

Visitors' report

Name of education provider	Glasgow Caledonian University
Programme name	Doctorate in Sport and Exercise Psychology
Mode of delivery	Full time Part time
Relevant part of the HCPC Register	Practitioner psychologist
Relevant modality / domain	Sport and exercise psychologist
Date of visit	20-21 June 2017

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Executive summary

The Health and Care Professions Council (HCPC) approve educational programmes in the UK which health and care professionals must complete before they can apply to be registered with us. We are a statutory regulator and our main aim is to protect the public. We currently regulate 16 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'practitioner psychologist' or 'sport and exercise psychologist' must be registered with us. The HCPC keep a register of health and care professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. This recommended outcome was accepted by the Education and Training Committee (Committee) on 21 September 2017. At the Committee meeting on 21 September 2017, the programme was approved. This means that the education provider has met the condition(s) outlined in this report and that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

Introduction

The HCPC visited the programme at the education provider as it was a new programme which was seeking HCPC approval for the first time. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The professional body considered their accreditation of the programme. The professional body and the HCPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of the programme and dialogue throughout the visit; this report covers the HCPC's recommendations on the programme only. As an independent regulatory body, the HCPC's recommended outcome is independent and impartial and based solely on the HCPC's standards. A separate report, produced by the professional body, outlines their decisions on the programme's status.

Visit details

Name and role of HCPC visitors	Sandra Wolfson (Sport and exercise psychologist) Gareth Roderique-Davies (Health psychologist) Prisha Shah (Lay visitor)
HCPC executive officer	Jasmine Pokuaa Oduro-Bonsrah
Proposed student numbers	Full time: Ten per cohort, one cohort per year Part time: Two per cohort, one cohort per year
Proposed start date of programme approval	September 2017
Chair	Chris Smith (Glasgow Caledonian University)
Secretary	Jenni Davidson (Glasgow Caledonian University)
Members of the joint panel	Emad Farrag (Internal Panel Member) Les wood (Internal Panel Member) Ian Rivers (External Panel Member) Mark hill (External Panel Member) Ian Ashcroft (The British Psychological Society) Martin Dempster (The British Psychological Society) Ruth Lowry (The British Psychological Society) Ian Maynard (The British Psychological Society)

	Helen Poole (The British Psychological Society)
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Sources of evidence

Prior to the visit the HCPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The HCPC did not review the external examiner reports prior to the visit as there is currently no external examiner as the programme is new.

During the visit the HCPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators / mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HCPC met with students from the BSc (Hons) Applied Psychology, Graduate Diploma Psychology (Conversion) and DPsych Counselling Psychology programmes as the programme seeking approval currently does not have any students enrolled on it.

Recommended outcome

To recommend a programme for approval, the visitors must be satisfied that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for the relevant part of the Register. The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 48 of the SETs have been met and that conditions should be set on the remaining ten SETs.

Conditions are requirements that the education provider must meet before the programme can be approved. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors did not make any recommendations for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme can be approved. Recommendations are made to encourage further enhancements to the programme, normally when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

Condition

2.1 The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.

Condition: The education provider must revise the advertising materials to ensure that they clearly state all costs associated with the programme.

Reason: For this standard the visitors were directed to the criteria for admission in the programme specification pro forma. From a review of the programme specification pro forma the visitors did not see any information regarding the additional costs associated with the programme. Furthermore, on the programme website it states that there are no additional costs for this programme. However, the visitors were informed during the meeting with the programme team and the students that there are additional costs associated with this programme; the costs include indemnity insurance and travel costs to placements. The visitors did not see any evidence of how the education provider communicates these additional costs to applicants. Therefore, the education provider must revise the advertising materials to ensure that the materials available to potential applicants provide them with the information they require; in particular, the information about the additional costs associated with this programme, in order to make an informed choice about whether to take up or make an offer of a place on a programme.

2.1 The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.

Condition: The education provider must demonstrate how it communicates the requirements for admission onto the programme to applicants, including information about sourcing their own potential practice placement.

Reason: From a review of the documentation and discussions at the visit with the programme team and students, the visitors learnt that students have to have their own potential placements (subject to the audit) before they come onto the programme. The visitors could not, however, see where in the advertising materials applicants are told about this requirement before admission on to the programme. Therefore, the education provider must provide evidence to demonstrate how it communicates the admissions requirements to applicants including information about the expectation of applicants to source their own potential placements before admission onto the programme.

3.5 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Condition: The education provider must provide further evidence to clarify the number of staff with the appropriate qualifications and experience delivering this programme, what their contribution to the programme will be and how their Full time equivalent contribution is appropriate to the deliver an effective programme.

Reason: From a review of the documentation the visitors noted that there will be two part time sport and exercise psychology members of staff who will deliver and manage this programme. The contracts for these staff members to deliver and manage this programme are 0.6 Full time equivalent (FTE) and the second staff member at 0.1 FTE.

The visitors also received the curriculum vitae of staff who teach on other psychology programmes in the department, and, at the visit, the visitors were informed which aspects of this programme each member of staff will be teaching. However, the visitors were unclear on how the two members of sport and exercise psychology staff with contractual responsibilities of a total of 0.7 FTE dedicated to this programme will be able to carry out their responsibilities of teaching, supervision and programme management. During the second day of the visit, the visitors were shown a new document with the amended working hours of the members of staff. The visitors saw that the member of staff who was on a 0.6 FTE contract will now be on a 0.98 contract for this programme and the member of staff that was previously on the 0.1 contract will now be on a 0.75 FTE contract. The visitors were unsure about whether these new hours had been agreed with the members of staff, and what responsibilities these staff members will be contributing to with the amended contract. The education provider firstly, needs to demonstrate what members of staff will be contributing to this programme and what their contribution will be to ensure that there is an adequate number of staff with the appropriate qualifications and experience to deliver this programme effectively. As well as, clarify the contractual contributions each member of staff will have dedicated to this programme, and that the staff members are aware of their new contractual contributions in order to deliver an effective the programme.

3.7 A programme for staff development must be in place to ensure continuing professional and research development.

Condition: The education provider must demonstrate how they ensure that staff members will have allocated time dedicated to undertake staff development activities to ensure their continuing professional and research development.

Reason: To evidence this standard the visitors were directed to the approval document. The visitors saw in the documentation that there was a programme for staff development in place to ensure continuing professional and research development. Furthermore, in the senior team meeting the visitors were informed that half a day a week is dedicated to staff development activities. However, linked to condition 3.5 above, the visitors were unclear on how one of the members of staff will have the time to engage in staff development activities, as they were not sure what activities the member of staff will be engaging in to fulfil the responsibilities required for the amended contract hours. Thus, the visitors are unsure about whether the new hours assigned to the member of staff on the 0.98 contract, includes any time for staff development. The education provider must therefore provide further evidence to demonstrate how the staff member on this programme will have dedicated time to engage in staff development activities, to ensure their continuing professional and research development.

3.17 Service users and carers must be involved in the programme.

Condition: The education provider must provide further evidence to demonstrate who the education provider defines as service users and carers and how these service users and carers will be involved in the programme.

Reason: For this standard the visitors were directed to the placement handbook. From a review of the documentation the visitors could not find any information regarding who the education provider defines as a service user or carer and could also not determine how these service users and carers will be involved in this programme. In addition, from discussions at the visit, the students informed the visitors that they cannot recollect any

service user and carer involvement in any aspect of the programme, but have had interaction with service users whilst out on placement. In the service user and carer meeting the visitors noted that the representatives were not service users and instead potential practice placement providers, who have service users who use their services. From the documentation and discussions the visitors were unable to determine who the education provider defines as service users and carers for this programme, how they are appropriate and how they will be involved in this programme. In order to determine that this standard is met the visitors require further evidence demonstrating who the education provider defines as service users and carers, the plans for service user and carer involvement in this programme and how they will be trained and supported to be involved in this programme.

4.8 The range of learning and teaching approaches used must be appropriate to the effective delivery of the curriculum

Condition: The education provider must demonstrate how the overall teaching and learning strategy and approaches is appropriate to the effective delivery of the curriculum and achievement of the learning outcomes.

Reason: For this standard the visitors were directed to the Programme handbook which outlined the “Programme Aims and Learning Outcomes; Programme Structure: Overview of Modules; Strategy for Learning”. From a review of the documentation provided the visitors noted that there were specific aspects of the programme that will be delivered over a short period of time. Examples of the subject areas being taught over a short period of time for this programme include the teaching of ‘cognitive processes’ including motor learning’ within two weeks and ‘learning and perception’ in a week. The visitors were unclear on how the teaching methods adopted would be appropriate to enable the subject areas to be taught in the depth and breadth needed for students to achieve the learning outcomes. At the visit, the education provider informed the visitors that these subject areas will be taught elsewhere in the programme, and will be revisited in years two and three (Stage 2) of the programme. The visitors however did not see any evidence in the documentation of where and how this will be delivered in stage two of the programme, to get an overall sense of the teaching and learning strategy. The education provider must therefore provide further evidence to demonstrate how the teaching and learning strategy and approaches is appropriate to ensure the effective delivery of the curriculum, and also demonstrate where these subject areas will be taught elsewhere in the programme to ensure the achievement of the learning outcomes.

5.1 Practice placements must be integral to the programme.

Condition: The education provider must provide evidence to demonstrate that there are arrangements in place to secure practice placements for all students.

Reason: To evidence this standard the visitors were directed to the placement handbook. At the visit the visitors were informed that students will have to come on to the programme with potential placements. The visitors also learnt from discussions with the programme team that if students could not find placements before admittance onto the programme, the education provider will provide one through their “bank of placements” which they are developing in order for students to be able to fulfil their practice competencies. The visitors were informed that the bank is still being developed, with potential placement providers being identified on an ongoing basis. In the meeting

the programme team identified a number of potential partner organisations they would want to use for this programme. Furthermore, in the practice placement meeting, the providers told the visitors that they would want to offer placements to students on this programme but had not finalised the logistics of what these placement opportunities would entail. However, the visitors did not see any evidence of this “bank” of placements that the education provider will use if students do not have their own placements. Furthermore, the visitors could not see any evidence in the documentation provided, of any formal arrangements in place to secure practice placements for students who do not have their own placements. The education provider therefore needs to provide evidence to demonstrate that there will be placements for all students and there are formal arrangements in place to secure practice placements for students before this programme commences.

5.8 Practice placement educators must undertake appropriate practice placement educator training.

Condition: The programme team must provide further evidence to demonstrate what appropriate training practice placement educators and supervisors undertake before supervising students.

Reason: To evidence this standard the visitors were directed to the placement handbook. From a review of this documentation the visitors learnt that “The programme provides a training workshop for new Practice Supervisors (and Placement Educators) annually. It is normally expected that all Practice Supervisors will attend this prior to commencing supervision of students”. In addition the visitors learnt from the documentation and discussions at the visit that placement educators and supervisors who miss these training workshops, will have to undertake a one-to-one training session offered by the Personal Development Tutor. However, the visitors could not see any information regarding the content of the training provided to these practice educators and practice supervisors, so could not determine whether these training sessions were appropriate or not. They could also not see any information about what mechanisms are in place to monitor the attendance of the educators and supervisors who attend training. The visitors could not determine whether the practice supervisors and educators who have the one to one training session, are trained with the same material as those who attend the workshops and, if not, whether this training material is appropriate. In addition, from the documentation provided and discussions at the visit, the visitors were unsure about what refresher training will be available to practice placement educators and supervisors, and therefore how they will be kept up-to-date with the expectations of the programme. The education provider therefore must provide further evidence to demonstrate what appropriate training practice placement educators and supervisors undertake before supervising students and also what refresher training is offered to these educators and supervisors to ensure that they are kept up-to-date with the expectations of the programme.

5.10 There must be regular and effective collaboration between the education provider and the practice placement provider.

Condition: The education provider must provide further evidence to demonstrate that there will be regular and effective collaboration between the education provider and the practice placement provider.

Reason: To evidence this standard the visitors were directed to the placement handbook and the staff curriculum vitae. From the documentation provided the visitors could not see evidence of what regular and effective collaboration will be in place between the education provider and practice placement provider. The visitors were told by the programme team that the practice placement providers were not involved in the development of this programme but they intend to have regular meetings with the placement providers once they have been established. Nonetheless, the visitors were not made aware of what these meetings would cover, how often they will occur or which placement providers will be invited to these meetings. As such, the visitors could not determine how these meetings will facilitate regular and effective collaboration between the education provider and the practice placement providers. The education provider must therefore provide further evidence to demonstrate that there will be regular and effective collaboration between the education provider and the practice placement provider.

6.9 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.

Condition: The education provider must ensure that the programme documentation clearly articulates that aegrotat awards do not confer eligibility to apply to the HCPC Register.

Reason: To evidence that this standard is met by the programme the visitors were directed to the programme specification pro forma. However, the visitors could not see in the programme documentation where it clearly states that aegrotat awards do not confer eligibility to apply to the HCPC Register. The visitors were also unclear how the education provider ensures that students are aware that this is the case. The visitors therefore require further evidence to demonstrate how the assessment regulations clearly specify that aegrotat award do not provide eligibility for admission to the HCPC Register.

6.11 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.

Condition: The education provider must provide further evidence to demonstrate that the assessment regulations clearly specify requirements for the appointment of at least one external examiner who is from a relevant part of the HCPC Register, unless other arrangements are agreed.

Reason: For this standard, the visitors were referred to the Programme Handbook: Assessment Regulations, Policies, and Procedures – External Examiner. In the documentation provided the visitors could not locate the appointment criteria of at least one external examiner who will be appropriately experienced and qualified and, unless other arrangements are agreed, from the relevant part of the HCPC Register. As such, the visitors require further evidence to demonstrate that the assessment regulations for this programme will specify requirements for the appointment of at least one external examiner who is from a relevant part of the HCPC Register, and, if not, that there is an appropriate reason for appointing an examiner who is not from the relevant part of the Register

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