers. They explained the reasoning behind the decisions made in relation to the complaints and reminded them of the importance of applying fairness through the process. To ensure transparency, the external examiners were made aware of the complaints and the decisions made. It was noted no external organisations were involved in the process.
  - Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.
- **Practice placement educators** –
  - The education provider has reflected on how no concerns have been highlighted in the annual supervisory reports, which suggests all placements are operating without no issues. Additionally, the absence of no feedback from practice educators indicates there are appropriate processes in place, which are working effectively. They note that due to the lack of feedback from practice educators they are unable to undertake a complete review of the provision and assess the quality and identify any areas for improvement. They have therefore

suggested they will allow the programme to run for a few more cycles, which will then enable them to gather feedback over a period of time and action the data accordingly.
- o Through clarification, we noted the education provider planned to request feedback formally from practice educators, which would be separate to the feedback received in the supervisory reports.
- o Visitors were satisfied with the information provided in this section. They noted how the education provider had processes in place for practice educators to feedback. However, despite these processes they noted the low level of feedback from them. They acknowledged the education provider had plans to develop these processes further to increase the level of feedback from practice educators. Due to these processes being in the developmental stages, the visitors recommended this area should be reviewed and reflected upon through the next performance review.
- **External examiners** –
  - o Reflections were provided on the external examiner reports in which there were a number of positive comments made. The comments highlighted the comprehensive feedback learners were provided with and noted the involvement of external stakeholders with the programme. Other comments noted included the flexibility in supervision methods and the five minute videos learners produced as part of their assessment.
  - o Through Quality theme 1 we explored how the education provider responded to any feedback or concerns raised by the external examiners.
  - o Visitors were satisfied with the information provided in this section, which demonstrated the education provider was performing well in this area.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: Visitors noted how the education provider had processes in place for practice educators to feedback, however despite these processes they noted the low level of feedback from them. They acknowledged the education provider had plans to develop these processes further to request feedback from practice educators. Visitors therefore recommended this area should be reviewed again through the next performance review.

Data and reflections

Findings of the assessment panel:
- **Learner non continuation:**
  - o As a non-traditional education provider i.e., not a Higher Education Institution (HEI), they lack access to externally validated data such as the National Student Survey (NSS). They recognise the challenges this creates and are aware of the barriers it creates with them securing a longer monitoring period than two years.

- o In order to address this, the education provider is working with the HCPC to establish a regular supply of data points that can be used to assess their performance.
  - o The visitors were satisfied with the education providers performance in this area and acknowledged they were engaging with the HCPC to develop a regular supply of data points.
- **Outcomes for those who complete programmes:**
  - o As above, the education provider recognises the challenges with the lack of data and are working with the HCPC to establish a regular supply of data points that can be used to assess their performance.
  - o The visitors were satisfied with the education providers performance in this area and acknowledged they were engaging with the HCPC to develop a regular supply of data points.
- **Learner satisfaction:**
  - o As above, the education provider recognises the challenges with the lack of data and are working with the HCPC to establish a regular supply of data points that can be used to assess their performance.
  - o The visitors were satisfied with the education providers performance in this area and acknowledged they were engaging with the HCPC to develop a regular supply of data points.
- **Programme level data:**
  - o The education provider reflected on the growth and success of the programme. This growth highlighted the quality of the programme and experiences of learners, which was positive. However, they recognised any future growth would need to be considered and aligned to the availability of jobs within the profession. Other factors that have contributed to this growth include the unique positioning of the education provider and the value for money the programme offers.
  - o The visitors were satisfied with the education providers performance in this area and acknowledged they were engaging with the HCPC to develop a regular supply of data points.

Proposal for supplying data points to the HCPC: The education provider has confirmed they will continue to work with the HCPC to develop a regular supply of data points. The new updated guidance for establishing data points will be used, as this guidance has been designed to support education providers in this position where data is not captured through the same sources as HEIs due to the nature of their provision.

Risks identified which may impact on performance: None.

Outstanding issues for follow up: None.

Section 5: Issues identified for further review

This section summarises any areas which require further follow-up through a separate quality assurance process (the approval or focused review process).

Referrals to next scheduled performance review

Service users and carers

Programme(s) applicable to:
- Sport and Exercise Psychology Accreditation Route (SEPAR)

Summary of issue: The education provider is currently in the process of developing an annual survey for service users and carers to complete to provide feedback on the training they receive. In addition to this there are also plans to introduce service user-led sessions in the training modules. Given these plans are in the developmental stages, the visitors have recommended the progress in this area should be monitored and reflected on in the next performance review.

Use of technology

Programme(s) applicable to:
- Sport and Exercise Psychology Accreditation Route (SEPAR)

Summary of issue: Visitors noted how there were no details provided on any future changes with technology that may take place and no consideration had been given to the impact of Artificial Intelligence (AI). Visitors therefore recommended this area should be reviewed during the next performance review.

Practice placement educators

Programme(s) applicable to:
- Sport and Exercise Psychology Accreditation Route (SEPAR)

Summary of issue: Visitors noted how the education provider had processes in place for practice educators to feedback, however despite these processes they noted the low level of feedback from them. They acknowledged the education provider had plans to develop these processes further to request feedback from practice educators. Due to these processes being in the developmental stages, the visitors recommended this area should be reviewed again through the next performance review.

Capacity of practice-based learning

Programme(s) applicable to:
- Sport and Exercise Psychology Accreditation Route (SEPAR)

Summary of issue: It was noted the majority of collaboration with stakeholders and practice educators was through the SEPAR Advisory Group. The education provider recognised this and were in the process of exploring alternative methods of engagement. This development should therefore be monitored and reviewed in the next performance review.

Section 6: Decision on performance review outcomes

Assessment panel recommendation

Based on the findings detailed in section 4, the visitors recommend to the Education and Training Committee that:
- The education provider's next engagement with the performance review process should be in the 2025-26 academic year
- The issues identified for referral through this review should be carried out in accordance with the details contained in section 5 of this report

Reason for next engagement recommendation
- Internal stakeholder engagement
  - The education provider engages with a range of stakeholders with quality assurance and enhancement in mind. Specific groups engaged by the education provider were learners, service users, practice educators, partner organisations (The Open University), external examiners.
- External input into quality assurance and enhancement
  - The education provider engaged with three professional bodies (International Society of Sport Psychology, European Federation of Sport Psychology and Association of Applied Sport Psychology). They considered professional body findings in improving their provision
  - The education provider did not engage with other relevant professional or system regulator(s).
  - The education provider considers sector and professional development in a structured way.
- Data supply [use one of the following bullet points]
  - The education provider is willing to work with the HCPC in accordance with our guidance on establishing data points. This data will then be available to be used at their next performance review (2025-26).
- In summary, the reason for the recommendation of a two year monitoring period is:
  - Due to the lack of established data points. As detailed above we shall work with the education provider to develop the required data. This data will then be available to be used at their next performance review (2025-26).
  - Due to the following areas being referred to the next performance review:
    - Service users and carers
    - Use of technology
    - Practice placement educators
    - Capacity of practice-based learning

Education and Training Committee decision

Education and Training Committee considered the assessment panel's recommendations and the findings which support these. The education provider was also provided with the opportunity to submit any observation they had on the conclusions reached.

Based on all information presented to them, the Committee decided that:
- The education provider's next engagement with the performance review process should be in the 2025-26 academic year
- The issues identified for referral through this review should be carried out through the next performance review process.

Reason for this decision: The Panel agreed with the visitors' recommended monitoring period, for the reasons noted through the report.

Appendix 1 – summary report

If the education provider does not provide observations, only this summary report (rather than the whole report) will be provided to the Education and Training Committee (Panel) to enable their decision on the next steps for the provider. The lead visitors confirm this is an accurate summary of their recommendation (including their reasons) and any referrals.

Education provider	Case reference	Lead visitors	Review period recommendation	Reason for recommendation	Referrals
British Association of Sport and Exercise Sciences	CAS-01385-G3G2J9	Garrett Kennedy Fleur Kitsell	Two years	In summary, the reason for the recommendation of a two year monitoring period is: • Due to the lack of established data points. As detailed above we shall work with the education provider to develop the required data. This data will then be available to be used at their next performance review (2025-26). • Service users and carers use of technology, practice placement educators and capacity of practice-based learning have been referred to the next performance review to be considered, as	o Service users and carers – referred to next performance review. o Use of technology – referred to next performance review. o Practice placement educators – referred to next performance review. o Capacity of practice-based learning – referred to next performance review.

				outlined above in Section 5.	

Appendix 2 – list of open programmes at this institution

Name	Mode of study	Profession	Modality	Annotation	First intake date
Sport and Exercise Psychology Accreditation Route	PT (Part time)	Practitioner psychologist	Sports and exercise psychologist		01/08/2019