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## Approval process report

University of Northumbria at Newcastle, Sport and exercise psychology,  
2024-25

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### Executive Summary

This is a report of the process to approve Sports and Exercise Psychology programmes at University of Northumbria at Newcastle. This report captures the process we have undertaken to assess the institution and programmes against our standards, to ensure those who complete the proposed programmes are fit to practice.

We have

- Reviewed the institution against our institution level standards and found our standards are met in this area
- Reviewed the programmes against our programme level standards and found our standards are met in this area following exploration of key themes through quality activities
- Recommended all standards are met, and that the programmes should be approved
- Decided that all standards are met, and that the programme(s) is approved

Through this assessment, we have noted:

- The areas we explored focused on:
- Understanding how the availability and capacity of practice-based learning will be managed, including impact on an existing non-HCPC approved Qualification in Sport and Exercise Psychology (QSEP) route delivered by the education provider.
- Understanding how learners engage with continuing professional development (CPD) and are made aware of contemporary issues. The use of research and alignment with the learning outcomes and competencies that the British Psychological Society (BPS) require education providers' curriculum to provide help to ensure the curriculum remains relevant to current practice.
- How the Action Learning Sets (ALS) and the programme design ensure integration of theory and practice.
- The qualifications and experience of practice educators to ensure they were appropriately qualified and experienced.
- The programmes meet all the relevant HCPC education standards and therefore are approved.

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<b>Previous consideration</b>	This is not applicable as the approval process was not referred from another process
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<b>Decision</b>	The Education and Training Committee (Panel) is asked to decide whether the programmes are approved
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Next steps      Subject to the Panel's decision, the programmes will be approved.

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## 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 approval process undertaken by the HCPC to ensure that the programme(s) detailed in this report meet our education standards. The report details the process itself, evidence considered, outcomes and recommendations made regarding the programme(s) approval / 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 approval process

Institutions and programmes must be approved by us before they can run. The approval process is formed of two stages:

- Stage 1 – we take assurance that institution level standards are met by the institution delivering the proposed programme(s)
- Stage 2 – we assess to be assured that programme level standards are met by each proposed programme

Through the approval process, we take assurance in a bespoke and flexible way, meaning that we will assess whether providers and programmes meet standards based on what we see, rather than by a one size fits all approach. Our standards are split along institution and programme level lines, and we take assurance at the provider level wherever possible.

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

### **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 this review:

Laura Carey	Lead visitor, Sports and exercise psychologist
Lyn McLafferty	Lead visitor, Educational psychologist
Temilolu Odunaike	Education Quality Officer

## **Section 2: Institution-level assessment**

### **The education provider context**

The education provider currently delivers 13 HCPC-approved programmes across four professions. It is a Higher Education Institution and has been running HCPC approved programmes since 1995. Their provision also includes four post-registration programmes for independent prescribing and supplementary prescribing annotations.

The new programme will sit in the Faculty of Health and Wellbeing and reside in the School of Sport, Exercise and Rehabilitation. The Faculty of Health and Wellbeing is where all their other HCPC approved provision sit and the same policies and processes will apply.

As part of how the education provider ensures availability and capacity of practice-based learning, applicants must demonstrate that they have a suitable practice-based learning or work-related opportunities in a relevant field and in a safe and secure environment.

The education provider engaged with the performance review process in 2022-23 where they received a four-year review period. The visitors considered the education provider was performing well across the majority of areas. One area was referred to their next performance review scheduled for the 2026-27 academic year. This relates to their service user and carer (SU&C) involvement. Our Education and Training Committee determined that a four-year review would allow the education provider to further embed SU&C involvement across all their programmes and for them to consider formalising some of the opportunities for SU&C and learner engagement.

### 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 2](#) of this report.

	Practice area	Delivery level		Approved since
<b>Pre-registration</b>	Biomedical scientist	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2007
	Occupational therapy	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1995
	Operating Department Practitioner	<input checked="" type="checkbox"/> Undergraduate	<input type="checkbox"/> Postgraduate	2001
	Physiotherapist	<input checked="" type="checkbox"/> Undergraduate	<input checked="" type="checkbox"/> Postgraduate	1995
<b>Post-registration</b>	Independent Prescribing / Supplementary prescribing			2006

## 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.

This data is for existing provision at the institution, and does not include the proposed programme(s).

Data Point	Bench-mark	Value	Date	Commentary
Learner number capacity	425	433	2024/25	<p>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 is the benchmark figure, plus the number of learners the provider is proposing through the new provision.</p>
Learner non-continuation				<p>This data was sourced from a data delivery. This means the data is a bespoke Higher Education Statistics Agency (HESA) data return, filtered bases on HCPC-related subjects.</p> <p>The data point is below the benchmark, which suggests the provider is performing above sector norms.</p> <p>When compared to the previous year's data point, the education provider's</p>

	3%	2%	2020-21	performance has been maintained.
Outcomes for those who complete programmes	93%	96%	2020-21	<p>This data was sourced from a data delivery. This means the data is a bespoke HESA data return, filtered bases on HCPC-related subjects The data point is above the benchmark, which suggests the provider is performing above sector norms.</p> <p>When compared to the previous year's data point, the education provider's performance has improved by 3%.</p> <p>We did not explore this data point through this assessment because the data showed the education provider is performing well in this area.</p>
Teaching Excellence Framework (TEF) award	N/A	Silver	2023	<p>The definition of a Silver TEF award is "Provision is of high quality, and significantly and consistently exceeds the baseline quality threshold expected of UK Higher Education."</p> <p>We did not explore this data point through this assessment because the data showed the education provider is performing well in this area.</p>
Learner satisfaction	79.6%	78.6%	2024	<p>This data was sourced at the subject level. This means the data is for HCPC-related subjects The data point is broadly equal to the benchmark,</p>

				<p>which suggests the provider's performance in this area is in line with sector norms</p> <p>When compared to the previous year's data point, the education provider's performance has improved by 1%.</p> <p>We did not explore this data point through this assessment because the data showed the education provider is performing well in this area.</p>
HCPC performance review cycle length	N/A	4 years	2022-23	<p>The education provider received a 4-year review period at their last performance review. Their next performance review is scheduled for 2026-27 academic year.</p>

## The route through stage 1

Institutions which run HCPC-approved provision have previously demonstrated that they meet institution-level standards. When an existing institution proposes a new programme, we undertake an internal review of whether we need to undertake a full partner-led review against our institution level standards, or whether we can take assurance that the proposed programme(s) aligns with existing provision.

As part of the request to approve the proposed programme(s), the education provider supplied information to show alignment in the following areas.

### Admissions

#### **Findings on alignment with existing provision:**

- **Information for applicants –**
  - The admissions policy outlines the framework and principles for managing the admissions process for all programmes at the education provider's campuses and distance learning programmes. It works alongside the Handbook of Student Regulations to provide rules and procedures for applicants and learners in taught programmes.



- The Programme Specification details the programme structure, module content, practice-based learning activities, assessment methods, and any Professional Statutory Regulatory Body (PSRB) requirements.
- The education provider noted the proposed programmes will align with the above policies and documents.
- Applicants will be required to provide relevant professional body membership, Disclosure and Barring Service (DBS) or Protecting Vulnerable Groups (PVG) status, and a suitable practice-based learning or work-related experience. A proposed research interest must be submitted at the application stage to ensure alignment with faculty supervisory capability. Additionally, applicants will need to attend an interview.
- These align with our understanding of how the institution runs with additional information applying to the new programmes.
- **Assessing English language, character, and health –**
  - Specific English Language requirements, such as GCSE English or International English Language Testing System (IELTS) 6.5, are part of the entry criteria for both home and international learners. The Admissions Policy states that international applicants must have a minimum overall IELTS (Academic) score of 6.5, with at least 6.0 in each component, or an approved equivalent.
  - Additional requirements include a mandatory DBS Enhanced Certificate and a satisfactory Occupational Health Clearances with checks conducted by internal panels and the Practice Learning team. Applicants must also meet Professional, Statutory and Regulatory Body (PSRB) suitability of registration requirements, as reflected in the Programme Specification.
  - The education provider noted the new programmes will align with existing institutional policies, processes and procedures as detailed above.
- **Prior learning and experience (AP(E)L) –**
  - The education provider noted that the Admissions Policy, Recognition of Prior Learning (RPL) and Higher Education (HE) Credit Framework are agreed at the institution level. The RPL provides guidance on Advanced Entry and Exemptions based on prior learning or Higher Education credit. This is categorised into:
    - Recognition of Prior Experiential Learning (RPEL);
    - Recognition of Prior Certified Learning (RPCL); and
    - Recognition of HE Credit (RHEC).
  - The Academic Regulations for Taught Awards (ARTA) include provisions for Flexible Learning, detailing the maximum exemptions allowed in accordance with the University Framework and sector standards. This framework ensures that the recognition of prior learning and credits is systematically integrated into the admissions process, providing clear pathways for advanced entry and exemptions for eligible learners.

- This aligns with our understanding of how the institution runs.
- **Equality, diversity and inclusion (EDI) –**
  - The education provider has an Equality, Diversity and Inclusion Policy which states that they are an inclusive community who value diversity and are committed to a culture where everyone feels they belong, and everyone has equity of opportunity and is enabled to be their best. They noted the Equality Act 2010 is built into their policies.
  - The education provider noted they welcome applications from interested candidates of all backgrounds, who can benefit from and contribute to their learning environment, to the programme. They noted each applicant's relevant factors and individual needs are considered with sensitivity.
  - The education provider noted their Access and Participation Plan for the period 2024/25 to 2027/28 is an institutional Plan which has been developed in partnership with key stakeholders, in particular, learners, and is data-led and evidence informed.
  - The education provider stated they support the Athena Swan Charter and hold an institutional bronze award. We understand their Departments of Sport, Exercise & Rehabilitation and Psychology also have bronze awards and designated EDI leads.
  - All of these align with our understanding of how the institution runs.

**Non-alignment requiring further assessment:**

- The education provider noted that they will be implementing a revised IELTS score of 7, with no element below 6.5. We understand this change requires approval to deviate from the standard Admissions Policy. The education provider noted that a request for this deviation has already been submitted and is currently undergoing the Quality Assurance approval process as a Variation Order. We will consider this through stage 2.

Management and governance

**Findings on alignment with existing provision:**

- **Ability to deliver provision to expected threshold level of entry to the Register<sup>1</sup> –**
  - The education provider noted their Northumbria University Framework for Quality and Standards reflects the Office for Students (OfS) expectation that governing bodies assure themselves that their institution is meeting the OfS Conditions of Registration.
  - The Postgraduate Research (PGR) Code of Practice ensures PGR opportunities are advertised and offered only in environments that support research and learner training. All research supervisors must

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<sup>1</sup> This is focused on ensuring providers are able to deliver qualifications at or equivalent to the level(s) in SET 1, as required for the profession(s) proposed

meet eligibility requirements and follow the Supervisor Good Practice Framework.

- The education provider noted their Professional Statutory Regulatory Body (PSRB) Team collaborates with the programme team and relevant departments to ensure compliance with updated professional standards. They also report directly to regulatory bodies such as the HCPC and accrediting bodies such as the BPS through standard monitoring processes.
- This aligns with our understanding of how the institution runs postgraduate programmes. The education provider has noted there will be no changes to how the new programmes align with existing policies and processes.

- **Sustainability of provision –**

- To ensure sustainability of their provision, the education provider noted faculties establish their capacity to deliver PGR Degree programmes on an annual basis. They noted this is directly linked to their Faculty Research and Innovation Plans and Academic Development Plans.
- The education provider has a Programme Framework for Northumbria Awards for all programmes. The framework helps to ensure programmes are aligned with and deliver the education provider's Corporate Strategy. It also ensures consistency to the structure and delivery of programmes whilst training flexibility so each programme can have its own identity.
- To ensure supervision can continue even when a staff member is unavailable, the education provider noted they have built their staff capacity for this.
- As an institution, the education provider noted their programmes are developed in line with the Quality Assurance Agency (QAA) UK Code for Higher Education.
- We understand that the new programmes will align to the existing policies and processes.

- **Effective programme delivery –**

- The education provider has a Supervisor Good Practice Framework which helps to ensure all co-ordinating supervisors have the relevant qualification and training and are registered with the relevant regulatory and professional bodies. The supervisors will keep their professional training up to date by completing all required training and relevant continuing professional development (CPD).
- In addition, the education provider noted all research supervisors at their institution must complete mandatory supervisor training with the graduate school and must renew their training every three years.
- This aligns with our understanding of how the institution runs to ensure effective programme delivery. The new programmes will follow the institutional approach.

- **Effective staff management and development –**

- The induction process as well as the Probation policy ensures all new staff, supported by their Line Manager, undergo an induction process that introduces them to the education provider and assigns a 'buddy' for everyday questions. They are also allocated a Research mentor, a Teaching and Learning mentor, and a probation buddy. Key information, including policies, mandatory training, systems, and probationary period guidance, is provided in an induction toolkit.
- Staff with limited teaching experience usually undertake a Postgraduate Certificate in Academic Practice (PG CAP). This programme includes guidance on applying for an Advance Higher Education (HEA) Fellowship.
- In line with the education provider's Workload Policy, all staff are allocated hours in their workload to undertake research, teaching, knowledge exchange, consultancy work, and relevant CPD activities.
- Additionally, the education provider offers annual funding for professional development through the University Development Fund, and staff have access to the Santander Open Academy, a free digital learning platform with over 1,000 courses.
- This aligns with our understanding of how the institution runs and the education provider has stated that these policies and processes will apply to the new programmes.
- **Partnerships, which are managed at the institution level –**
  - The education provider noted their strong relationships and governance with partners is required to ensure programmes are sustainable and fit for purpose.
  - We understand that all policies relating to the management of learners whilst undertaking practice-based learning are co-produced and agreed upon at a regional level with key partners.
  - As Professional Doctorate programmes, learners are expected to be embedded in relevant workplaces or have voluntary opportunities to develop their practice. The programme team will assist learners in finding additional practice environments when possible.
  - This aligns with our understanding of how the institution runs and the education provider has stated the new programmes will follow the same approach.

**Non-alignment requiring further assessment:** None.

#### Quality, monitoring, and evaluation

#### **Findings on alignment with existing provision:**

- **Academic quality –**
  - The Northumbria University Framework for Quality and Standards is a framework that ensures the education provider meets the Conditions of Registration set by the Office for Students (OfS).

- Learners on the programmes will initially fall within the education provider's Academic Regulations for Taught Awards (ARTA) 2024-25 and then the Academic Regulations for Research Awards (ARRA) once they transition to the professional practice and research phase.
- As with all programmes, the new programmes will also be involved in the education provider's formal process of monitoring quality which is the Continuous Programme Performance Review (CPPR).
- The Northumbria Postgraduate Research (PGR) Code of Practice aligns with the QAA UK Quality Code, Advice and Guidance: Research Degrees.
- All of these align with the institutional policies and procedures for taught and research programmes and there will be no changes to how the new programmes align with existing policies and procedures.
- **Practice quality, including the establishment of safe and supporting practice learning environments –**
  - The Northumbria Placement Policy for professional practice programmes ensures there is a Faculty Director of Practice Placements and a dedicated team that manages all practice-based learning and internships. The education provider has established processes for professional practice programmes. They noted this will be adapted slightly for these programmes to suit the practice settings.
  - The Faculty Director of Practice Placements meets with leads of larger practice education providers monthly to discuss a wide range of practice-based learning topics to ensure quality of practice-based learning. Each learner will have a coordinating supervisor as their first point of contact, acting as a liaison between the learner, workplace, and the education provider. All learners will also have access to a Placement Handbook with key information.
  - This aligns with our understanding of how the institution runs to ensure practice quality.
- **Learner involvement –**
  - The Student Engagement Policy helps to ensure learners are involved in their programme through a system of student representatives. The representatives act as a link between learners, academics, and the programme management team. The Vice President Postgraduate (PGR) represents all PGR Representatives.
  - There is a Student, Staff Programme Committee (SSPC) that meets once per semester, providing a platform for learners to give feedback on the programme. Student Representatives, recruited via the Students' Union, attend these meetings. Additionally, learners have ongoing contact with the Programme Leader and can participate in External Examiner focus groups to contribute to the programme's innovation and best practices.
  - In addition, learners are asked to complete various surveys to evaluate the provision in the department, faculty, and education provider as a whole. The education provider noted that these surveys provide

anonymous feedback that helps the faculty and programme management teams to promptly improve the programme and the overall teaching and learning experience.

- All of these align with how the institution runs and there will be no changes to these programmes.
- **Service user and carer involvement –**
  - The education provider stated that the CPPR framework incorporates contributions from a broad spectrum of stakeholders through structured and varied engagement routes. In line with their commitment to inclusive practice, the education provider added that service users and carers will also be actively invited to provide feedback as part of the review cycle..
  - For the new programmes, the education provider noted the programme design was informed by a research survey completed by experienced sport and exercise psychology practitioners and senior stakeholders, including a sport performance coach, a National Governing Body (NGB) employee, and a Nike employee. The education provider added that these practitioners and stakeholders will remain integral to the programme's ongoing development. They will serve as 'Experts by Experience' (EBE) and will be invited to participate in programme review meetings, guest lectures, and Action Learning Sets (ALS) (group supervision sessions) where possible.
  - The Faculty has an EBE Group that oversees the University Strategy for involving service users in research and teaching. The Programme Director will regularly communicate with the Faculty EBE for advice and updates.
  - This is in line with how the institution functions, particularly around research programmes and there will be no change to the new programmes.

**Non-alignment requiring further assessment:** None

### Learners

**Findings on alignment with existing provision:**

- **Support –**
  - The education provider uses a centralised model for administrative and technical services. Many learner support activities are managed and delivered by Student Central, a university-wide facility.
  - Ask4Help is available to learners 24/7 during term-time and serves as the first point of contact for all learner support enquiries. It is located within Student Central, and provides both face-to-face and online support around accommodation, applying for jobs, assessments, disability, counselling etc.
  - Departmental Management Groups (DMGs) ensure that appropriate support mechanisms, such as personal tutors and access to facilities,

are in place for all learners. Those needing more specialised support can access a comprehensive range of learner support services.

- All postgraduate researchers at the education provider have access to a flexible researcher development programme at the University level, designed to equip them with the necessary skills to complete their Doctorate. This training is aligned with the Vitae Researcher Development Framework, which supports researchers in four key areas: knowledge and intellectual ability, personal effectiveness, research governance, and organisation and engagement, influence, and impact.
- The education provider noted that learners will be supported in planning and executing their professional development and practice through the development and implementation of their training plan.
- This aligns with our understanding of how the institution runs. The education provider has stated there will be no changes to the new programmes.

- **Ongoing suitability –**

- The education provider noted ARTA regulations apply to the taught component of the award and the professional practice and research components are examined according to the Professional Doctorate Award Regulations.
- During the supervised professional practice and research phase of the programme, Annual Progressions enable formative assessment of research and practice competencies.
- The education provider has a Fitness to Practise and Recruitment of Ex-Offenders Policy that requires learners to inform their Personal Tutor or Programme Lead immediately if they are subject to Police investigation or prosecution during their programme. They would also need to report if they have received a caution or conviction. At the beginning of the academic year, learners are required to re-enrol and confirm that they remain of good character.
- Learners are required to engage in a minimum of ten monthly meetings with their principal supervisor if they are full-time, or six bi-monthly meetings if they are part-time. These meetings must be recorded online by both the learner and the coordinating supervisor using the education provider's online PGR record system.
- At each annual progression, learners must demonstrate to the Faculty PGR committee that they have met the published criteria, with the progression panel's recommendations submitted to the committee.
- For these programmes, learners must hold meetings with both the coordinating supervisor, who oversees the practice element, and the research supervisor, who supports the research element.
- Annual progression panel for the new programmes include an HCPC registered practitioner psychologist who is BPS chartered and qualified to supervise QSEP. This would help to ensure appropriate criteria in both research and practice have been met.

- The education provider noted the external examiner will be an HCPC practitioner psychologist and BPS Chartered Sport and Exercise Psychologist.
- This is in alignment with our understanding of how the institution runs with additional procedures in place for the new programmes.
- **Learning with and from other learners and professionals (IPL/E)**
  - All learners on the new programmes will participate in shared ALS to foster a community of practice. These sets will be facilitated by BPS Chartered and HCPC registered practitioner sport & exercise psychologists who are qualified QSEP supervisors and active in both research and practice. When possible, relevant external stakeholders will also be invited to join the ALS.
  - The education provider has a 30-credit taught module that sits across all Professional Doctorate programmes in the Department of Sport, Exercise and Rehabilitation. This enables learners to engage with other learners and professionals from different disciplines within sport and exercise contexts.
  - The education provider has a faculty lead for Interprofessional Education (IPE) who oversees interprofessional learning across various health and social care professional programmes. The lead provides support and advice to programme staff on effectively facilitating IPE.
  - Learners are invited to attend research seminar series hosted by the School of Psychology and the School of Sport, Exercise and Rehabilitation. These seminars provide opportunities to engage with learners and staff from various sport, exercise, and psychology disciplines.
  - This aligns with our understanding of how the institution functions in relation to IPE. There will be no changes to how the new programmes align with the institutional processes and procedures around IPE.
- **Equality, diversity and inclusion –**
  - The education provider has an equality, diversity and inclusion (EDI) policy which helps to ensure they are committed to providing an environment which is valued and encouraged. It also fosters equal access to opportunities and services and helps to ensure both prospective and existing staff and learners are treated fairly, with equity, dignity and mutual respect.
  - The education provider also has a Reasonable Adjustment Policy that details 'reasonable adjustments' that apply to learning, teaching and assessment methods. We understand there is no requirement to make 'reasonable adjustment' to the application of competence standards or to academic or other prescribed standards.
  - These policies are institutional policies which will apply to the new programmes in the same way.

**Non-alignment requiring further assessment:** None.



## Assessment

### **Findings on alignment with existing provision:**

- **Objectivity –**
  - The education provider noted Academic Regulations for Taught Awards (ARTA) will apply to the taught component of the award. The professional practice and research components are examined according to the Professional Doctorate Award Regulations.
  - There is an Anonymous Marking Policy which ensures marking is done by staff anonymously. The education provider noted internal and external moderation will take place utilising a sample of the assessed work in line with the education provider's Moderation Policy.
  - This aligns with our understanding of how the institution runs and there are no changes required to the new programmes.
- **Progression and achievement –**
  - The new programmes require learners to meet specific credit requirements at each level to progress to the next. Learners must successfully complete the 30-credit level 7 taught module before moving on to the level 8 supervised component. After completing the level 7 module, learners' marks must be ratified by the Progression and Awards Board (PAB). If a learner fails the level 7 module, they will be given a referral opportunity, which will occur after the PAB, without a level average requirement for the referral.
  - If a learner passes the module after the referral, they will receive the module pass mark of 50%. If a learner fails the referral but has not yet repeated the module, they will typically be offered one chance to repeat the failed module, provided they have attempted to complete at least half the credit in the level, achieving 15% or more in the module.
  - These are in line with the education provider's ARTA 2024-25 and Academic Regulations for Research Awards 2023-24 which are institutional policies and procedure. There will be no change to how the new programmes align with this.
- **Appeals –**
  - The Handbook of Student Regulations describes learners' right of appeal against examination/assessment decisions in accordance with the education provider's appeals procedures.
  - This right of appeal is an institutional process and will apply to the new programmes in the same way.

**Non-alignment requiring further assessment:** None.

### **Outcomes from stage 1**

We decided to progress to stage 2 of the process without further review through stage 1, due to the clear alignment of the new provision within existing institutional structures, as noted through the previous section.

Education and training delivered by this institution is underpinned by the provision of the following key facilities:

- Learners will have access to specialist lab facilities in both the School of Sport, Exercise and Rehabilitation and the School of Psychology. They can securely access education provider software through My Access and save files on Microsoft OneDrive, accessible both on campus and at home.
- IT support is available 24/7 via phone, chat, or a ticket-based system, with one-to-one support available at the IT place in the Library at City Campus. Learners will also have access to subject-specific databases in psychology and sport.
- Staffing resources include a designated Programme Director, who is an Associate Professor (Education) and a registered HCPC practitioner psychologist who will oversee the programme. Additionally, three other HCPC registered practitioner psychologists who are also BPS Chartered Sport and Exercise Psychologists with QSEP supervisor training form part of the programme team.
- When necessary, additional sport and exercise psychology academic staff will serve as 'second supervisors' to support the research aspects of the programme.

**Risks identified which may impact on performance:** None.

**Outstanding issues for follow up:** The education provider noted that they will be implementing a revised IELTS score of 7, with no element below 6.5. We understand this change requires approval to deviate from the standard Admissions Policy. The education provider noted that a request for this deviation has already been submitted and is currently undergoing the Quality Assurance approval process as a Variation Order. We will consider this through stage 2.

### Section 3: Programme-level assessment

#### Programmes considered through this assessment

Programme name	Mode of study	Profession (including modality) / entitlement	Proposed learner number, and frequency	Proposed start date
Doctor of Sport and Exercise Psychology	FT (Full time)	Practitioner psychologist / Sports and	2 learners	01/10/2025

		exercise psychologist		
Doctor of Sport and Exercise Psychology	PT (Part time)	Practitioner psychologist / Sports and exercise psychologist	6 learners	01/10/2025

## Stage 2 assessment – provider submission

The education provider was asked to demonstrate how they meet programme level standards for each programme. They supplied information about how each standard was met, including a rationale and links to supporting information via a mapping document.

## Quality themes identified for further exploration

We reviewed the information provided, and worked with the education provider on our understanding of their submission. 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 met our standards.

We have reported on how the provider meets standards, including the areas below, through the [Findings section](#).

### Quality theme 1 – availability and capacity of appropriate practice-based learning

**Area for further exploration:** We noted there will be a small number of learners per year with two learners being full time and six part time. The practice-based learning team and governance arrangements were already well established, and the programme lead has quality assurance responsibility.

The documentation submitted stated that applicants can only enrol if they have secured their own practice-based learning. We understood learners would require multiple practice-based learning opportunities to gain the diverse experience and accumulate the necessary hours. We understood some learners will already be working in relevant contexts and there was a possibility of Northumbria Sport practice-based learning. However, we needed to know if these will be open to those who are in workplace settings to give them the variety of practice-based learning.

Additionally, we noted that the education provider will prioritise practice-based learning opportunities for learners on the sport and exercise programmes over candidates on the Qualification in Sport and Exercise Psychology (QSEP) training route. The visitors noted that the QSEP route already utilises these practice-based

learning sites. Therefore, we requested to know how the new programme affects practice-based learning capacity on the QSEP route and how it was being managed.

**Quality activities agreed to explore theme further:** We explored this area through email clarification. We were satisfied this approach would appropriately address the issues raised.

**Outcomes of exploration:** The education provider explained that all learners will have the opportunity to take up practice-based learning provided by the education provider i.e Northumbria Sport. Northumbria Sport is the sport and physical activity arm of Northumbria University offering a wide range of opportunities to take part in sport and supporting up to 200 learners each year. To ensure equal access to experiences, each opportunity will be categorised (e.g., team sports, individual sports, scholarship athletes, junior athletes), and learners will rotate through them starting at different points. Each learner will spend a set number of weeks in each opportunity, guided by an individual training plan that tracks objectives and progress. This system also allows supervisors to monitor additional practice-based learning activities and ensure they meet required timeframes and provide varied, meaningful experiences.

The Graduate Futures placement and internship team supports both standard practice-based learning and shorter, non-practice placements. While the overarching approach will follow the standard practice-based learning model, elements of the non-practice placement processes will also be integrated. The education provider noted that this blended approach reflects the diverse and varied nature of practice-based learning within the profession.

Regarding partnership with Northumbria Sport, the education provider reassured us the opportunities for learners have now been confirmed. Discussions are continuing to further extend opportunities. For example, the possibility to include access to the University's International Football Academy players. We understood this is an option for learners to further build their competencies and is not a mandatory practice-based learning opportunity.

To address any impact to the existing non-approved QSEP route, the education provider informed us of their intention to change their focus to delivering the proposed Professional Doctorate routes as the primary route for the training of sport and exercise psychologists once the programmes have been approved. We understood the majority of the existing QSEP learners will have completed their practice-based learning by the time learners on the proposed programmes reach their practice and research phases. They noted this arrangement will ensure sufficient and appropriate practice-based learning opportunities for all learners. They added that if they were approached by potential new candidates for the QSEP, they will consider capacity in terms of both supervisors and practice-based learning before agreeing to take on new QSEP candidates.

Following the quality activity, the visitors were satisfied that the additional detail has provided reassurance about structures in place to provide adequate practice-based learning opportunities for learners across the range of experiences required. The specific detail about the QSEP route also alleviated their concerns about the impact of the new programmes on the capacity of practice-based learning for the QSEP route.

### Quality theme 2 – ensuring the curriculum remains relevant to current practice

**Area for further exploration:** Information provided in the module descriptors demonstrated that the modules are aligned. However, details on how the learners will engage with CPD of their own practice and awareness of contemporary issues throughout the duration of their training was missing. Details on the scope of practice and relevance of research was equally missing, and the visitors considered this could be a vehicle to support the curriculum remaining current. Due to the missing information, the visitors could not determine how the education provider ensures the curriculum remains relevant to current practice.

There was also no information in the documentation that referenced predictions about the direction of the profession and likely advances that needed to be monitored, showing an overall commitment to keeping the programme current, responsive, and aspirational to the future. The visitors considered this important given the scope of jobs and likely employment post qualification. Therefore, they requested further information to ensure the programme reflects current practice, so it remains relevant and effective in preparing learners for practice.

**Quality activities agreed to explore theme further:** We decided to explore this area through email clarification / narrative and additional evidence. We were satisfied this approach would appropriately address the issues raised.

**Outcomes of exploration:** In relation to how learners will engage with CPD and awareness of contemporary issues, we understood learners are required to submit a Plan of Training during the bridging module, which supervisors will use to guide and monitor development. Throughout the programme, learners maintain a CPD log that is reviewed during supervision and formally assessed at annual progression points, with feedback shaping future CPD activities. CPD engagement includes academic publications, professional resources like BPS Learn, university training, seminars, and events supported by the Graduate School and Graduate Futures team. The education provider's Final Assessment Strategy document together with their updated SOPs mapping clearly demonstrated the scope of practice and relevance of research to ensure the curriculum remains relevant to current practice. In addition, the Programme Director monitors and incorporates any updates to professional body requirements into the curriculum.

The visitors were satisfied that the narrative and further evidence submitted fully demonstrated that the standard is met.

### Quality theme 3 – ensuring the integration of theory and practice

**Area for further exploration:** An outline was provided in the Programme Handbook however, it was missing details on how theory and practice is integrated beyond the module name, assessment tasks and ALS. As a result, it was unclear how learners will be able to apply knowledge to practice to be able to reflect and learn how to apply theory frameworks to practice. Therefore, we requested further information for example on how learners will be taught counselling skills, formulation skills, how they will be expected to gain knowledge on developing a chosen modality. We requested to know if core content was agreed for each ALS or whether this was reactive based on reflective practice.

**Quality activities agreed to explore theme further:** We explored this area through email clarification / narrative. We were satisfied this approach would appropriately address the issues raised.

**Outcomes of exploration:** In relation to the integration of theory and practice, in the Action Learning Sets, the education provider explained that each ALS includes agreed core content, with pre-session readings and materials followed by in-session activities and discussions focused on applying theory to practice. For example, learners might study goal-setting theory through lectures and articles before applying it to case studies or role-play scenarios during the session. These help learners build key competencies through experiential learning, which is reinforced in supervision meetings. Additional CPD resources are provided to deepen understanding. Learners are also directed to attend relevant BPS workshops and external training to further develop practical skills.

Integration of theory and practice in research projects is enhanced through the requirement to complete doctoral level research. We noted the subject of the research must be from applied practice and must produce original knowledge, insights, and understanding to a practice-based problem.

In addition, several examples were provided demonstrating how goal setting is taught within the broader context of psychological modalities and approaches. These illustrated how various modalities are integrated into the curriculum and how the programme supports the application of theory to practice.

The visitors were satisfied that the education provider had demonstrated how the Action Learning Sets and programme design integrate theory and practice. They also noted the robustness of the programme design and how elements linked to combine theory and practice. Therefore, the visitors determined that the quality activity had adequately addressed their concerns.

### Quality theme 4 – ensuring adequate number of appropriately qualified and experienced staff in practice-based learning

**Area for further exploration:** The information provided here did not relate to how the education provider ensures an adequate number of appropriately qualified and experienced staff in practice-based learning. The paperwork mentioned "elite clubs" in relation to practice-based learning, but the mapping document also referenced establishing a Memorandum of Understanding with the University's Sport department to provide additional practice-based environments for learners through Northumbria Sport. It was unclear how the education provider would ensure learners are supervised by staff who are appropriately qualified and experienced. We noted the nature of the programmes and the differences in qualifications and scope of practice between a coach, and the range of potential staff within each practice-based learning site. This led us to request how the education provider would ensure qualifications and experience of staff are appropriate to the specific aspects of practice-based learning they are involved in, and that they are able to effectively support learning and assessment. If there was not appropriately qualified and experienced staff involved in the practice-based learning, we needed to know what other provisions/alternatives the education provider was proposing and how will they work in practice. This would help us to understand how the education provider ensures there is enough support for learners to take place in safe and effective practice-based learning.

**Quality activities agreed to explore theme further:** We decided to explore this area through email clarification / narrative. We were satisfied this approach would appropriately address the issues raised.

**Outcomes of exploration:** We understood that before the commencement of practice-based learning, tripartite meetings between the supervisor, practice-based learning staff, and the learner are held to establish the learning goals and identify targeted competencies. Practice educators must be BPS Chartered Sport and Exercise Psychologists and HCPC-registered Practitioner Psychologists to be considered appropriately qualified. If no qualified educator is available on-site, a Northumbria co-ordinating supervisor will assume the role. This involves being present in the practice setting, offering shadowing opportunities, observing practice, and facilitating in-action reflection. The visitors were satisfied with this response and decided it had adequately addressed their concerns.

## Section 4: Findings

This section details the visitors' findings from their review through stage 2, including any requirements set, and a summary of their overall findings.

### Conditions

Conditions are requirements that must be met before providers or programmes can be approved. We set conditions when there is an issue with the education provider's approach to meeting a standard. This may mean that we have evidence that

standards are not met at this time, or the education provider's planned approach is not suitable.

The visitors were satisfied that no conditions were required to satisfy them that all standards are met. The visitors' findings, including why no conditions were required, are presented below.

## **Overall findings on how standards are met**

This section provides information summarising the visitors' findings against the programme-level standards. The section also includes a summary of risks, further areas to be followed up, and areas of good practice.

### **Findings of the assessment panel:**

- **SET 1: Level of qualification for entry to the Register** – this standard is covered through institution-level assessment.
- **SET 2: Programme admissions** –
  - Details of the selection and entry requirements are provided in the programme handbook and programme specification. We understood that to be eligible for the programmes, candidates must demonstrate that they have a suitable practice-based learning or work-related opportunities in a relevant field and in a safe and secure environment.
  - They are also required to have completed an undergraduate degree that confers Graduate Basis for Chartership (GBC) with the BPS. Other requirements include completion of a BPS accredited MSc in Sport and Exercise Psychology, and its Division of Sport and Exercise Psychology (DSEP) amongst others.
  - The education provider noted that candidates will need to apply to the new provision through the standard application process for Postgraduate Study in the Faculty of Health and Wellbeing.
  - The education provider noted that they will be implementing a revised IELTS score of 7, with no element below 6.5. We understand this change requires approval to deviate from the standard Admissions Policy. The education provider noted that a request for this deviation has already been submitted and is currently undergoing the Quality Assurance approval process as a Variation Order.
  - The visitors were satisfied that the programme level standard in this SET area is met.
- **SET 3: Programme governance, management and leadership** –
  - The education provider has a dedicated practice-based learning and internships team that manages all practice-based learning and internships. Learners have to secure their own practice-based learning (at their workplace) for entry to the programme) and the education provider noted tripartite meetings will be held with learners and their employers as and when appropriate, From seeking further clarification, we understood these meetings will be held during the practice



supervision phase of the programmes, beginning in semester two of year one. The meetings will occur before each practice-based learning to agree on objectives, mid-placement to review progress and adjust, and after each practice-based learning to reflect and evaluate.

- As a professional doctorate programme, the education provider noted expectations are that learners will already be in their relevant workplace or have voluntary opportunities to support the development of their practice after they have been accepted onto the programme. The education provider also noted additional practice-based learning will be provided to ensure sufficient range for all learners. As outlined in [quality theme 1](#), additional details were received on how the education provider will ensure all learners have access to the practice-based learning they need. Information was also provided on the impact the new programmes will have on the non-approved QSEP route and how this will be managed.
- Staff CVs were submitted to demonstrate how the programmes will ensure adequate number of appropriately qualified staff. There are four appropriately qualified and HCPC registered staff members. The education provider added that there are six additional staff who are members of the School of Sports, Exercise and Rehabilitation and specialise in sport and exercise psychology research. We understood these staff members would also be available to contribute to research supervision as and when necessary, dependent upon required expertise.
- We sought further clarification on the number of learners to understand how it would impact on the number of staff involved in the programme. From this, we understood a minimum of one learner per cohort is agreed, although the education provider envisages a maximum of 14 learners on the programmes. We were reassured that a low cohort number would not have an impact on staffing as the staff numbers would be combined across both the proposed programmes and the existing non-approved QSEP route.
- Specific modules are covered by staff with appropriate expertise. All staff are required to complete a three yearly research supervisor workshop to be eligible to supervise doctoral level research learners. Staff are also required to regularly complete mandatory training on topics such as equality and diversity, General Data Protection Regulation (GDPR), safeguarding, information security, freedom of information, and research ethics. Research supervisors must keep their supervision skills current by completing refresher training every three years, in line with Graduate School policy for postgraduate research supervision.
- The programme specification detailed the resources available to support learning. General IT support is provided centrally and is available 24/7 through various channels, with additional one-to-one help offered at the IT Place in the City Campus Library. Learners have access to quiet IT workspaces and a wide range of software packages

for academic use. Specialist equipment in Psychology, such as Electroencephalography (EEG) and eye tracking, is available for research, with additional access to sport and exercise science labs when relevant.

- The visitors were satisfied that the initial information provided and the response to quality activity were sufficient to determine that all standards within this SET area are met.

- **SET 4: Programme design and delivery –**

- The Programme Learning Outcomes are mapped to the SOPs. From seeking further clarification, updated mapping documents were received demonstrating how the learning outcomes specific to each ALS map to the SOPs for sports and exercise psychologists.
- The visitors noted that in the taught aspect of the programme (module SP7029 Planning Professional Practice and Research) demonstrates how professionalism is taught on the programme. From seeking further clarification, we understood how the standards of conduct, performance and ethics are structured into the programme design and within the specific learning outcomes. Updated mapping against the Programme Learning Outcomes and the ALS provided reassurance that the standards of conduct, performance and ethics are included in the curriculum.
- The education provider noted that the curriculum and associated assessments have been developed in relation to the professional standards for sport and exercise psychologists aligned to the HCPC and BPS guidance. Further clarification was received demonstrating how the programme reflects the philosophy, core values, knowledge and skills of sports and exercise psychology.
- Details were provided on how the education provider ensures the currency of the curriculum. For example, we noted BPS accredited and HCPC registered External Examiners will be involved in ensuring this. [Quality theme 2](#) provided further details on the measures the education provider has put in place to ensure the curriculum remains relevant.
- The education provider noted how theory integrates with practice. For example, we understood that in the ALS and during practice supervision, learners will be required to demonstrate how relevant theory informs their practice decisions. Further detail was received through [quality theme 3](#) further demonstrating the integration of theory and practice.
- Information provided in the contextual statement and the Programme Specification, Community for Innovation and Teaching Education (CITE) Learning Circles, and ALS all demonstrated the appropriateness and effectiveness of the learning methods. We noted a range of techniques used, such as flipped classrooms, directed independent theoretical preparatory work, group discussion, use of online materials, experiential learning, critical reflection of practice and tailored supervision of research and practice.

- We also noted a principal supervisor is allocated to each learner and timescales are set for regular supervision. Tripartite meetings are scheduled at key points. The first meeting before the commencement of practice-based learning is to set objectives, mid-practice-based learning to review progress, and after to reflect and evaluate—starting in semester 2 of year 1. We understood these meetings support learners through multiple, varied practice-based learning across the practice supervision phase.
- There is a bridging module that introduces the notion of reflection and requires learners to reflect and critically appraise their own current knowledge and skills as well as their development needs. From seeking further clarification on the reflective practice element to each of the ALS, we understood that at the end of each ALS, learners engage in group reflections which are then discussed with their supervisors individually. These reflections help to ensure learners consider their own thinking process, examining their own assumptions and biases, and the limitations of their own thinking, as well as the effectiveness of different reflection strategies.
- The education provider noted that learners will initially be introduced to the notion of evidenced-based practice in module SP7029 (Planning Professional Practice and Research) and the learning will be further developed via the use of themed ALS. From seeking further clarification, we noted how evidence-base underpins the programme teaching. We understood the evidence-base will be drawn from contemporary applied sports and exercise psychology literature published in peer reviewed academic journals, including empirical research, systematic reviews, narrative reviews and position statements.
- Based on the evidence in the original submission and through the quality activity, the visitors were satisfied all standards within this SET area are met.
- **SET 5: Practice-based learning –**
  - The programmes typically span three years full-time or six years part-time, beginning with a 15-week Level 7 bridging module containing 30 credits. After this, learners undertake supervised practice and research of 160 days of applied client work. This includes activities such as data collection, intervention design, and reflective practice. Supervision involves themed ALS, one-to-one meetings, client work, training, independent study, and research planning and execution. All of these demonstrate that practice-based learning is integral to the programme.
  - The education provider noted that the structure, duration and range of practice-based learning will be reflected in the Plan of Training (POT) and that learners and their supervisors will map the POT against the relevant professional competencies.
  - From seeking further clarification, we understood the range of practice activities in the POT will be undertaken in the classroom, in practice-based learning and through independent and directed learning. For

example, through internal and external workshops, external podcasts, conferences, and independent reading. Throughout the life cycle of the programmes, the programme team will look to source further practice-based learning opportunities covering a range of settings including workplace and community settings.

- The education provider noted they have four HCPC registered, BPS accredited sport and exercise psychologists on the programme who will supervise learners' practice-based learning. Through [quality theme 4](#) clarity was sought which demonstrated how the education provider ensures the qualification and experience of practice educators are appropriate to support learners.
- The education provider noted that a HCPC registered Sports and Exercise Psychologist will be appointed as the overall Placement Coordinator. The individual will oversee quality assurance and governance of supervised practice. Each learner will have a coordinating supervisor as their first point of contact, acting as a liaison between the learner, workplace, and the education provider. All learners will also have access to a Placement Handbook with key information.
- From receiving further information, we understood one of the current teaching staff, who is HCPC registered, will act as a placement co-ordinator for the programmes working collaboratively with the Graduate Futures team. We understood this additional role has been considered and added to their workload allocation from the academic year 2025/26 on.
- Through the initial submission and the education provider's response to quality activity, we were satisfied that that all standards within this SET area have been met.

- **SET 6: Assessment –**

- The SOPs mapping, programme specification, and university policies on assessment demonstrate that assessments are designed in a way that would allow learners to meet the threshold level of knowledge, skills and understanding to practise their profession safely and effectively. In addition, progression requirements, stages and timescales were clearly outlined.
- For example, the POT is a summative assessment for module SP7029 (Planning Professional Practice and Research) designed to address the professional standards required by the HCPC and the key role competencies of the BPS. This demonstrated that learners will be able to meet the expectations of professional behaviour, including the standards of conduct, performance and ethics by the time they complete the programme.
- Core competencies are tracked via the POT. Progression requirements, stages, range of assessment methods and timescales were all outlined in this documentation.
- The assessment strategy demonstrated that the programme and module learning outcomes incorporate a range of formative and

summative assessments. Modules assessments must be approved by an external examiner prior to being presented to learners to ensure they are appropriate to and effective at measuring the learning outcomes.

- We are satisfied that the evidence demonstrated that all standards within this SET area are met.

**Risks identified which may impact on performance:** None.

## Section 5: Referrals

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

There were no outstanding issues to be referred to another process.

### **Recommendations**

We include recommendations when standards are met at or just above threshold level, and where there is a risk to that standard being met in the future. They do not need to be met before programmes can be approved, but they should be considered by education providers when developing their programmes.

The visitors did not set any recommendations.

## Section 6: Decision on approval process outcomes

### **Assessment panel recommendation**

Based on the findings detailed in section 4, the visitors recommend to the Education and Training Committee that all standards are met, and therefore the programmes should be approved.

### **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 programmes are approved

**Reason for this decision:** The Panel accepted the visitor's recommendation that the programme should receive approval.

## 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 approval. The lead visitors confirm this is an accurate summary of their recommendation, and the nature, quality and facilities of the provision.

<b>Education provider</b>	Northumbria University at Newcastle		
<b>Case reference</b>	CAS-01613-L7S7Y0	<b>Lead visitors</b>	
<b>Quality of provision</b>			
Through this assessment, we have noted: <ul style="list-style-type: none"><li>• The areas we explored focused on:<ul style="list-style-type: none"><li>○ Understanding how the availability and capacity of practice-based learning will be managed, including impact on an existing non-HCPC approved Qualification in Sport and Exercise Psychology (QSEP) route delivered by the education provider.</li><li>○ Understanding how learners engage with continuing professional development (CPD) and are made aware of contemporary issues. The use of research and alignment with the learning outcomes and competencies that the British Psychological Society (BPS) require education providers' curriculum to provide help to ensure the curriculum remains relevant to current practice.</li><li>○ How the Action Learning Sets (ALS) and the programme design ensure integration of theory and practice.</li><li>○ The qualifications and experience of practice educators require that they are BPS Chartered Sport and Exercise Psychologists and HCPC-registered practitioner psychologists to be considered appropriately qualified.</li></ul></li><li>• The programmes meet all the relevant HCPC education standards and therefore should be approved.</li></ul>			
<b>Facilities provided</b>			
Education and training delivered by this institution is underpinned by the provision of the following key facilities: <ul style="list-style-type: none"><li>• Learners will have access to specialist lab facilities in both the School of Sport, Exercise and Rehabilitation and the School of Psychology. They can securely access education provider software through My Access and save files on Microsoft OneDrive, accessible both on campus and at home.</li><li>• IT support is available 24/7 via phone, chat, or a ticket-based system, with one-to-one support available at the IT place in the Library at City Campus. Learners will also have access to subject-specific databases in psychology and sport.</li><li>• Staffing resources include a designated Programme Director, who is an Associate Professor (Education) and a registered HCPC practitioner psychologist who will oversee the programme. Additionally, three other HCPC registered practitioner</li></ul>			

psychologists who are also BPS Chartered Sport and Exercise Psychologists with QSEP supervisor training form part of the programme team.

- When necessary, additional sport and exercise psychology academic staff will serve as 'second supervisors' to support the research aspects of the programme.

#### Programmes

Programme name	Mode of study	First intake date	Nature of provision
Doctor of Sport and Exercise Psychology	FT (full time)	01/10/2025	Taught (HEI)
Doctor of Sport and Exercise Psychology	PT (Part time)	01/10/2025	Taught (HEI)



## Appendix 2 – list of open programmes at this institution

<b>Name</b>	<b>Mode of study</b>	<b>Profession</b>	<b>Modality</b>	<b>Annotation</b>	<b>First intake date</b>
BSc (Hons) Applied Biomedical Science	FT (Full time)	Biomedical scientist			01/09/2007
BSc (Hons) Applied Biomedical Science (Sandwich)	FT (Full time)	Biomedical scientist			01/03/2012
BSc (Hons) Occupational Therapy	FT (Full time)	Occupational therapist			01/05/1995
MSc Occupational Therapy (Pre-registration)	FT (Full time)	Occupational therapist			01/09/2003
BSc (Hons) Occupational Therapy Degree Apprenticeship	FT (Full time)	Occupational therapist			01/09/2021
BSc (Hons) in Operating Department Practice Integrated Apprenticeship	FT (Full time)	Operating department practitioner			01/09/2020
BSc (Hons) in Operating Department Practice	FT (Full time)	Operating department practitioner			01/08/2021
BSc (Hons) Physiotherapy	FT (Full time)	Physiotherapist			01/09/1995
MSc Physiotherapy (Pre-registration)	FT (Full time)	Physiotherapist			01/01/2004
Non-Medical Prescribing Programme (level 7) (Supplementary Prescribing)	PT (Part time)			Supplementary prescribing	01/03/2020
Non-Medical Prescribing Programme (level 6) (Supplementary Prescribing)	PT (Part time)			Supplementary prescribing	01/03/2020
Non-Medical Prescribing Programme (level 6) (Supplementary Prescribing, Independent Prescribing)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/03/2020
Non-Medical Prescribing Programme (level 7) (Supplementary Prescribing, Independent Prescribing)	PT (Part time)			Supplementary prescribing; Independent prescribing	01/03/2020