

Visitors' report

Name of education provider	British Psychological Society
Programme name	Qualification in Forensic Psychology
Mode of delivery	Flexible
Relevant part of HPC Register	Practitioner psychologist
Relevant modality / domain	Forensic psychologist
Date of visit	22 - 23 June 2010

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Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 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 'Forensic psychologist' must be registered with us. The HPC keep a register of health 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 ongoing approval of the programme. The education provider has until 30 August 2010 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 16 September 2010. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 15 October 2010. The visitors will consider this response and make a separate recommendation to the Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Committee on 09 December 2010.

Introduction

The HPC visited the programme at the education provider as the Practitioner psychologist profession came onto the register in July 2009 and a decision was made by the Education and Training Committee to visit all existing programmes from this profession. 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 an HPC only visit. The education provider did not validate or review the programme at the visit. The education provider supplied an independent chair and secretary for the visit.

Visit details

Name of HPC visitors and profession	George Delafield (Forensic psychologist) Linda Mutema (Radiographer)
HPC executive officer(s) (in attendance)	Brendon Edmonds
Proposed student numbers	475 (rolling cohort)
Initial approval	1 January 2001
Effective date that programme approval reconfirmed from	September 2010
Chair	Neil Coulson (University of Nottingham)
Secretary	Meetings recorded
Members of the joint panel	Mark Forshaw (Observer, British Psychological Society)

Sources of evidence

Prior to the visit the HPC 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 HPC did not review External Examiner's reports prior to the visit as there is currently no external examiner for the programme.

During the visit the HPC 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"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The HPC did not see specialist teaching accommodation as the nature of the qualification does not require any specialist laboratories or teaching rooms.

Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured 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 their 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 ongoing approval of the programme is reconfirmed..

The visitors agreed that 42 of the SETs have been met and that conditions should be set on the remaining 15 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. 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 have also made a number of recommendations for the programme.

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

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

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 redraft the programme documentation to include the information overseas applicants require to make an informed choice about whether to take up or make an offer of a place on a programme.

Reason: The programme team informed the visitors that overseas applicants could apply to the programme. However, the visitors noted the programme documentation made little reference to overseas applicants. In particular the documentation did not advise overseas applicants of the requirements to be eligible to apply to the programme.

In light of this information, the visitors were not satisfied overseas applicants were given the information they required to make an informed choice about whether they could apply to the programme. The visitors require any programme documentation (including website information) be updated to include all the information overseas applicants need before applying to programme.

2.3 The admissions procedures must apply selection and entry criteria, including criminal convictions checks.

Condition: The education provider must redraft the programme documentation to clearly articulate the requirements overseas applicants must meet for criminal conviction checks.

Reason: The programme team informed the visitors that overseas applicants could apply to the programme. However, the visitors noted the programme documentation made little reference to overseas applicants. In particular the documentation did not advise overseas applicants (only UK applicants) of the requirements to produce evidence of a criminal conviction check upon application to the programme. Furthermore, applicants were given no guidance as to the level of check required and how this relates to the equivalent check undertaken within the UK.

Therefore, the visitors were not satisfied overseas applicants to the programme were fully aware of the requirements of producing evidence of a criminal convictions check. The visitors require any programme documentation (including website information) be updated to include information for overseas applicants about the requirements for a criminal convictions check. Any information should also provide guidance to overseas applicants regarding the level of check required for entry to the programme.

2.5 The admissions procedures must apply selection and entry criteria, including appropriate academic and/or professional entry standards.

Condition: The education provider must redraft the programme documentation to clearly articulate the academic and professional entry standards which apply to overseas applicants.

Reason: The programme team informed the visitors that overseas applicants could apply to the programme. However, the visitors noted the programme documentation made little reference to overseas applicants. In particular the documentation did not advise overseas applicants of the academic and professional entry standards required for entry onto the programme and if these differ from UK applicants.

The visitors were not satisfied overseas applicants were fully aware of the academic and professional entry standards they needed to meet when applying for admission to the programme. The visitors require any programme documentation (including website information) be updated to include information for overseas applicants about the academic and professional entry standards applied at admission to the programme.

3.2 The programme must be effectively managed.

Condition: The education provider must provide further evidence of the systems in place to effectively manage the programme.

Reason: The visitors noted the programme documentation articulated the programme structure and the various roles which are fulfilled to deliver the programme. At the visit itself, the visitors met with the programme team and coordinating supervisors to further discuss the management of the programme. Although the visitors were satisfied there were adequate numbers of staff and professionals in place to deliver the programme, they were not satisfied that the systems in place adequately supported all aspects of the delivery of the programme.

In particular the visitors noted the education provider had limited systems for formal evaluation of the programme. Feedback was sought through online surveys from trainees, placement providers and coordinating supervisors, however participation in such surveys is optional. Trainees had the opportunity to participate in an annual survey. Opportunities for informal feedback were also made available at training sessions and conferences. Informal feedback could also be submitted at anytime to the programme team by email and phone. The visitors were not satisfied these systems provided adequate opportunities for formal evaluation and feedback. The visitors also noted there was no system in place to formally and regularly assess the performance of individuals performing in the various roles within the management of the programme. These roles include the Programme Leader, Registrar, Co-ordinating Supervisors, Designated Supervisors and Assessors.

The visitors therefore require these areas of the management of the programme to be addressed. Further information of these areas are articulated in conditions for standards 3.3, 3.7 which are detailed further on in this report.

3.3 The programme must have regular monitoring and evaluation systems in place.

Condition: The education provider must provide further evidence of the regular monitoring and evaluation systems in place for the programme.

Reason: The visitors evidenced the current systems in place to monitor and evaluate the programme from the documentation provided and also from meetings with various groups at the visit. In particular, the visitors noted trainee and coordinating supervisor feedback was sought through the completion of optional online feedback. Trainees also had the opportunity to participate in an annual survey. Informal feedback was also sought from Coordinating Supervisors as part of training.

In light of these systems the visitors were not satisfied the systems in place provided sufficient evidence of regular monitoring and evaluation of the programme. Furthermore the visitors were not satisfied the systems in place include mechanisms to act on any information gathered. The visitors noted the current systems in place are dependent on trainees and Coordinating Supervisors voluntarily engaging with these processes. Although useful, the visitors require the education provider to develop regular formal systems to engage these groups more frequently than on an annual or bi-annual basis. Furthermore, the visitors require further evidence of how information gathered from the current and future systems is consolidated into clear action plans with appropriate timeframes and resources allocated.

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

Condition: The education provider must provide further evidence of the systems in place to assess the performance of staff and professionals across the various roles used to deliver the programme.

Reason: The visitors noted the various roles fulfilled by staff and professionals to deliver the programme. These roles include that of Programme Leader, Registrar, Coordinating Supervisor, Designated Supervisor and Assessor. The visitors were also provided with criteria outlining the responsibilities and duties to be performed in each role. However, the visitors were not provided with evidence of how individuals are assessed for their performance in these roles.

The visitors were not satisfied adequate systems were in place to assess the performance of individuals in the various roles and therefore were not satisfied this standard is met. The visitors require further evidence of the systems in place to conduct regular staff/professional appraisals across all the roles fulfilled on the programme. Any system must articulate how appraisals are conducted, the

criteria used to make assessments, the frequency for conducting appraisals and how any issues arising from the appraisals are managed.

5.3 The practice placement settings must provide a safe and supportive environment.

Condition: The education provider must provide further evidence of an audit used to approve and monitor placements which ensures the provision of a safe and supportive environment.

Reason: The visitors noted Coordinating Supervisors were responsible to ensure placement settings provide a safe and supportive environment. In particular the Coordinating Supervisor Handbook encourages supervisors to undertake a risk assessment prior to approving a placement, however this is not a mandatory requirement. The visitors were not provided with any evidence of systems which ensure an audit of placement settings, addressing the provision of safe and supportive environments, are always conducted prior to and throughout the duration of a placement. In light of this information the visitors were not satisfied this standard was met.

The visitors require further evidence of how the education provider ensures each placement site provides a safe and supportive environment. In particular, any evidence should address how an audit is used to conduct a risk assessment of each placement site, and a placement induction, and how trainees are made aware about risks and safety issues. An audit tool should also address how a record of these activities is maintained and provided to the education provider and how any issues identified are addressed by the education provider and placement provider.

5.4 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

Condition: The education provider must provide further evidence of the system used to approve and monitor placement environments.

Reason: The visitors noted through the programme documentation the Coordinating Supervisor has a responsibility to ensure that each placement will provide an appropriate learning experience. In particular, the Coordinating Supervisors Handbook outlines the considerations each supervisor should make when approving a placement. However there was no evidence to demonstrate these considerations were always addressed prior to and throughout the duration of every placement. At the visit, the programme team acknowledged there was no system in place which allowed the education provider to maintain a thorough and effective system for approving and monitoring all placements. The visitors were not provided with any evidence of an audit used by the Coordinating Supervisors to approve each placement site and any systems in place to effectively monitor them.

The visitors require further evidence of the system used to approve each placement site and how that system ensures ongoing monitoring is conducted.

In particular any evidence should address how an audit is linked to any policies and processes for approving placements, how an audit is used to approve placement sites, how an audit is used to continually monitor the quality of the placement, how this information is recorded and how any issues arising are managed and inform the development of processes. The system should also address how a record of these audit activities is maintained and provided to the education provider.

5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

Condition: The education provider must provide further evidence of a system used to approve and monitor placement environments which ensures equality and diversity policies are in place, implemented and regularly monitored.

Reason: The visitors noted Coordinating Supervisors were responsible to ensure placement settings have equality and diversity policies in place. In particular the Coordinating Supervisor Handbook encourages supervisors to ensure equality and diversity policies are in place and regularly monitored by the placement provider. The visitors were not provided with any evidence of systems which ensure an audit of placement settings, addressing equality and diversity policies, are always conducted prior to and throughout the duration of a placement and a record of such audits are maintained. In light of this information the visitors were not satisfied this standard was met.

The visitors require further evidence of how the education provider ensures each placement site has equality and diversity policies in place which are regularly monitored. In particular, any evidence should address how an audit is used ensure equality and diversity are in place and monitored. An audit should also address how a record of these activities is maintained and provided to the education provider and how any issues identified are addressed.

5.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.

Condition: The education provider must provide further evidence of the system used to ensure there is an adequate number of appropriately qualified and experienced staff at the practice placement setting.

Reason: The visitors noted the Coordinating Supervisor has a responsibility to ensure that each placement will provide an appropriate learning experience. In particular the Coordinating Supervisor handbook encourages supervisors to ensure there are appropriate arrangements in place for the supervision of the trainee. The visitors were not provided with any evidence of systems which ensure an audit of placement settings, addressing adequate numbers of appropriately qualified and experienced staff, are always conducted prior to and throughout the duration of a placement and a record of such audits are maintained. In light of this information the visitors were not satisfied this standard was met.

The visitors require further evidence of how the education provider ensures each placement site has an adequate number of appropriately qualified and experienced staff at the practice placement setting. In particular, any evidence should address how an audit is used to check the trainees learning will appropriately supported by the staff at the placement. An audit should also address how a record of these activities is maintained and provided to the education provider and how any issues identified are addressed.

5.7 Practice placement educators must have relevant knowledge, skills and experience.

Condition: The education provider must provide further evidence of the system used to ensure practice placement educators have relevant knowledge, skills and experience.

Reason: The visitors noted the Coordinating Supervisor has a responsibility to ensure that each placement will provide an appropriate learning experience. In particular the Coordinating Supervisor Handbook encourages supervisors to ensure there are appropriate arrangements in place for the supervision of the trainee. The visitors were not provided with any evidence of systems which ensure an audit of placement settings, addressing the knowledge, skills and experience of placement educators, are always conducted prior to and throughout the duration of a placement and records of such audits are maintained. In light of this information the visitors were not satisfied this standard was met.

The visitors require further evidence of how the education provider ensures practice placement educators have relevant knowledge, skills and experience. In particular, any evidence should address how an audit is used to check the trainees learning will be appropriately supported by the staff at the placement. An audit should also address how a record of these activities is maintained and provided to the education provider and how any issues identified are addressed.

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

Condition: The education provider must provide further evidence of the system used to ensure all coordinating supervisors undertake appropriate practice placement education training.

Reason: The visitors noted through the programme documentation and through meetings at the visit that the education provider conducted introductory training sessions for Coordinating Supervisors. However these training sessions were not mandatory and therefore not all supervisors undertook the training prior to working with a trainee. The visitors did not receive evidence to indicate refresher sessions were conducted.

In order to be satisfied the standard is met, the visitors require the programme team to provide further evidence articulating the requirement for coordinator

supervisor training to be mandatory. In particular, any evidence submitted should detail how this training is to be conducted, the frequency with which it will be mandatory for coordinating supervisors to attend and also the implications for supervisors who do not undergo refresher training.

5.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.

Condition: The education provider must provide further evidence of the system used to ensure practice placement educators are appropriately registered, unless other arrangements are agreed.

Reason: The visitors noted the Coordinating Supervisor has a responsibility to ensure that each placement will provide an appropriate learning experience. In particular the Coordinating Supervisor Handbook encourages supervisors to ensure there are appropriate arrangements in place for the supervision of the trainee. The visitors were not provided with any evidence of systems which ensure an audit of placement settings, addressing the HPC registration of placement educators, are always conducted prior to and throughout the duration of a placement and a record of such audits are maintained. In light of this information the visitors were not satisfied this standard was met.

The visitors require further evidence of how the education provider ensures practice placement educators are appropriately registered, unless other arrangements are agreed. In particular an audit should also address how a record of these activities is maintained and provided to the education provider and how any issues identified are addressed.

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 of the systems in place to ensure there is regular, effective collaboration between the education provider and the placement provider.

Reason: The visitors noted in the programme documentation and through the various meetings at the visit, collaboration between the placement providers and the education provider relied heavily upon the role of the Coordinating Supervisor. Trainees are required to submit a quarterly supervision plan to the education provider which involves input from both the trainee and the Coordinating Supervisor. However communication directly between the education provider and the Coordinating Supervisors was not recorded formally. There was no formal system in place to ensure regular contact was maintained, and regular audits of placement sites were not conducted.

In light of this information, the visitors are not satisfied a system was in place to provide regular, recorded collaboration between the education provider and practice placement environments. Any further evidence should detail how staff on the programme maintain regular contact with placement providers. In particular, the system should detail how contact provides a channel for regular

communication directly between the placement site and the education provider to allow for feedback on the trainee's progression or on the programme planning and design. The system should also address how a record of this communication is maintained by education provider and how any issues highlighted from the system are actioned.

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 evidence of the appointment of an external examiner who is appropriately experienced and qualified and, unless other arrangements are agreed, from the relevant part of the Register.

Reason: The visitors noted the appointment of an external examiner to the programme was currently being advertised. In order to be satisfied this standard is met, the visitors require evidence of the appointment of the external examiner. In particular the visitors require evidence to be satisfied the external examiner is appropriately experienced and qualified and, unless other arrangements are agreed, from the relevant part of the Register. The visitors also require the programme regulations be updated to indicate an external examiner, meeting the details of this standard, is in place for the programme.

Recommendations

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.

Recommendation: The education provider should consider revising the programme documentation to further clarify the roles and responsibilities of the BPS, the placement provider and the trainee on the programme.

Reason: The visitors noted the programme documentation contained information for trainees and prospective trainees regarding enrolling and commencing on the programme. The feedback from trainees at the visit indicated they did not completely understand the responsibilities of the BPS and placement provider in relation to their progression on the programme. The visitors were satisfied the documentation provided trainees with the information they required to make an informed choice about taking up a place on the programme.

However the visitors recommend the education provider consider revising the programme documentation to clearly specify the roles and responsibilities of the BPS, the placement provider and trainee on the programme. Such clarification could assist all applicants to completely understand the nature of the programme and the responsibilities of the BPS, placement provider and trainee.

4.5 The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.

Recommendation: The education provider should consider revising the programme documentation to refer trainees to the HPC's guidance on conduct and ethics for students.

Reason: The visitors noted the programme documentation referred to the HPC's standards of conduct, performance and ethics. The visitors were satisfied the standard was met and that the programme design made sure trainees understood the implications of the HPC's standards of conduct, performance and ethics.

However, the visitors recommend the education provider consider revising the programme documentation to reference the HPC's guidance on conduct and ethics for students. The visitors deemed reference made to this guidance would further assist trainees' understanding of issues of conduct and ethics whilst completing the programme.

George Delafield
Linda Mutema

Visitors' report

Name of education provider	London Metropolitan University
Programme name	Professional Doctorate in Health Psychology
Mode of delivery	Full time Part time
Relevant part of HPC Register	Practitioner psychologist
Relevant modality / domain	Health psychologist
Date of visit	24 – 25 June 2010

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Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 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 'Health psychologist' must be registered with us. The HPC keep a register of health 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. The education provider has until 26 August 2010 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 16 September 2010. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 13 August 2010. The visitors will consider this response and make a separate recommendation to the Committee on the approval of the programme. It is anticipated that this recommendation will be made to the Committee on 16 September 2010.

Introduction

The HPC visited the programme at the education provider as it was a new programme which was seeking HPC 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 HPC 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 HPC's recommendations on the programme only. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. A separate report, produced by the professional body, outlines their decisions on the programme's status.

Visit details

Name of HPC visitors and profession	Gareth Roderique-Davis (Health Psychologist) Kathryn Thirlaway (Health Psychologist) Margaret Foster (Occupational Therapist)
HPC executive officer (in attendance)	Mandy Hargood
Proposed student numbers	4
Proposed start date of programme approval	January 2011
Chair	Pam McCaffey (London Metropolitan University) day 1 Chris Woods (London Metropolitan University) day 2
Secretary	Ketan Sudra (London Metropolitan University)
Members of the joint panel	Molly Dempster (British Psychological Society) Martin Dempster (British Psychological Society) Nicola Paine (British Psychological Society)

Sources of evidence

Prior to the visit the HPC 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 HPC did not review external examiners reports prior to the visit as there is currently no external examiner as the programme is new.

During the visit the HPC 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"/>
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 HPC met with students from the MSc in Health Psychology and PhD in Health Psychology, 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 assured 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 their 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 49 of the SETs have been met and that conditions should be set on the remaining 8 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for approval. 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 have also made a recommendation for the programme.

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

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.

Condition: The programme team must revisit the learning outcomes for the programme modules to clearly reflect the following SOPs and demonstrate how these learning outcomes are addressed and assessed.

1a.1 be able to practise within the legal and ethical boundaries of their profession

- understand what is required of them by the Health Professions Council
- understand the need to respect, and so far as possible uphold, the rights, dignity, values and autonomy of every patient including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing
- understand the complex ethical and legal issues of any form of dual relationship and the impact these may have on clients
- understand the power imbalance between practitioners and clients and how this can be managed appropriately

1a.6 be able to practise as an autonomous professional, exercising their own professional judgement

- be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem
- be able to initiate resolution of problems and be able to exercise personal initiative
- recognise that they are personally responsible for and must be able to justify their decisions

1a.8 understand the obligation to maintain fitness to practise

- understand the need to practise safely and effectively within their scope of practice
- understand the need to maintain high standards of personal conduct
- understand the importance of maintaining their own health
- be able to manage the physical, psychological and emotional impact of their practice

1b.1 be able to work, where appropriate, in partnership with other professionals, support staff, patients, service users, and their relatives and carers

- understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team
- understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals

1b.3 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users their relatives and carers

- understand how communications skills affect the assessment of patients, clients and users, and how the means of communication should be modified to address and take account of factors such as age, physical ability and learning ability
- be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status
- understand the need to provide service users (or people acting on their behalf) with the information necessary to enable them to make informed decisions
- understand the need to use an appropriate interpreter to assist service users whose first language is not English, wherever possible
- recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility

1b.4 understand the need for effective communication throughout the care of the service user

- recognise the need to use interpersonal skills to encourage the active participation of service users

2a.4 be able to analyse and critically evaluate the information collected

- be able to critically evaluate risks and their implications

2b.3 be able to formulate specific and appropriate management plans including the setting of timescales

- understand the requirement to adapt practice to meet the needs of different client groups distinguished by, for example, physical, physiological, environmental, cultural or socio-economic factors

2c.2 be able to audit, reflect on and review practice

- understand the principles of quality control and quality assurance

- be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures

3a.2 know how professional principles are expressed and translated into action through a number of different assessment, treatment and management approaches and how to select or modify approaches to meet the needs of an individual, groups or communities

3a.3 understand the need to establish and maintain a safe practice environment

Reason: From the discussions with the programme team, and a review of the documents the visitors considered that the programme did not clearly link all of the learning outcomes to successful attainment of the SOPs listed. The visitors could not find the SOPs as stated in the programme documentation and could not determine where the SOPs were linked to the learning outcomes for the programme. Therefore the visitors were not clear that the SOPs were being met. The visitors considered that the programme documentation must clearly articulate where the above SOPs are met within the programme to ensure that those who complete the programme are safe and effective practitioners.

4.5 The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.

Condition: The education provider must include references to the HPC's standards of conduct, performance and ethics to ensure that the students understand the implications of the HPC's standards of conduct, performance and ethics.

Reason: The visitors noted in the programme documentation that the professional body Code of Ethics were referenced. They also noted in the documentation that references to HPC's standards of conduct, performance and ethics were not prevalent and did not appear in module reading lists. However in discussion with the programme team it became clear that the students would be given clear guidance on the HPC and its standards.

The visitors were concerned that students might not have a full understanding of the HPC's standards of conduct, performance and ethics and the implications of not being aware of these standards. The visitors therefore require evidence to demonstrate that the programme documentation includes references to HPC's standards of conduct, performance and ethics so that they can be assured that this standard is met.

5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.

Condition: The education provider must remove the option for a student to be self-employed from the practice placement handbook to ensure that the student

receives the appropriate training to achieve the learning outcomes for the programme.

Reason: on reading the practice placement handbook, the visitors considered that if a student was self-employed then they could not receive the appropriate training and guidance from a practice placement educator for the programme. Also it would be difficult for a student to have the relevant competencies agreed and signed off if they were self-employed and therefore not within any appropriate training environment.

The visitors were concerned that a self employed student would be unable to meet the learning outcomes for the programme without supervision.

The visitors would like to receive revised documentation that has the statement that students can be self employed removed. The visitors considered that to ensure that the student receives the appropriate training from a practice placement educator who has the relevant knowledge skills and experience, and to ensure that the learning outcomes for the programme are achieved in an approved and monitored placement.

5.4 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

Condition: The education provider must have a clearly articulated procedure for the approval and monitoring of placements.

Reason: The visitors noted through the programme documentation and through the various meetings at the visit, the use of a placement agreement. This placement agreement is completed as part of the plan of training submitted at the beginning of the programme as the students must come to the programme with a placement already agreed. The agreement outlines the roles and responsibilities for the candidate, the placement supervisor and the placement host in agreeing to be involved in the placement learning experience. However the agreement did not detail how a practice placement would be approved and how the placement would be monitored after that and for the duration of the placement.

In discussion with the programme team a visit could be made on a yearly basis but this was not clear on the agreement provided to the visitors.

The visitors considered that any evidence should address how the placement agreement is linked to any policies and processes for approving placements, and how the placement agreement is used to continually monitor the quality of the placement, how this information is recorded and how any issues arising are managed and inform the development of processes. The visitors would like to receive further evidence of the system to be used to approve each placement site and how on-going monitoring will be conducted.

5.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.

Condition: The education provider must provide further evidence indicating how the placement agreement used to approve and monitor placement environments

and which ensures that there must be an adequate number of appropriately qualified and experienced staff.

Reason: The visitors noted through the programme documentation and through the various meetings at the visit, the use of a placement agreement. This placement agreement is completed as part of the plan of training submitted at the beginning of the programme and subsequently on a yearly basis for update. The agreement outlines the roles and responsibilities for the candidate, the placement supervisor and the placement host in agreeing to be involved in the placement learning experience. The visitors were concerned how the placement agreement would show how the placement agreement is linked to any policies and processes for approving placements and how the placement agreement is used to approve the placement site in terms of staffing.

The visitors require further evidence of how the education provider ensures each placement site has an adequate number of appropriately qualified and experienced staff.

5.7 Practice placement educators must have relevant knowledge, skills and experience.

Condition: The education provider must provide clearly articulated documentation that demonstrates that placement educators have relevant knowledge, skills and experience.

Reason: The visitors noted through the programme documentation and through the various meetings at the visit, the use of a placement agreement. This placement agreement will be completed as part of the plan of training submitted at the beginning of the programme. The agreement outlines the roles and responsibilities for the candidate, the placement supervisor and the placement host in agreeing to be involved in the placement learning experience. However the placement agreement did not detail have the education provider would ensure that the practice placement educators have relevant knowledge, skills and experience.

The visitors require further evidence of how the education provider will ensure that placement educators have relevant knowledge, skills and experience. In particular, the visitors would like to see evidence that should address how the placement agreement will be used to assess whether placement educators are appropriate qualified to meet the learning needs of the students. Also the education provider should include documentation to show how this will be monitored going forward as the programme develops.

5.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.

Condition: The education provider must provide clearly articulated documentation to show how they will ensure placement educators are appropriately registered, unless other arrangements are agreed.

Reason: The visitors noted through the programme documentation and through the various meetings at the visit, the use of a placement agreement. This placement agreement is completed as part of the plan of training submitted at the beginning of the programme. The agreement outlines the roles and responsibilities for the candidate, the placement supervisor and the placement host in agreeing to be involved in the placement learning experience. During the meeting with the programme team, the programme team described how they would ensure that the placement educators are appropriately registered, unless other arrangements are agreed. However the agreement did not detail how a practice placement would be approved and how the placement would be monitored to ensure that staff at the placement were correctly registered.

In particular, the visitors considered that any evidence should address how the placement agreement is used to assess the whether placement educators are registered and if not, how they are deemed to be appropriate to provide placement education to the student, and how this will be monitored as the programme develops. The visitors therefore require further evidence of how the education provider ensures all placement educators are appropriately registered, unless other arrangements are agreed.

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:

- **the learning outcomes to be achieved;**
- **the timings and the duration of any placement experience and associated records to be maintained;**
- **expectations of professional conduct;**
- **the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and**
- **communication and lines of responsibility.**

Condition: The education provider must clearly articulate within practice placement documentation any action to be taken in the case of failure to progress and the communication and lines of responsibility.

Reason: At the visit the visitors received the practice placement agreement that the student, practice placement educator and the education provider would sign prior to commencement of the programme. However there was no clearly defined information regarding any action to be taken in the case of failure to progress and the communication and lines of responsibility.

In the meeting with the programme team it was clear that information regarding any action to be taken in the case of failure to progress and the communication and lines of responsibility would be given to students and practice placement educators to ensure they are fully prepared for placement as part of the placement agreement. In order for the visitors to be assured that this standard is met, they would like to receive revised documentation that clearly defines any action to be taken in the case of failure to progress and the communication and lines of responsibility.

6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.

Condition: The programme team must revisit the learning outcomes for the programme modules to clearly reflect how the SOPs demonstrate how the learning outcomes for the programme are assessed.

Reason: From the visitors reading of the SOPs mapping received prior to the visit it was difficult to identify how the assessments of the SOPs were defined within the mapping document. Often the mapping referred to the same page in the course handbook and to one module. The visitors were unclear if the reference meant that the SOPs were assessed in just that one course module or that other modules contain assessment of the SOPs. The visitors could not find clear linkage in the cited module or other modules to identify how the SOPs would be assessed within the programme to ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.

In discussion with the programme team, it was clear that the assessment of the SOPs was made in several of the modules. Therefore the visitors would like to receive revised documentation that clearly identifies where all the SOPs are assessed to ensure that this standard is met.

Recommendations

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

Recommendation: The education provider should consider that if the programme recruits as anticipated that the staffing levels for the programme are reviewed appropriately.

Reason: The visitors were content that this standard was met. However if the programme recruits further numbers as the programme grows, as suggested in the programme team meeting, the visitors would like the education provider to consider reviewing the staff numbers for the programme so that the level of staff will be in place to deliver an effective programme.

Gareth Roderique-Davis
Kathryn Thirlaway
Margaret Foster

Visitors' report

Name of education provider	University of Manchester
Programme name	Doctorate in Counselling Psychology
Mode of delivery	Full time
Relevant part of HPC Register	Practitioner psychologist
Relevant modality / domain	Counselling psychologist
Date of visit	18 -19 August 2010

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Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 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 'Counselling psychologist' must be registered with us. The HPC keep a register of health 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. The education provider has until 29 September 2010 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 21 October 2010. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 6 September 2010. The visitors will consider this response and make a separate recommendation to the Committee on the approval of the programme. It is anticipated that this recommendation will be made to the Committee on 21 October 2010.

Introduction

The HPC visited the programme at the education provider as it was a new programme which was seeking HPC 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 as the professional body considered their accreditation of the programme. The professional body and the HPC 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 HPC's recommendations on the programme only. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. A separate report, produced by the professional body, outlines their decisions on the programme's status.

Visit details

Name of HPC visitors and profession	David Packwood (Counselling psychologist) Ewan Gillon (Counselling psychologist)
HPC executive officer (in attendance)	Benajmin Potter
Proposed student numbers	9
Proposed start date of programme approval	24 November 2010
Chair	Bertrand Taithe (University of Manchester)
Secretary	Joanne Kaiserman (University of Manchester)
Members of the joint panel	Barbara Douglas (British Psychological Society) Victoria Galbraith (British Psychological Society) Lucy Kerry (British Psychological Society)

Sources of evidence

Prior to the visit the HPC 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 HPC did not review the external examiners' reports from the last two years prior to the visit because as the programme is new and as such there are no external examiners' reports.

During the visit the HPC 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"/>
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 HPC met with students from the MA Counselling, M.Ed Psychology of Education and Doctorate in Counselling 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 assured 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 their 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 50 of the SETs have been met and that conditions should be set on the remaining 7 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for approval. 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 have also made two recommendations for the programme.

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

The visitors did not make any commendations on the programme.

Commendations are observations of innovative best practice by a programme or education provider.

Conditions

3.16 There must be a process in place throughout the programme for dealing with concerns about students' profession-related conduct.

Condition: The education provider must implement a formal fitness to practice process to deal with concerns regarding students' profession-related conduct, and to allow for suspension of practice if necessary.

Reason: From the documentation and in discussion with the programme team, the visitors identified that there was no formal process in place for dealing with concerns about students' profession-related conduct which also affects how the programme meets SETs 5.11, 6.4 and 6.7. They did note that concerns could be raised about a students conduct and that those concerns would be dealt with. However, it was made clear that this was done informally on a case by case basis, with no clear and transparent procedure for situations that remain unresolved. The visitors articulated that this could lead to students perceiving they may have been treated differently in different situations. In turn this perception may lead to decisions made about professional conduct open to successful academic appeal and, possibly, to students successfully completing the programme with concerns about their professional conduct. The visitors therefore require evidence of a formal process to objectively and consistently deal with concerns regarding students' profession-related conduct to ensure that this standard is met.

5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.

Condition: The programme team must implement a formal mechanism to ensure that every student completing the programme gets the diversity of practice placement experience to enable them to meet the relevant learning outcomes.

Reason: From the documentation and in discussion with the programme team it was clear that students are expected to gain a breadth of experience to be able to meet the learning outcomes associated with practice placements. However the visitors could not identify how the programme team can ensure that each student will gain the necessary practice experience in a diverse range of settings, if the informal advice provided was not adhered to by the student. The visitors raised concerns that if the diversity of placement experience was not subject to formal monitoring and evaluation then students successfully completing the programme may do so having not met certain learning outcomes. This also affects how the programme meets SET 6.7. The visitors therefore require evidence to demonstrate how the programme team will ensure that each student will have undertaken a sufficiently diverse range of practice placement experience. This will ensure that students successfully completing the programme will have met all learning outcomes associated with the practice placements and enable them to meet the relevant standards of proficiency (SOPs).

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:

- **the learning outcomes to be achieved;**
- **the timings and the duration of any placement experience and associated records to be maintained;**
- **expectations of professional conduct;**
- **the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and**
- **communication and lines of responsibility.**

Condition: The programme team must clearly communicate how practice placements are assessed and what implications there may be for any student who fails the assessment.

Reason: The visitors noted in both the programme documentation and in discussion with the programme team that a great deal of the practice placement experience was recorded and reported back to the programme team. However, the visitors were unclear as to how this extensive reporting links back to the process of formally assessing practice placement experience and how the experience links directly to certain learning outcomes, which also affects how the programme meets SETs 6.4 and 6.7. The visitors therefore had concerns that practice placement providers and students may undertake practice placements without fully understanding the assessment procedures including the implications of, and any action to be taken in the case of, failure. Therefore the visitors require the programme team to clearly communicate how the practice placement experience is to be evaluated and/or assessed. The programme team should also clearly communicate how a student may fail a practice placement and what implications there would be for a student in this instance. This is to ensure that students and practice placement educators are fully prepared for placement and that they understand the implications of the outcome of that placement experience.

6.4 Assessment methods must be employed that measure the learning outcomes.

Condition: The programme team must demonstrate how the reporting procedures associated with the practice placements link to learning outcomes and how the learning outcomes are measured.

Reason: The visitors noted in both the programme documentation and in discussion with the programme team that a great deal of the practice placement experience was recorded and reported back to the programme team to support the processes of determining whether a student should progress from one stage of the programme to another. However, they were unclear as to how this extensive reporting and assessment procedure relates to measuring the learning outcomes, which also affects how the programme meets SETs 5.11 and 6.5. As the process for evaluating this recording and reporting of experience is unclear the visitors had concerns that students who complete practice placements may do so without achieving the learning outcomes. It could also lead to academic appeals being lodged if a student perceived that their experience was evaluated differently from others which may lead to students successfully completing the

programme having not met all of the learning outcomes. Therefore the visitors require the programme team to clearly link the relevant learning outcomes to the practice placement experience and to demonstrate how that experience is to be evaluated and/or assessed. This is to ensure that the practice placement experience will be measured against the stated learning outcomes and that students successfully completing the programme can meet the relevant SOPs for counselling psychologists.

6.5 The measurement of student performance must be objective and ensure fitness to practise.

Condition: The programme team must revisit the practice placement assessment evaluation criteria to demonstrate that effective mechanisms are in place to assure that appropriate standards in assessment will be maintained.

Reason: The visitors noted in meeting with programme team and through the programme documentation that the education provider will ensure that students' practice placement experiences will be recorded and reported. However, the visitors could not determine how the team will ensure that these records and reports will be evaluated objectively and linked back to learning outcomes to ensure fitness to practice. This also affects how the programme meets SETs 3.16 and 6.4. As the process for evaluating this recording and reporting of experience is unclear the visitors had concerns that students may lodge academic appeals if they perceive their experience was evaluated differently from others. This could lead to students completing the programme not able to meet all of the relevant SOPs or with questions about their fitness to practice. Therefore the visitors require the programme team to articulate how they will ensure that the reporting and evaluation mechanisms for practice placements (e.g. supervisor and placement educator reports) will utilise a consistent objective measure and consequently ensure fitness to practice. This will then ensure that the programme can meet this standard.

6.7 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.

Condition: The education provider must clearly specify what the implications of failing a practice placement are for students.

Reason: From the documentation provided and in discussion with the programme team, the visitors found it difficult to determine how the assessment regulations for the programme are conveyed to students so that they are aware of what the implications of failing a practice placement are. As the visitors could not identify the implications of failing a placement they could also not identify how this may impact the progression and achievement of a student and what effect this might have in regards to any formal fitness to practice policy. This also affects how the programme meets SETs 3.16, 5.2, 5.11 and 6.4. As these requirements have not been clearly specified this may lead to academic appeals and possibly to students completing the programme having not met all of the learning outcomes. Therefore the visitors require the programme team to revisit the programme documentation and clearly specify the requirements for student progression and what the implications of failing a placement might be. This will

ensure that the students exiting the programme will have met all of the relevant SOPs and that the programme meets this standard.

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 programme team must revisit the programme documentation to clearly articulate that external examiners appointed to the programme must be HPC registered unless alternate arrangements have been agreed with the HPC.

Reason: In the documentation submitted by the education provider there was insufficient detail concerning the recruitment of external examiners to the programme. The visitors were happy with the external examiner arrangements after discussions with the programme team. However this standard requires that the assessment regulations of the programme must state that any external examiner appointed to the programme needs to be appropriately registered or that suitable alternative arrangements should be agreed. Therefore the visitors require evidence that HPC requirements regarding the appointment of external examiner to the programme have been included in the documentation to ensure that this standard is met.

Recommendations

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

Recommendation: The programme team should consider monitoring the level of counselling psychologist input to the programme and develop contingencies to maintain this input at an appropriate level.

Reason: The visitors noted that the programme team did have an adequate number of appropriately qualified and experienced staff to deliver the programme effectively, for the cohort identified for year 1. Therefore they were satisfied that this standard was met. However, the visitors feel that the team should consider keeping the number of counselling psychologists directly contributing to the programme under review. This is particularly the case if the programme grows in line with the education provider's projections. The visitors also stated that the programme team may want to develop clear contingencies to maintain the input from counselling psychologists at an appropriate level regardless of circumstance.

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:

- **the learning outcomes to be achieved;**
- **the timings and the duration of any placement experience and associated records to be maintained;**
- **expectations of professional conduct;**
- **the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and**
- **communication and lines of responsibility.**

Recommendation: The programme team should consider tailoring the information provided to students and practice placement providers to highlight the experience a student needs to meet the necessary learning outcomes.

Reason: The visitors noted that the programme team did provide a significant amount of information to students, practice placement providers and practice placement educators. However they articulated that the information provided was primarily for students and practice placement educators who were undertaking their first placement or was to be utilised for reference purposes. This means that the information is not tailored to specify what a student needs to experience in order to meet any learning outcomes not met through previous practice placements. The visitors therefore recommend that the programme team look at how students, and in particular practice placement educators, are prepared for providing the specific experience a student requires to meet any outstanding learning outcomes.

Visitors' report

Name of education provider	Roehampton University
Programme name	MA Art Therapy
Mode of delivery	Full time Part time
Relevant part of HPC Register	Arts therapist
Relevant modality / domain	Art therapy
Date of visit	29 – 30 June 2010

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Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Art therapist' or 'Art psychotherapist' must be registered with us. The HPC keep a register of health 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 ongoing approval of the programme. The education provider has until 3 September 2010 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 16 September 2010. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 23 September 2010. The visitors will consider this response and make a separate recommendation to the Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Committee on 21 October 2010.

Introduction

The HPC visited the programme at the education provider to consider major changes proposed to the programme. The major change affected the following standards - programme management and resources, curriculum, practice placements and assessment. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was an HPC only visit. The education provider did not validate or review the programme at the visit and the professional bodies did not consider their accreditation of the programme. The education provider supplied an independent chair and secretary for the visit. The visit also considered the following programmes - MA Dramatherapy and MA Music Therapy. Separate reports exist for these programmes.

Visit details

Name of HPC visitors and profession	Simon Willoughby-Booth (Art Therapist) Patricia Fillis (Radiographer)
HPC executive officer (in attendance)	Mandy Hargood
HPC observer	Alison Dittmer
Proposed student numbers	12 Full time 12 Part time
Initial approval	1 September 2009
Effective date that programme approval reconfirmed from	September 2010
Chair	Claire Ozanne (Roehampton University)
Secretary	Lucy Heming (Roehampton University)

Sources of evidence

Prior to the visit the HPC 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the visit the HPC 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"/>
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"/>

Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured 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 their 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 ongoing approval of the programme is reconfirmed.

The visitors agreed that 52 of the SETs have been met and that conditions should be set on the remaining 5 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. 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 have also made a recommendation for the programme.

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

The visitors have also made a commendation. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

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 revisit the advertising material on the website to ensure that the information is up to date and that terminology in use is accurate and reflective of the current terminology used in relation to statutory regulation.

Reason: The website information submitted by the education provider did not fully comply with the advertising guidance issued by HPC. In particular, there were instances of out-of-date terminology in reference to HPC providing state registration for students who complete the programme. The HPC does not provide state registration; instead those graduating from the programme are eligible to apply to the HPC for registration as an Art Therapist.

Also the visitors found that there were instances on the website where the information for the programme was out of date. Therefore the visitors would like to receive revised website information with the correct terminology and correct information available to applicants for the programme to ensure that this standard is met.

2.4 The admissions procedures must apply selection and entry criteria, including compliance with any health requirements.

Condition: The education provider must provide documentation that clearly specifies what the health requirements for entry to the programme are

Reason: Prior to the visit the visitors received the programme specification that would be available for potential applicants to view. In the documentation it was not clear what the specific health requirements for entry to the programme were. During the meeting with the programme team, the visitors were informed that applicants are informed of the health requirements for entry to the programme on application and at interview.

In order to be assured that this standard is met the visitors would like to receive revised documentation that clearly articulates the health requirements for entry to the programme as described by the programme team.

3.14 Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Condition: The education provider must revise the current student consent form to include a paragraph regarding personal therapy for the student and to remove the sentence "The right to withdraw from participation in the module at any time".

Reason: On their reading of the documentation provided before the visit the visitors recognised that there is a form and protocol in place. However the visitors considered that the form in particular needed to be revised to include a

relevant paragraph that is in the MA Music Therapy consent form regarding taking personal therapy throughout the course of the programme. Also the visitors felt that the sentence “The right to withdraw from participation in the module at any time” was misleading.

The visitors considered that by giving full details in the consent form regarding personal therapy it would reinforce the students recognition that personal therapy was a necessary part of the programme to help them understand their own needs as well as those of the client. During the meeting with the programme team the visitors discussed the consent form with the team. The programme team recognised that the inclusion of the personal therapy paragraph would be valuable.

The programme team also recognised that the sentence regarding the right to withdraw from a module was misleading and also did not accurately reflect what the students were signing the form for. The visitors and the programme team discussed that this could potentially mean that if a student did sign and invoked the right to withdraw from the module they would miss standards of proficiency and this could potentially mean they would fail the programme. Therefore the consent form needed to be explicit about invoking the right to withdraw from a module and its impact on the student’s ability to complete the programme.

In order for the visitors to be assured that the consent form is appropriate and that the standard is met the visitors would like to receive a revised form that is clear and accurate and reflects what the student is consenting to.

5.4 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

Condition: The education provider must provide clearly articulated documentation to demonstrate how it approves and monitors all practice placements.

Reason: The visitors received a clinical placement handbook prior to the visit. Included in this document there was a form that was completed by the practice placement manager. However it was not clear when the placement was monitored subsequently to ensure that the information provided on the form was accurate.

During the meeting with the practice placement educators and the programme team it was clear that initial approval and monitoring via placement visits by the programme teams and regular liaison with the placement providers does happen. It was clear that the programme team and the practice placement educators monitored the placements but this appeared to be completed when a placement came on to the list of available placements and it was unclear whether there was a regular monitoring of the placement thereafter. The forms are completed by the practice placement manager and returned to the education provider. It was not clear what role the education provider plays in the approval and monitoring of the placement. Therefore the visitors would like to receive revised documentation that clearly articulates how all placements are approved and monitored.

6.5 The measurement of student performance must be objective and ensure fitness to practise.

Condition: The education provider must provide clearly articulated documentation that identifies the assessment criteria for assessing the grade for practice placement.

Reason: The visitors noted that the form completed by the practice placement educators required them to grade the competencies and performance at the placement. However there was no guidance or criteria produced for the practice placement educators to use when grading students. The visitors were not satisfied that all practice placement educators would use the same criteria to grade a trainee without any clear assessment grade descriptors. The visitors therefore require further evidence which clearly articulates how the education provider ensures learning outcomes for each placement are consistently assessed.

Recommendations

4.5 The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.

Recommendation: The education provider should consider including references to the HPC Guidance on conduct performance and ethics for students in relevant module reading lists.

Reason: The visitors were content that the education provider was including the HPC's standards of conduct, performance and ethics in the reading lists and these were appropriately referenced. The visitors considered that including the HPC Guidance on conduct, performance and ethics for students in relevant module reading lists would enhance the student learning and provide the students with the tools to understand what is required of them when they become practitioners.

Commendations

The visitors wish to commend the following aspects of the programme:

Commendation: The education provider's unique book retrieval and collection service for students on the programme.

Reason: As the programme holds attendance weekends, it is often difficult for students to access the library services. However students are able to request the library books they require on line and the library then arranges deliver to the students on the weekend days they attend the programme. The return of the library books is also made easy by having drop off boxes available to students even if the library is closed. The visitors saw this as innovative and best practice.

Information about this can be found at the following web link
<http://studentzone.roehampton.ac.uk/library/>

Simon Willoughby-Booth
Patricia Fillis

Visitors' report

Name of education provider	Roehampton University
Programme name	MA Dramatherapy
Mode of delivery	Part time
Relevant part of HPC Register	Arts therapist
Relevant modality / domain	Drama therapy
Date of visit	29 – 30 June 2010

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Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Dramatherapist' must be registered with us. The HPC keep a register of health 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 ongoing approval of the programme. The education provider has until 3 September 2010 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 16 September 2010. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 23 September 2010. The visitors will consider this response and make a separate recommendation to the Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Committee on 21 October 2010.

Introduction

The HPC visited the programme at the education provider to consider major changes proposed to the programme. The major change affected the following standards programme management and resources, curriculum, practice placements and assessment. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was an HPC only visit. The education provider did not validate or review the programme(s) at the visit and the professional bodies did not consider their accreditation of the programme(s). The education provider supplied an independent chair and secretary for the visit. The visit also considered the following programmes – MA Art Psychotherapy and MA Music Therapy. Separate reports exist for these programme(s)

Visit details

Name of HPC visitors and profession	Bruce Howard-Bayley (Drama Therapist) Patricia Fillis (Radiographer)
HPC executive officer (in attendance)	Mandy Hargood
HPC observer	Alison Dittmer
Proposed student numbers	20
Initial approval	1 September 2006
Effective date that programme approval reconfirmed from	September 2010
Chair	Claire Ozanne (Roehampton University)
Secretary	Lucy Heming (Roehampton University)

Sources of evidence

Prior to the visit the HPC 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the visit the HPC 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"/>
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"/>

Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured 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 their 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 51 of the SETs have been met and that conditions should be set on the remaining 6 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. 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 is recommended for ongoing approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors have also made a commendation. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

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 revisit the advertising material on the website to ensure that the information is up to date and that terminology in use is accurate and reflective of the current terminology used in relation to statutory regulation.

Reason: The website information submitted by the education provider did not fully comply with the advertising guidance issued by HPC. In particular, there were instances of out-of-date terminology in reference to HPC providing state registration for students who complete the programme. The HPC does not provide state registration; instead they are eligible to apply to the HPC for registration as Dramatherapist.

Also the visitors found that there were instances on the website where the information for the programme was out of date. Therefore the visitors would like to receive revised website information with the correct terminology and correct information available to applicants for the programme to ensure that this standard is met.

2.4 The admissions procedures must apply selection and entry criteria, including compliance with any health requirements.

Condition: The education provider must provide documentation that clearly specifies what the health requirements for entry to the programme are.

Reason: Prior to the visit the visitors received the programme specification that would be available for potential applicant to view. In the documentation it was not clear what the specific health requirements to the programme were. During the meeting with the programme team, the visitors were informed that applicants are informed of the health requirements for entry to the programme on application and at interview.

In order to be assured that this standard is met the visitors would like to receive revised documentation that clearly articulates the health requirements for entry to the programme as described by the programme team.

3.14 Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Condition: The education provider must revise the current student consent form to include a paragraph regarding personal therapy for the student and to remove the sentence "The right to withdraw from participation in the module at any time".

Reason: On their reading of the documentation provided before the visit the visitors recognised that there is a form and protocol in place. However the visitors considered that the form in particular needed to be revised to include a

relevant paragraph that is in the MA Music Therapy consent form regarding taking personal therapy throughout the course of the programme. Also the visitors felt that the sentence “The right to withdraw from participation in the module at any time” was misleading.

The visitors considered that by giving full details in the consent form regarding personal therapy it would reinforce the students recognition that personal therapy was a necessary part of the programme to help them understand their own needs as well as those of the client. During the meeting with the programme team the visitors discussed the consent form with the team. The programme team recognised that the inclusion of the personal therapy paragraph would be valuable.

The programme team also recognised that the sentence regarding the right to withdraw from a module was misleading and also did not accurately reflect what the students were signing the form for. The visitors and the programme discussed that this could potentially mean that if a student did sign and invoked the right to withdraw from the module they would miss standards of proficiency and this could potentially mean they would fail the programme. Therefore the consent form needed to be explicit about invoking the right to withdraw from a module and its impact on the student’s ability to complete the programme.

In order for the visitors to be assured that the consent form is appropriate and that the standard is met the visitors would like to receive a revised form that is clear and accurate and reflects what the student is consenting to.

5.4 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

Condition: The education provider must provide clearly articulated documentation to demonstrate how it approves and monitors all practice placements

Reason: The visitors received a clinical placement handbook prior to the visit. Included in this document there was a form that was completed by the practice placement manager. Also it was not clear when the placement was monitored subsequently to ensure that the information provided on the form was accurate.

During the meeting with the practice placement educators and the programme team it was clear that initial approval and monitoring via placement visits by the programme teams and regular liaison with the placement providers did happen. It was clear that the programme team and the practice placement educators monitored the placements, but this appeared to be completed when a placement came on to the list of available placements and it was unclear if there was a regular monitoring of the placement. The forms are completed by the practice placement manager and returned to the education provider. It was not clear what role the education provider played in the approval and monitoring of the placement. Therefore the visitors would like to receive revised documentation that clearly articulates how all placements are approved and monitored.

6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.

Condition: The education provider must provide clearly articulated documentation that specifies how the standards of proficiency (SOPs) are assessed summatively.

Reason: The visitors could not determine from their reading of the documentation how the SOPs were to be assessed summatively. Therefore they could not determine if this standard was met in terms of a student meeting the standards of proficiency for drama therapy.

In the meeting with the programme team the visitors discussed how the SOPs were being assessed summatively. The programme team discussed how the SOPs were assessed both academically and practically and that the academic supervisor, clinical supervisor, placement supervisor and students were aware of how the SOPs were assessed summatively.

The visitors would like to receive documentation that clearly identifies specifies how the standards of proficiency (SOPs) are assessed summatively so that they can be assured that a student who successfully completes the programme meets the standards of proficiency for their part of the register.

6.5 The measurement of student performance must be objective and ensure fitness to practise.

Condition: The education provider must provide clearly articulated documentation that specifies how the standards of proficiency (SOPs) are assessed summatively on practice placement.

Reason: The visitors could not determine from their reading of the documentation how the SOPs were to be assessed summatively whilst a student was on placement. Therefore they could not determine if this standard was met in terms of a student meeting the standards of proficiency for music therapy.

In the meeting with the programme team the visitors discussed how the SOPs were being assessed summatively on practice placement. The programme team discussed how the SOPs were assessed both academically and practically and that the academic supervisor, clinical supervisor, placement supervisor and students were aware of how the SOPs were assessed summatively.

The visitors would like to receive documentation that clearly specifies how the SOPs are assessed summatively on practice placement to be assured that a student will be fit to practice.

Commendations

The visitors wish to commend the following aspects of the programme:

Commendation: The education provider's unique book retrieval and collection service for students on the programme.

Reason: As the programme holds attendance weekends, it is often difficult for students to access the library services. However students are able to request the library books they require and the library then arranges deliver to the students on the weekend days they attend the programme. The return of the library books is also made easy by having drop off boxes available to students even if the library is closed. The visitors saw this as innovative and best practice.

Information about this can be found at the following web link
<http://studentzone.roehampton.ac.uk/library/>

Bruce Howard-Bayley
Patricia Fillis

Visitors' report

Name of education provider	Roehampton University
Programme name	MA Music Therapy
Mode of delivery	Full time Part time
Relevant part of HPC Register	Arts therapist
Relevant modality / domain	Music therapy
Date of visit	29 – 30 June 2010

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Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Art therapist' or 'Music therapist' must be registered with us. The HPC keep a register of health 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 ongoing approval of the programme. The education provider has until 3 September 2010 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 16 September 2010. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 23 September 2010. The visitors will consider this response and make a separate recommendation to the Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Committee on 21 October 2010.

Introduction

The HPC visited the programme at the education provider to consider major changes proposed to the programme. The major change affected the following standards programme management and resources, curriculum, practice placements and assessment. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was an HPC only visit. The education provider did not validate or review the programme at the visit and the professional bodies did not consider their accreditation of the programme. The education provider supplied an independent chair and secretary for the visit. The visit also considered the following programmes - MA Dramatherapy and MA Art Psychotherapy. Separate reports exist for these programmes.

Visit details

Name of HPC visitors and profession	John Strange (MusicTherapist) Patricia Fillis (Radiographer)
HPC executive officer (in attendance)	Mandy Hargood
HPC observer	Alison Dittmer
Proposed student numbers	8 Full time 4 Part time
Initial approval	1 September 2006
Effective date that programme approval reconfirmed from	September 2010
Chair	Claire Ozanne (Roehampton University)
Secretary	Lucy Heming (Roehampton University)

Sources of evidence

Prior to the visit the HPC 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the visit the HPC 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"/>
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"/>

Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured 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 their 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 ongoing approval of the programme is reconfirmed.

The visitors agreed that 52 of the SETs have been met and that conditions should be set on the remaining 5 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. 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 have also made a recommendation for the programme.

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

The visitors have also made a commendation. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

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 revisit the advertising material on the website to ensure that the information is up to date and that terminology in use is accurate and reflective of the current terminology used in relation to statutory regulation.

Reason: The website information submitted by the education provider did not fully comply with the advertising guidance issued by HPC. In particular, there were instances of out-of-date terminology in reference to HPC providing state registration for students who complete the programme. The HPC does not provide state registration; instead they are eligible to apply to the HPC for registration as a Music Therapist.

Also the visitors found that there were instances on the website where the information for the programme was out of date. Therefore the visitors would like to receive revised website information with the correct terminology and correct information available to applicants for the programme to ensure that this standard is met.

2.4 The admissions procedures must apply selection and entry criteria, including compliance with any health requirements.

Condition: The education provider must provide documentation that clearly specifies what the health requirements for entry to the programme are.

Reason: Prior to the visit the visitors received the programme specification that would be available for potential applicant to view. In the documentation it was not clear what the specific health requirements to the programme were. During the meeting with the programme team, the visitors were informed that applicants are informed of the health requirements for entry to the programme on application and at interview.

In order to be assured that this standard is met the visitors would like to receive revised documentation that clearly articulates the health requirements for entry to the programme as described by the programme team.

5.4 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

Condition: The education provider must provide clearly articulated documentation to demonstrate how it approves and monitors all practice placements

Reason: The visitors received a clinical placement handbook prior to the visit. Included in this document there was a form that was completed by the practice

placement manager. Also it was not clear when the placement was monitored subsequently to ensure that the information provided on the form was accurate.

During the meeting with the practice placement educators and the programme team it was clear that initial approval and monitoring via placement visits by the programme teams and regular liaison with the placement providers did happen. It was clear that the programme team and the practice placement educators monitored the placements, but this appeared to be completed when a placement came on to the list of available placements and it was unclear if there was a regular monitoring of the placement. The forms are completed by the practice placement manager and returned to the education provider. It was not clear what role the education provider played in the approval and monitoring of the placement. Therefore the visitors would like to receive revised documentation that clearly articulates how all placements are approved and monitored.

6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.

Condition: The education provider must provide clearly articulated documentation that specifies how the standards of proficiency (SOPs) are assessed summatively.

Reason: The visitors could not determine from their reading of the documentation how the SOPs were to be assessed summatively. Therefore they could not determine if this standard was met in terms of a student meeting the standards of proficiency for music therapy.

In the meeting with the programme team the visitors discussed how the SOPs were being assessed summatively. The programme team discussed how the SOPs were assessed both academically and practically and that the academic supervisor, clinical supervisor, placement supervisor and students were aware of how the SOPs were assessed summatively.

The visitors would like to receive documentation that clearly identifies specifies how the SOPs are assessed summatively so that they can be assured that a student who successfully completes the programme meets the standards of proficiency for their part of the register..

6.5 The measurement of student performance must be objective and ensure fitness to practise.

Condition: The education provider must provide clearly articulated documentation that specifies how the standards of proficiency (SOPs) are assessed summatively on practice placement.

Reason: The visitors could not determine from their reading of the documentation how the SOPs were to be assessed summatively whilst a student was on placement. Therefore they could not determine if this standard was met in terms of a student meeting the standards of proficiency for music therapy.

In the meeting with the programme team the visitors discussed how the SOPs were being assessed summatively on practice placement. The programme team discussed how the SOPs were assessed both academically and practically and that the academic supervisor, clinical supervisor, placement supervisor and students were aware of how the SOPs were assessed summatively.

The visitors would like to receive documentation that clearly specifies how the SOPs are assessed summatively on practice placement to be assured that the student will be fit to practice.

Recommendations

4.5 The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.

Recommendation: The education provider should consider including references to the HPC Guidance on conduct performance and ethics for students in relevant module reading lists.

Reason: The visitors were content that the education provider was including the HPC's standards of conduct, performance and ethics in the reading lists and these were appropriately referenced. The visitors considered that by including the HPC Guidance on conduct, performance and ethics for students in relevant module reading lists it would enhance the student learning and provide the students with the tools to understand what would be required of them when they become practitioners.

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

Recommendation: The education provider should consider reviewing the learning matrix in section 4 of the programme specification document so that it reflects the relationship between the learning and teaching methods and the learning outcomes listed.

Reason: The visitors were content that this standard was met but considered that the matrix could be misleading. The visitors reviewed the matrix in section 4 of the programme specification and noted that the learning outcomes listed did not match the assessment criteria or the other teaching and learning approaches for the programme. The visitors considered that the matrix was not critical in the meeting of this standard but the visitors considered if the programme team wanted the matrix in the document, it should be accurate.

During the meeting with the programme team the programme lead thanked the visitors for pointing out that the matrix could be misleading and that he would correct it.

Commendations

The visitors wish to commend the following aspects of the programme:

Commendation: The education provider's unique book retrieval and collection service for students on the programme.

Reason: As the programme holds attendance weekends, it is often difficult for students to access the library services. However students are able to request the library books they require and the library then arranges deliver to the students on the weekend days they attend the programme. The return of the library books is also made easy by having drop off boxes available to students even if the library is closed. The visitors saw this as innovative and best practice.

Information about this can be found at the following web link
<http://studentzone.roehampton.ac.uk/library/>

John Strange
Patricia Fillis

Visitors' report

Name of education provider	St George's, University of London
Programme name	Foundation Science Degree in Paramedic Science
Mode of delivery	Full time Part time
Relevant part of HPC Register	Paramedic
Date of visit	13 – 14 July 2010

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Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Paramedic' must be registered with us. The HPC keep a register of health 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 ongoing approval of the programme. The education provider has until 26 August 2010 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 16 September 2010. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 2 August 2010. The visitors will consider this response and make a separate recommendation to the Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Committee on 16 September 2010.

Introduction

The HPC visited the programme at the education provider to consider major changes proposed to the programme. The major change affected the following standards - programme admissions, programme management and resources, curriculum, practice placements and assessment. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that 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 education provider reviewed the programme. The education provider and the HPC 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 HPC's recommendations on the programme only. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. A separate report, produced by the education provider outlines their decisions on the programme's status.

Visit details

Name of HPC visitors and profession	Glyn Harding (Paramedic) Jane Topham (Paramedic)
HPC executive officer (in attendance)	Mandy Hargood
Proposed student numbers	21 Full time 48 Part time with two cohorts per year
Initial approval	September 2006
Effective date that programme approval reconfirmed from	September 2010
Chair	Sean Hilton (St George's, University of London)
Secretary	Derek Baldwinson (St George's, University of London)
Members of the joint panel	Adele Atkinson (Internal Panel Member) Elizabeth Miles (Internal Panel Member) Andrew Singleton (Internal Panel Member)

Sources of evidence

Prior to the visit the HPC 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self evaluation document	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme Definitive document	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the visit the HPC 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"/>
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"/>

Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured 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 their 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 ongoing approval of the programme is reconfirmed.

The visitors agreed that 48 of the SETs have been met and that conditions should be set on the remaining 9 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. 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 have also made a recommendation for the programme.

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

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

3.15 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.

Condition: The education provider must clearly articulate within the attendance policy where it is mandatory and where flexibility exists in the policy.

Reason: The attendance policy submitted as evidence for the visit stated that attendance was mandatory for all parts of the programme. However during discussions with the programme team it became evident that there was some flexibility in attendance if for example, a student was sick or a student experienced bereavement or other life issue. The visitors felt that the policy did not reflect this and should therefore be updated to provide students with full and clear information.

3.16 There must be a process in place throughout the programme for dealing with concerns about students' profession-related conduct.

Condition: The education provider must revise the policy for dealing with concerns about students' profession-related conduct, to formally recognise other regulatory bodies.

Reason: The visitors were satisfied that the document provided for dealing with concerns about students' profession-related conduct was appropriate. However it referred solely to the General Medical Council (GMC) throughout. The visitors determined that a student on this programme could say that the policy does not apply to them as it does not mention the HPC.

The visitors discussed this with the programme team and the team reported that they always informed students that it was applicable to them should student conduct issues arise.

The visitors would like to receive a revised document or statement that clearly states that the policy also relates to students on HPC approved programmes, in order for the visitors to be assured that this standard is met.

5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.

Condition: The education provider must provide revised documentation that clearly identifies the number of relevant placements to support the delivery of the programme and the learning outcomes to be achieved.

Reason: At the visit the visitors received documentation that listed the ambulance placements for the London Ambulance Service NHS Trust (LAS). However there was no information regarding the hospital placements for students. Also there was no information regarding ambulance or hospital placements for South East Coast Ambulance Service NHS Trust (SECamb).

During the meeting with students, they described their placements both on the ambulance and the hospitals for both ambulance services. In the meeting with the practice placement educators and in the meeting with the programme team it was clear that these placements took place and that the practice placement educators and the programme team were taking proactive action in finding different hospital placements to provide students a well rounded experience and to ensure that the students could meet the learning outcomes for the programme.

For the visitors to be assured that the number of relevant placements to support the delivery of the programme and the learning outcomes to be achieved are appropriate they would like to receive documentation that clearly articulates all the placement areas used by both LAS and SECamb.

5.3 The practice placement settings must provide a safe and supportive environment.

Condition: The education provider must provide clearly articulated documentation that shows how practice placement settings provide a safe and supportive environment.

Reason: Although the visitors saw some audits provided at the visit, they only applied to LAS ambulance stations. There were no hospital placement audits for LAS and no information for SECamb in terms of ambulance or hospital placements. Therefore the visitors were unclear if all the placements used provided a safe and supportive environment.

In the meetings with the practice placement educators and the programme team it was evident that placement settings were monitored to ensure that they were providing a safe and supportive environment. Therefore the visitors would like to see documentation that shows how placements would be monitored so that they can be assured that there is a relevant process in place to meet this standard.

5.4 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

Condition: The education provider must provide clearly articulated documentation to show how all placements are approved and monitored.

Reason: Although the visitors saw evidence of some monitoring of practice placements for ambulance placements with LAS at the visit, there was no evidence how all practice placements were being approved and monitored or audited consistently for hospital placements or for any placements used by SECamb.

In the meeting with the programme team the visitors discussed the arrangements for students on placements. It was clear that placements were regularly audited and monitored and the partner ambulance services were also monitored. The visitors learnt that students taking the full time version of the revised programme would be on hospital placements at St George's Hospital. The programme team said these placement areas would still be approved and monitored even though the placement was on site. For those students coming in as direct entrants from the two partner ambulance services for the part time route all placements for both

ambulance and hospital sites would be audited to ensure the placements were appropriate.

The programme team informed the visitors that a revised practice placement agreement was to be put in place to ensure that all placements were approved and monitored effectively.

The visitors would therefore like to receive revised documentation to show how the education provider plans to approve and monitor all practice placement areas and an indication as to when this will be put into practice.

5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

Condition: The education provider must provide evidence that placement providers have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

Reason: Although the visitors saw evidence of some monitoring of practice placements for ambulance placements with LAS at the visit, there was no evidence how all practice placements were being approved and monitored or audited consistently for hospital placements or for any placements used by SECamb.

Therefore the visitors were unable to determine how the equality and diversity policies in relation to students would be implemented and monitored.

In the meeting with the programme team the visitors discussed the arrangements for students on placements. It was clear that placements were regularly audited and monitored and the partner ambulance services were also monitored. The visitors learnt that students taking the full time version of the revised programme would be on hospital placements at St George's Hospital. The programme team said these placement areas would still be approved and monitored even though the placement was on site. For those students coming in as direct entrants from the two partner ambulance services for the part time route all placements for both ambulance and hospital sites would be audited to ensure the placements were appropriate.

The programme team informed the visitors that a revised practice placement agreement was to be put in place to ensure that all placements were approved and monitored effectively to take account of equality and diversity policies that relate to students.

The visitors would therefore like to receive revised documentation to show how the education provider plans to approve and monitor all practice placement areas and an indication as to when this will be put into practice to ensure that this standard is met.

5.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.

Condition: The education provider must provide evidence that there is an adequate number of appropriately qualified and experienced staff at the practice placement setting.

Reason: Although the visitors saw evidence of some monitoring of practice placements for ambulance placements with LAS at the visit, there was no evidence how all practice placements were being approved and monitored or audited consistently for hospital placements or for any placements used by SECamb. Therefore the visitors were unable to determine that there is an adequate number of appropriately qualified and experienced staff at the practice placement setting.

In the meeting with the programme team the visitors discussed the arrangements for students on placements. It was clear that placements were regularly audited and monitored and the partner ambulance services were also monitored. The visitors learnt that students taking the full time version of the revised programme would be on hospital placements at St George's Hospital. The programme team said these placement areas would still be approved and monitored even though the placement was on site. For those students coming in as direct entrants from the two partner ambulance services for the part time route all placements for both ambulance and hospital sites would be audited to ensure the placements were appropriate.

The programme team informed the visitors that a revised practice placement agreement was to be put in place to ensure that all placements were approved and monitored effectively that there is an adequate number of appropriately qualified and experienced staff at the practice placement setting.

The visitors would therefore like to receive revised documentation to show how the education provider plans to approve and monitor all practice placement areas and an indication as to when this will be put into practice to ensure that this standard is met.

5.7 Practice placement educators must have relevant knowledge, skills and experience.

Condition: The education provider must provide evidence that practice placement educators have relevant knowledge, skills and experience.

Reason: Although the visitors saw evidence of some monitoring of practice placements for ambulance placements with LAS at the visit, there was no evidence how all practice placements were being approved and monitored or audited consistently for hospital placements or for any placements used by SECamb. Therefore the visitors were unable to determine that practice placement educators have relevant knowledge, skills and experience.

In the meeting with the programme team the visitors discussed the arrangements for students on placements. It was clear that placements were regularly audited and monitored and the partner ambulance services were also monitored. The visitors learnt that students taking the full time version of the revised programme would be on hospital placements at St George's Hospital. The programme team said these placement areas would still be approved and monitored even though

the placement was on site. For those students coming in as direct entrants from the two partner ambulance services for the part time route all placements for both ambulance and hospital sites would be audited to ensure the placements were appropriate.

The programme team informed the visitors that a revised practice placement agreement was to be put in place to ensure that all placements were approved and monitored effectively that show how practice placement educators have relevant knowledge, skills and experience.

The visitors would therefore like to receive revised documentation to show how the education provider plans to approve and monitor all practice placement areas and an indication as to when this will be put into practice to ensure that this standard is met.

5.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.

Condition: The education provider must provide documentation to show that practice placement educators are appropriately registered, unless other arrangements are agreed.

Reason: Although the visitors saw evident of some monitoring of practice placements for ambulance placements with LAS at the visit, there was no evidence how all practice placements were being approved and monitored or audited consistently for hospital placements or for any placements used by SECamb. Therefore the visitors were unable to determine that show that practice placement educators are appropriately registered, unless other arrangements are agreed.

In the meeting with the programme team the visitors discussed the arrangements for students on placements. It was clear that placements were regularly audited and monitored and the partner ambulance services were also monitored. The visitors learnt that students taking the full time version of the revised programme would be on hospital placements at St George's Hospital. The programme team said these placement areas would still be approved and monitored even though the placement was on site. For those students coming in as direct entrants from the two partner ambulance services for the part time route all placements for both ambulance and hospital sites would be audited to ensure the placements were appropriate.

The programme team informed the visitors that a revised practice placement agreement was to be put in place to ensure that all placements were approved and monitored effectively to indicate that practice placement educators are appropriately registered, unless other arrangements are agreed.

The visitors would therefore like to receive revised documentation to show how the education provider plans to approve and monitor all practice placement areas and an indication as to when this will be put into practice to ensure that this standard is met.

Recommendations

6.5 The measurement of student performance must be objective and ensure fitness to practise.

Recommendation: The education provider should review its policy on using objective criteria in assessments during practice placement to improve the measurement of student performance for fitness to practice.

Reason: In the meeting with the practice placement educators the use of guidelines rather than protocols within ambulance placements was discussed with the visitors.

The visitors were content that the standard was met and that the practice placement educators were fully aware of the education provider's guidelines for assessing student performance and ensuring the student's fitness to practice. The visitors recommend that the education provider reviews its policy on using objective criteria in the assessment to take account of different guidelines that might affect the ambulance service partners to the programme.

Glyn Harding
Jane Topham

Visitors' report

Name of education provider	University of the West of England, Bristol
Programme name	Professional Doctorate in Health Psychology
Mode of delivery	Full time
Relevant part of HPC Register	Practitioner psychologist
Relevant modality / domain	Health psychologist
Date of visit	8 – 9 July 2010

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Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 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 'Health psychologist' must be registered with us. The HPC keep a register of health 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. The education provider has until 27 August 2010 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 16 September 2010. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 1 September 2010. The visitors will consider this response and make a separate recommendation to the Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Committee on 21 October 2010

Introduction

The HPC visited the programme at the education provider as the Practitioner Psychologist profession came onto the register in 2009 and a decision was made by the Education and Training Committee to visit all existing programmes from this profession. 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 as the professional body considered their accreditation of the programme. The visit also considered the Post Graduate Diploma Health Psychology (Professional Practice). The professional body and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. A separate report exists for the other programme. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. Separate reports, produced by the professional body, outline their decisions on the programmes' status.

Visit details

Name of HPC visitors and profession	Kathryn Thirlaway (Health Psychologist) Sabiha Azmi (Clinical Psychologist)
HPC executive officer (in attendance)	Benjamin Potter
Proposed student numbers	6
Initial approval	January 2006
Effective date that programme approval reconfirmed from	September 2010
Chair	Dianne Rees (University of the West of England, Bristol)
Secretary	Dave Nolan (University of the West of England, Bristol)
Members of the joint panel	Elvidina Adamson-Macedo (British Psychological Society) Rupal Nathwani (British Psychological Society)

Sources of evidence

Prior to the visit the HPC 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the visit the HPC 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"/>
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"/>

Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured 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 their 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 ongoing approval of the programme is reconfirmed.

The visitors agreed that 38 of the SETs have been met and that conditions should be set on the remaining 19 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. 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 have also made a recommendation for the programme.

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

The visitors did not make any commendations on the programme.

Commendations are observations of innovative best practice by a programme or education provider.

Conditions

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 revisit the programme documentation and any advertising material to ensure that the terminology in use is accurate and reflective of the current terminology used in relation to statutory regulation.

Reason: The visitors noted that the programme documentation submitted by the education provider did not fully comply with the advertising guidance issued by HPC. In particular, there were instances of out-of-date terminology in reference to HPC 'accrediting' the programme. The HPC does not 'accredit' education programmes instead we 'approve' education programmes. The visitors considered the terminology to be misleading to applicants and students and therefore required the documentation to be reviewed to remove any instance of incorrect or out-of-date terminology throughout. This is to provide clarity for those on or applying to the programme and to ensure that this standard continues to be met.

2.3 The admissions procedures must apply selection and entry criteria, including criminal convictions checks.

Condition: The education provider must check that students coming onto the programme have undergone appropriate criminal convictions checks.

Reason: Within the documentation and in discussion with the programme team the visitors ascertained that the programme team did not undertake any criminal convictions checks on applicants to the programme. It was clear that the expectation was that the appropriate and relevant criminal convictions checks on applicants would be undertaken by practice placement providers. However the visitors' noted that the education provider does not have a process in place to check that appropriate and relevant checks are undertaken by practice placement providers. This also affects how the programme meets SET 3.16 as the visitors' were unclear as to how the programme team would deal with an applicant who declared a criminal conviction. Therefore the visitors require evidence of how the programme team satisfy themselves that an appropriate criminal convictions check has been undertaken by an applicant before they take up a place on the programme. They also require evidence to determine what the programme team would do if a criminal conviction was declared to ensure that this standard continues to be met.

2.4 The admissions procedures must apply selection and entry criteria, including compliance with any health requirements.

Condition: The education provider must check that students coming onto the programme have undergone appropriate occupational health checks.

Reason: The visitors noted in the documentation and in discussion with the programme team that applicants did not undergo checks prior to taking up a

place on the programme to ensure that they met any health requirements. It was clear that relevant health checks on applicants are expected to be conducted by practice placement providers. However the visitors' noted that the programme team did not identify if these checks had been undertaken by applicants which also affects how students on the programme meet standard of proficiency (SOP) 3a.3. Therefore the visitors require evidence of how that the programme team check that applicants can meet, or have met, any relevant health requirements before they take up a place on the programme.

2.5 The admissions procedures must apply selection and entry criteria, including appropriate academic and/or professional entry standards.

Condition: The education provider must check that students coming onto the doctoral programme, having completed an externally delivered pre-doctoral programme, can meet the relevant standards of proficiency (SOPs) which are met by completing the University of the West of England, Bristol (UWE) MSc Health Psychology.

Reason: The visitors noted that qualifications which applicants must complete before obtaining a place on the programme allow students to meet some of the SOPs for health psychologists. However the visitors were unclear as to how the team ensured that these SOPs were met by students who had completed a pre-doctoral programme at an external education provider which also affects SET 4.1 and 6.1. The programme must ensure that students who successfully complete the programme can meet the relevant SOPs for Health Psychologists so that they may practice safely once they have successfully applied to the Register. The visitors therefore require evidence to demonstrate how the programme team checks that students taking up a place on the programme, having not undertaken the UWE MSc Health Psychology, can meet all of the SOPs for Health Psychologists. This will then demonstrate how the programme continues to meet this standard.

3.15 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.

Condition: The education provider must put in place attendance monitoring mechanisms to ensure that the stated minimum, of two year full time equivalent experience on placement, is met.

Reason: The visitors identified in the documentation and in discussion with the programme team that the only stated mandatory attendance requirement placed on students is that they are expected to complete the equivalent of two years full time as part of their practice placement. However the visitors could not determine how the team ensured that students meet this requirement and subsequently meet the learning outcomes provided by the practice placement. The visitors therefore require evidence to demonstrate how the programme team satisfy themselves, through suitable checks or monitoring mechanisms, that the students meet the attendance requirement of the programme when on practice placement. This would help to ensure that students meet all of the required learning outcomes on placement and that the programme continues to meet this standard.

3.16 There must be a process in place throughout the programme for dealing with concerns about students' profession-related conduct.

Condition: The education provider must implement a formal fitness to practice process to deal with concerns regarding students' profession-related conduct.

Reason: From the documentation and in discussion with all of the other groups met on the visit, the visitors identified that there was no formal process in place for dealing with concerns about students' profession related conduct which affects how the programme continues to meet SETs 5.11 and 6.5. They did note that concerns could be raised about students' conduct and that those concerns would be dealt with by the programme team. However it was made clear that this was done on a case by case basis. The visitors articulated that this could lead to students perceiving they had been treated differently in different situations. In turn this perception may lead to decisions made about professional conduct open to successful academic appeal and to students successfully completing the programme with concerns about their professional conduct. The visitors therefore require evidence of the implementation of a formal process to deal with concerns regarding students' profession-related conduct. This is to ensure that the students who successfully complete the programme would be fit to practice if they successfully apply to the Register.

4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.

Condition: The education provider must revise the programme documentation to make explicit how the learning outcomes of the programme allow students to meet the following standards of proficiency (SOPs);

- **1a.1 be able to practise within the legal and ethical boundaries of their profession**
 - **understand the need to act in the best interests of the service users at all times**
 - **understand what is required of them by the Health Professions Council**
 - **understand the need to respect, and so far as possible uphold, the rights, dignity, values and autonomy of every patient including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing**
 - **understand the complex ethical and legal issues of any form of dual relationship and the impact these may have on clients**
 - **understand the power imbalance between practitioners and clients and how this can be managed appropriately**
- **1a.2 be able to practise in a non-discriminatory manner**
- **1a.4 understand the importance of and be able to obtain informed consent**
- **1a.8 understand the obligation to maintain fitness to practise**

- understand the need to practise safely and effectively within their scope of practice
- **1b.1 be able to work, where appropriate, in partnership with other professionals, support staff, patients, service users, and their relatives and carers**
 - understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals
 - understand the dynamics present in health professional – client relationships
- **1b.3 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users their relatives and carers**
 - be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others
 - be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status
- **1b.4 understand the need for effective communication throughout the care of the service user**
- **3a.3 understand the need to establish and maintain a safe practice environment**
 - be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these
 - be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation
 - be able to select appropriate personal protective equipment and use it correctly
 - be able to establish safe environments for practice, which minimise risks to service users, those treating them, and others, including the use of hazard control and particularly infection control

Reason: From the discussions with the programme team and the documentation submitted by the education provider the visitors noted that the cross-referencing mapping document of the programme to HPC Standards of Proficiency had errors in the referencing. This affected aspects of SOPs 1a.1, 1a.2, 1a.8, 1b.1, 1b.3 and 1b.4 as the mapping did not make clear where the learning was delivered which would allow students to meet these SOPs. This also affected the whole of SOP 3a.3 which also needs to be clarified. Subsequently it was unclear where the learning was provided to ensure that students successfully completing the programme could meet these SOPs. The visitors therefore require the programme documentation be updated to correctly and clearly reference where the learning outcomes of the modules allow students to meet the SOPs. This is to

clearly demonstrate that those who successfully complete the programme can meet all of the relevant standards of proficiency and that this standard continues to be met.

4.5 The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.

Condition: The education provider must ensure that the programme documentation includes sufficient information about and or references to the HPC's standards of conduct performance and ethics.

Reason: The visitors noted in the programme documentation and in discussions with students that general standards of conduct, performance and ethics are dealt with in the curriculum. However in discussion with the students it was clear that they did not understand the implications of the HPC's standards of conduct, performance and ethics. They also noted in the documentation that there were no explicit references to HPC's standards of conduct, performance and ethics and that the HPC's Guidance on conduct performance and ethics for students did not appear in module reading lists. The visitors articulated that students should be aware of the implications of the standards of conduct performance and ethics on their time as a student and for their practice in the future. The visitors therefore require evidence to demonstrate that the programme documentation includes sufficient information about and or references to the HPC's standards of conduct performance and ethics. This is to demonstrate that students understand the implications of the HPC's standards of conduct, performance and ethics and that the programme continues to meet this standard.

5.4 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

Condition: The education provider must implement a formal practice placement audit policy.

Reason: From the documentation submitted by the education provider the visitors stated that it was not clear how the education provider effectively monitors practice placements. In discussions with the programme team, the visitors noted that the programme team undertakes informal placement monitoring in the form of an initial meeting with the practice placement educator. However, the visitors could not find evidence of a thorough, formal, system to approve and monitor practice placements. The visitors were subsequently unclear as to how the programme team ensures that the students are able to meet the learning outcomes associated with the placement aspects of the programme. This also affects how the programme continues to meet SET 5.5, 5.6, 5.7, 5.8 and 5.9. The visitors therefore require evidence of the implementation of a thorough and effective practice placement monitoring system. This should demonstrate how the programme team check that practice placements are providing students with the experience necessary to meet the stated learning outcomes and standards of proficiency.

5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

Condition: The education provider must check that practice placements have equality and diversity policies in place and that these are implemented and monitored.

Reason: As stated in SET 5.4 the visitors were unclear as to how the programme team monitored practice placements. As such they are also unclear as to how the programme team checks that practice placements have equality and diversity policies in place. An equality and diversity policy is required to ensure that all students on placement have as consistent experience as practicably possible when trying to achieve the learning outcomes. The visitors therefore require evidence of the monitoring systems which satisfy the programme team that equality and diversity policies in relation to students are implemented in placement settings.

5.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.

Condition: The education provider must identify what is an adequate number of appropriately qualified staff to supervise students and check that practice placements meet this standard.

Reason: From the documentation and after conversation with the programme team the visitors were unclear as to how the programme team monitors practice placements as outlined in SET 5.4. Subsequently the visitors are unclear as to how the programme team checks that there are an adequate number of appropriately qualified and experienced staff at a practice placement. An adequate number of appropriately qualified staff to supervise students is required to ensure that all students on placement have as consistent experience as practicably possible when trying to achieve the learning outcomes. The visitors therefore require evidence of what the programme team considers an adequate number of appropriately qualified and experienced members of staff and how the team will check that this is the case on practice placements. This also affects how the programme continues to meet SETs 5.7 and 5.9.

5.7 Practice placement educators must have relevant knowledge, skills and experience.

Condition: The education provider must identify what relevant knowledge skills and experience is needed by practice placement educators and check that practice placements meet this standard.

Reason: As in SET 5.4, after reviewing the documentation and discussions with the programme team, the visitors were unclear as to how the programme team monitored practice placements. They are therefore unclear as to how the programme team checks that practice placement educators have relevant knowledge, skills and experience. This also affects how the programme continues to meet SETs 5.6 and 5.9. Practice placement educators should have relevant knowledge, skills and experience to ensure that all students on

placement have as consistent experience as practicably possible when trying to achieve the learning outcomes. Subsequently the visitors require evidence of what the programme team considers relevant knowledge, skills and experience and how the team will check that educators on practice placements meet these standards.

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

Condition: The education provider must identify what level of training is necessary for practice placement educators and check that practice placements meet this standard.

Reason: As stated in SET 5.4 the visitors were unclear as to how the programme team monitored practice placements. The visitors were also unclear as to what the programme team considers appropriate practice placement educator training and how the programme team checks that practice placement educators have had appropriate training. Practice placement educators should have relevant training to ensure that all students on placement have as consistent experience as practicably possible when trying to achieve the learning outcomes. The visitors therefore require evidence of what the programme team considers appropriate practice placement educator training and how the team will check that educators on practice placements meet this requirement. This is to ensure that the practice placement educators are appropriately trained and that the programme continues to meet this SET.

5.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.

Condition: The education provider must identify who and which professionals can appropriately supervise students on practice placement and check that they are appropriately registered unless other arrangements are agreed.

Reason: As stated in SET 5.4 the visitors were unclear as to how the programme team monitors practice placements. As such they are unclear as to how the programme team checks that practice placement educators are appropriately registered, which also affects how the programme continues to meet SETs 5.6 and 5.7. Practice placement educators should be appropriately registered to ensure that all students on placement have as consistent experience as practicably possible when trying to achieve the learning outcomes. The visitors therefore require evidence of what the programme team considers an appropriately registered member of staff and how the team will check that this is the case on practice placements

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:

- the learning outcomes to be achieved;
- the timings and the duration of any placement experience and associated records to be maintained;
- expectations of professional conduct;

- **the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and**
- **communication and lines of responsibility.**

Condition: The education provider must identify what implications a formal fitness to practice policy may have for a student and/or practice placement educator during placement and clearly articulate this in the relevant handbooks.

Reason: As identified in SET 3.16 the visitors noted that there was no formal process to deal with student's professional related conduct while on the programme. While on placement students should be aware of the HPC standards of conduct performance and ethics and what implications they may have, which also affects SET 4.5. The visitors noted that the lack of a formal process to deal with possible issues arising from students' professional conduct could lead to those issues being handled differently, in different situations, by both the practice educators and the programme team. This could lead to students being successful in challenging decisions about their professional conduct. To mitigate against this the visitors articulated that the expectations of professional conduct on placements need to be made clear to students and practice placement educators. The implications of any issues arising around professional standards should also be clarified and go hand in hand with a formal process for dealing with issues which may arise. Therefore the visitors require evidence that students and practice placement educators are made fully aware of the expectations of professional conduct and what the implications are if these expectations are not met while on placement.

6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.

Condition: The education provider must review the programme documentation to make explicit that where the learning outcomes allow students to meet the following HPC Standards of Proficiency they are adequately assessed;

- **1a.1 be able to practise within the legal and ethical boundaries of their profession**
 - **understand the need to act in the best interests of the service users at all times**
 - **understand what is required of them by the Health Professions Council**
 - **understand the need to respect, and so far as possible uphold, the rights, dignity, values and autonomy of every patient including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing**
 - **understand the complex ethical and legal issues of any form of dual relationship and the impact these may have on clients**
 - **understand the power imbalance between practitioners and clients and how this can be managed appropriately**
- **1a.2 be able to practise in a non-discriminatory manner**
- **1a.4 understand the importance of and be able to obtain informed consent**

- **1a.8 understand the obligation to maintain fitness to practise**
 - understand the need to practise safely and effectively within their scope of practice
- **1b.1 be able to work, where appropriate, in partnership with other professionals, support staff, patients, service users, and their relatives and carers**
 - understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals
 - understand the dynamics present in health professional – client relationships
- **1b.3 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users their relatives and carers**
 - be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others
 - be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status
- **1b.4 understand the need for effective communication throughout the care of the service user**
- **3a.3 understand the need to establish and maintain a safe practice environment**
 - be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these
 - be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation
 - be able to select appropriate personal protective equipment and use it correctly
 - be able to establish safe environments for practice, which minimise risks to service users, those treating them, and others, including the use of hazard control and particularly infection control

Reason: As in SET4.1 the visitors noted that the cross-referencing mapping document of the programme to HPC Standards of Proficiency had errors in the referencing. This affected SOPs 1a.1, 1a.2, 1a.8, 1b.1, 1.b3, 1b.4, and 3a.3. The visitors were therefore unclear about how these SOPs are met and how the learning outcomes ensure that students completing the programme can meet the relevant standards of proficiency. The visitors therefore require the programme team to demonstrate how the learning outcomes are assessed thereby ensuring that students can meet these SOPs when completing the programme.

6.5 The measurement of student performance must be objective and ensure fitness to practise.

Condition: The education provider must identify how the learning outcomes and assessment criteria of the programme inform judgements in relation to any formal fitness to practice policy and ensure that students are fit to practice.

Reason: The visitors noted in discussions and in the documentation provided by the programme team that there was no formal fitness to practice policy. This has also affected SETs 3.16 and 5.11. The visitors stated that the lack of a formal process for dealing with professional practice issues impacts on how the team ensure that students who successfully complete the programme are fit to practice. They did note that concerns could be raised and that those concerns would be dealt with by the programme team but that this was done on a case by case basis. This could lead to students perceiving they had been treated differently, in different situations, which in turn may leave decisions made about professional conduct open to academic appeal. As a consequence students graduating from the programme may have questions about their suitability to practice. Therefore the visitors require evidence that a formal process to deal with issues around students' professional conduct is being implemented by the team. This process should also demonstrate how the objective measurement of the learning outcomes associated with the professional practice elements of the course will inform judgements made and ensure that this standard continues to be met.

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 revisit the programme documentation to clearly articulate that aegrotat awards do not provide eligibility for admission to the HPC Register.

Reason: The visitors noted in the documentation that the education provider confers aegrotat awards in certain circumstances. However the visitors stated that there was insufficient detail regarding the policy for aegrotat awards which could mislead students. The visitors therefore require the programme documentation to be updated to clearly specify that any aegrotat award would not provide students with eligibility for admission to the Register. This is to provide clarity for students and to ensure that this standard continues to be met.

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 revisit the programme documentation to clearly articulate that external examiners appointed to the programme must be HPC registered unless alternate arrangements have been agreed with the HPC.

Reason: In the documentation submitted by the education provider there was insufficient detail concerning the recruitment of external examiners to the

programme. The visitors were happy with the external examiner arrangements after discussions with the programme team. However this standard requires that the assessment regulations of the programme must state that any external examiner appointed to the programme needs to be appropriately registered or that suitable alternative arrangements should be agreed. Therefore the visitors require evidence that HPC requirements regarding the appointment of external examiner to the programme have been included in the documentation, specifically in the programme regulations, to ensure that this standard continues to be met.

Recommendations

2.2 The admissions procedures must apply selection and entry criteria, including evidence of a good command of reading, writing and spoken English.

Recommendation: The education provider should consider highlighting in the programme documentation and in the advertising material the English language requirement for entry to the programme.

Reason: The visitors noted in the assessment regulations that any applicant must provide evidence of achieving a minimum grade of 6.5 using the International English Language Testing System (IELTS) or similar. Therefore they are satisfied that this SET is met. However they recommend that this requirement for entry to the programme is made clear to applicants prior to them applying by including it in relevant programme documentation and in the associated advertising material. The visitors feel that this would aid applicants in making an informed decision when applying to the programme.

Sabiha Azmi
Kathryn Thirlaway

Visitors' report

Name of education provider	University of the West of England, Bristol
Programme name	Post Graduate Diploma in Health Psychology (Professional Practice)
Mode of delivery	Full time
Relevant part of HPC Register	Practitioner psychologist
Relevant modality / domain	Health psychologist
Date of visit	8 – 9 July 2010

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Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 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 'Health psychologist' must be registered with us. The HPC keep a register of health 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. The education provider has until 27 August 2010 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 16 September 2010. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 1 September 2010. The visitors will consider this response and make a separate recommendation to the Committee on the approval of the programme. It is anticipated that this recommendation will be made to the Committee on 21 October 2010.

Introduction

The HPC visited the programme at the education provider as it was a new programme which was seeking HPC 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 as the professional body considered their accreditation of the programme. The visit also considered the Professional Doctorate Health Psychology. The professional body and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. A separate report exists for the other programme. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. Separate reports, produced by the professional body, outline their decisions on the programmes' status.

Visit details

Name of HPC visitors and profession	Kathryn Thirlaway (Health Psychologist) Sabiha Azmi (Clinical Psychologist)
HPC executive officer (in attendance)	Benjamin Potter
Proposed student numbers	6
Initial approval	January 2006
Effective date that programme approval reconfirmed from	September 2010
Chair	Dianne Rees (University of the West of England, Bristol)
Secretary	Dave Nolan (University of the West of England, Bristol)
Members of the joint panel	Elvidina Adamson-Macedo (British Psychological Society) Rupal Nathwani (British Psychological Society)

Sources of evidence

Prior to the visit the HPC 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the visit the HPC 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"/>
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"/>

Recommended outcome

To recommend a programme for approval, the visitors must be assured 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 their 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 38 of the SETs have been met and that conditions should be set on the remaining 19 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for approval. 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 have also made a recommendation for the programme.

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

The visitors did not make any commendations on the programme.

Commendations are observations of innovative best practice by a programme or education provider.

Conditions

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 revisit the programme documentation and any advertising material to ensure that the terminology in use is accurate and reflective of the current terminology used in relation to statutory regulation.

Reason: The visitors noted that the programme documentation submitted by the education provider did not fully comply with the advertising guidance issued by HPC. In particular, there were instances of out-of-date terminology in reference to HPC 'accrediting' the programme. The HPC does not 'accredit' education programmes instead we 'approve' education programmes. The visitors considered the terminology to be misleading to applicants and students and therefore required the documentation to be reviewed to remove any instance of incorrect or out-of-date terminology throughout. This is to provide clarity for those on or applying to the programme and to ensure that this standard is met.

2.3 The admissions procedures must apply selection and entry criteria, including criminal convictions checks.

Condition: The education provider must check that students coming onto the programme have undergone appropriate criminal convictions checks.

Reason: Within the documentation and in discussion with the programme team the visitors ascertained that the programme team did not undertake any criminal convictions checks on applicants to the programme. It was clear that the expectation was that the appropriate and relevant criminal convictions checks on applicants would be undertaken by practice placement providers. However the visitors' noted that the education provider does not have a process in place to check that appropriate and relevant checks are undertaken by practice placement providers. This also affects how the programme meets SET 3.16 as the visitors' were unclear as to how the programme team would deal with an applicant who declared a criminal conviction. Therefore the visitors require evidence of how the programme team satisfy themselves that an appropriate criminal convictions check has been undertaken by an applicant before they take up a place on the programme. They also require evidence to determine what the programme team would do if a criminal conviction was declared to ensure that this standard is met.

2.4 The admissions procedures must apply selection and entry criteria, including compliance with any health requirements.

Condition: The education provider must check that students coming onto the programme have undergone appropriate occupational health checks.

Reason: The visitors noted in the documentation and in discussion with the programme team that applicants did not undergo checks prior to taking up a place on the programme to ensure that they met any health requirements. It was

clear that relevant health checks on applicants are expected to be conducted by practice placement providers. However the visitors' noted that the programme team did not identify if these checks had been undertaken by applicants which also affects how students on the programme meet standard of proficiency (SOP) 3a.3. Therefore the visitors require evidence of how that the programme team check that applicants can meet, or have met, any relevant health requirements before they take up a place on the programme.

2.5 The admissions procedures must apply selection and entry criteria, including appropriate academic and/or professional entry standards.

Condition: The education provider must check that students coming onto the programme, having completed an externally delivered pre-doctoral programme, can meet the relevant standards of proficiency (SOPs) which are met by completing the University of the West of England, Bristol (UWE) MSc Health Psychology.

Reason: The visitors noted that qualifications which applicants must complete before obtaining a place on the programme allow students to meet some of the SOPs for health psychologists. However the visitors were unclear as to how the team ensured that these SOPs were met by students who had completed a pre-doctoral programme at an external education provider which also affects SET 4.1 and 6.1. The programme must ensure that students who successfully complete the programme can meet the relevant SOPs for Health Psychologists so that they may practice safely once they have successfully applied to the Register. The visitors therefore require evidence to demonstrate how the programme team checks that students taking up a place on the programme, having not undertaken the UWE MSc Health Psychology, can meet all of the SOPs for Health Psychologists. This will then demonstrate how the programme meets this standard.

3.15 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.

Condition: The education provider must put in place attendance monitoring mechanisms to ensure that the stated minimum, of two year full time equivalent experience on placement, is met.

Reason: The visitors identified in the documentation and in discussion with the programme team that the only stated mandatory attendance requirement placed on students is that they are expected to complete the equivalent of two years full time as part of their practice placement. However the visitors could not determine how the team ensured that students meet this requirement and subsequently meet the learning outcomes provided by the practice placement. The visitors therefore require evidence to demonstrate how the programme team satisfy themselves, through suitable checks or monitoring mechanisms, that the students meet the attendance requirement of the programme when on practice placement. This would help to ensure that students meet all of the required learning outcomes on placement and that the programme meets this standard.

3.16 There must be a process in place throughout the programme for dealing with concerns about students' profession-related conduct.

Condition: The education provider must implement a formal fitness to practice process to deal with concerns regarding students' profession-related conduct.

Reason: From the documentation and in discussion with all of the other groups met on the visit, the visitors identified that there was no formal process in place for dealing with concerns about students' profession related conduct which affects how the programme continues to meet SETs 5.11 and 6.5. They did note that concerns could be raised about students' conduct and that those concerns would be dealt with by the programme team. However it was made clear that this was done on a case by case basis. The visitors articulated that this could lead to students perceiving they had been treated differently in different situations. In turn this perception may lead to decisions made about professional conduct open to successful academic appeal and to students successfully completing the programme with concerns about their professional conduct. The visitors therefore require evidence of the implementation of a formal process to deal with concerns regarding students' profession-related conduct. This is to ensure that the students who successfully complete the programme would be fit to practice if they successfully apply to the Register.

4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.

Condition: The education provider must revise the programme documentation to make explicit how the learning outcomes of the programme allow students to meet the following standards of proficiency (SOPs);

- **1a.1 be able to practise within the legal and ethical boundaries of their profession**
 - **understand the need to act in the best interests of the service users at all times**
 - **understand what is required of them by the Health Professions Council**
 - **understand the need to respect, and so far as possible uphold, the rights, dignity, values and autonomy of every patient including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing**
 - **understand the complex ethical and legal issues of any form of dual relationship and the impact these may have on clients**
 - **understand the power imbalance between practitioners and clients and how this can be managed appropriately**
- **1a.2 be able to practise in a non-discriminatory manner**
- **1a.4 understand the importance of and be able to obtain informed consent**
- **1a.8 understand the obligation to maintain fitness to practise**
 - **understand the need to practise safely and effectively within their scope of practice**

- **1b.1 be able to work, where appropriate, in partnership with other professionals, support staff, patients, service users, and their relatives and carers**
 - understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals
 - understand the dynamics present in health professional – client relationships

- **1b.3 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users their relatives and carers**
 - be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others
 - be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status

- **1b.4 understand the need for effective communication throughout the care of the service user**

- **3a.3 understand the need to establish and maintain a safe practice environment**
 - be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these
 - be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation
 - be able to select appropriate personal protective equipment and use it correctly
 - be able to establish safe environments for practice, which minimise risks to service users, those treating them, and others, including the use of hazard control and particularly infection control

Reason: From the discussions with the programme team and the documentation submitted by the education provider the visitors noted that the cross-referencing mapping document of the programme to HPC Standards of Proficiency had errors in the referencing. This affected aspects of SOPs 1a.1, 1a.2, 1a.8, 1b.1, 1.b3 and 1b.4 as the mapping did not make clear where the learning was delivered which would allow students to meet these SOPs. This also affected the whole of SOP 3a.3 which also needs to be clarified. Subsequently it was unclear where the learning was provided to ensure that students successfully completing the programme could meet these SOPs. The visitors therefore require the programme documentation be updated to correctly and clearly reference where the learning outcomes of the modules allow students to meet the SOPs. This is to clearly demonstrate that those who successfully complete the programme can meet all of the relevant standards of proficiency and that this standard is met.

4.5 The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.

Condition: The education provider must ensure that the programme documentation includes sufficient information about and or references to the HPC's standards of conduct performance and ethics.

Reason: The visitors noted in the programme documentation and in discussions with students that general standards of conduct, performance and ethics are dealt with in the curriculum. However in discussion with the students it was clear that they did not understand the implications of the HPC's standards of conduct, performance and ethics. They also noted in the documentation that there were no explicit references to HPC's standards of conduct, performance and ethics and that the HPC's Guidance on conduct performance and ethics for students did not appear in module reading lists. The visitors articulated that students should be aware of the implications of the standards of conduct performance and ethics on their time as a student and for their practice in the future. The visitors therefore require evidence to demonstrate that the programme documentation includes sufficient information about and or references to the HPC's standards of conduct performance and ethics. This is to demonstrate that students understand the implications of the HPC's standards of conduct, performance and ethics and that the programme meets this standard.

5.4 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

Condition: The education provider must implement a formal practice placement audit policy.

Reason: From the documentation submitted by the education provider the visitors stated that it was not clear how the education provider effectively monitors practice placements. In discussions with the programme team, the visitors noted that the programme team undertakes informal placement monitoring in the form of an initial meeting with the practice placement educator. However, the visitors could not find evidence of a thorough, formal, system to approve and monitor practice placements. The visitors were subsequently unclear as to how the programme team ensures that the students are able to meet the learning outcomes associated with the placement aspects of the programme. This also affects how the programme continues to meet SET 5.5, 5.6, 5.7, 5.8 and 5.9. The visitors therefore require evidence of the implementation of a thorough and effective practice placement monitoring system. This should demonstrate how the programme team check that practice placements are providing students with the experience necessary to meet the stated learning outcomes and standards of proficiency.

5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

Condition: The education provider must check that practice placements have equality and diversity policies in place and that these are implemented and monitored.

Reason: As stated in SET 5.4 the visitors were unclear as to how the programme team monitored practice placements. As such they are also unclear as to how the programme team checks that practice placements have equality and diversity policies in place. An equality and diversity policy is required to ensure that all students on placement have as consistent experience as practicably possible when trying to achieve the learning outcomes. The visitors therefore require evidence of the monitoring systems which satisfy the programme team that equality and diversity policies in relation to students are implemented in placement settings.

5.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.

Condition: The education provider must identify what is an adequate number of appropriately qualified staff to supervise students and check that practice placements meet this standard.

Reason: From the documentation and after conversation with the programme team the visitors were unclear as to how the programme team monitors practice placements as outlined in SET 5.4. Subsequently the visitors are unclear as to how the programme team checks that there are an adequate number of appropriately qualified and experienced staff at a practice placement. An adequate number of appropriately qualified staff to supervise students is required to ensure that all students on placement have as consistent experience as practicably possible when trying to achieve the learning outcomes. The visitors therefore require evidence of what the programme team considers an adequate number of appropriately qualified and experienced members of staff and how the team will check that this is the case on practice placements. This also affects how the programme meets SETs 5.7 and 5.9.

5.7 Practice placement educators must have relevant knowledge, skills and experience.

Condition: The education provider must identify what relevant knowledge skills and experience is needed by practice placement educators and check that practice placements meet this standard.

Reason: As in SET 5.4, after reviewing the documentation and discussions with the programme team, the visitors were unclear as to how the programme team monitored practice placements. They are therefore unclear as to how the programme team checks that practice placement educators have relevant knowledge, skills and experience. This also affects how the programme continues to meet SETs 5.6 and 5.9. Practice placement educators should have relevant knowledge, skills and experience to ensure that all students on

placement have as consistent experience as practicably possible when trying to achieve the learning outcomes. Subsequently the visitors require evidence of what the programme team considers relevant knowledge, skills and experience and how the team will check that educators on practice placements meet these standards.

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

Condition: The education provider must identify what level of training is necessary for practice placement educators and check that practice placements meet this standard.

Reason: As stated in SET 5.4 the visitors were unclear as to how the programme team monitored practice placements. The visitors were also unclear as to what the programme team considers appropriate practice placement educator training and how the programme team checks that practice placement educators have had appropriate training. Practice placement educators should have relevant training to ensure that all students on placement have as consistent experience as practicably possible when trying to achieve the learning outcomes. The visitors therefore require evidence of what the programme team considers appropriate practice placement educator training and how the team will check that educators on practice placements meet this requirement. This is to ensure that the practice placement educators are appropriately trained and that the programme meets this SET.

5.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.

Condition: The education provider must identify who and which professionals can appropriately supervise students on practice placement and check that they are appropriately registered unless other arrangements are agreed.

Reason: As stated in SET 5.4 the visitors were unclear as to how the programme team monitors practice placements. As such they are unclear as to how the programme team checks that practice placement educators are appropriately registered, which also affects how the programme continues to meet SETs 5.6 and 5.7. Practice placement educators should be appropriately registered to ensure that all students on placement have as consistent experience as practicably possible when trying to achieve the learning outcomes. The visitors therefore require evidence of what the programme team considers an appropriately registered member of staff and how the team will check that this is the case on practice placements.

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:

- the learning outcomes to be achieved;
- the timings and the duration of any placement experience and associated records to be maintained;
- expectations of professional conduct;

- **the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and**
- **communication and lines of responsibility.**

Condition: The education provider must identify what implications a formal fitness to practice policy may have for a student and/or practice placement educator during placement and clearly articulate this in the relevant programme documentation.

Reason: As identified in SET 3.16 the visitors noted that there was no formal process to deal with student's professional related conduct while on the programme. While on placement students should be aware of the HPC standards of conduct performance and ethics and what implications they may have, which also affects SET 4.5. The visitors noted that the lack of a formal process to deal with possible issues arising from students' professional conduct could lead to those issues being handled differently, in different situations, by both the practice educators and the programme team. This could lead to students being successful in challenging decisions about their professional conduct. To mitigate against this the visitors articulated that the expectations of professional conduct on placements need to be made clear to students and practice placement educators. The implications of any issues arising around professional standards should also be clarified and go hand in hand with a formal process for dealing with issues which may arise. Therefore the visitors require evidence that students and practice placement educators are made fully aware of the expectations of professional conduct and what the implications are if these expectations are not met while on placement.

6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.

Condition: The education provider must review the programme documentation to make explicit that where the learning outcomes allow students to meet the following HPC Standards of Proficiency, they are adequately assessed;

- **1a.1 be able to practise within the legal and ethical boundaries of their profession**
 - **understand the need to act in the best interests of the service users at all times**
 - **understand what is required of them by the Health Professions Council**
 - **understand the need to respect, and so far as possible uphold, the rights, dignity, values and autonomy of every patient including their role in the diagnostic and therapeutic process and in maintaining health and wellbeing**
 - **understand the complex ethical and legal issues of any form of dual relationship and the impact these may have on clients**
 - **understand the power imbalance between practitioners and clients and how this can be managed appropriately**
- **1a.2 be able to practise in a non-discriminatory manner**

- **1a.4 understand the importance of and be able to obtain informed consent**
- **1a.8 understand the obligation to maintain fitness to practise**
 - **understand the need to practise safely and effectively within their scope of practice**
- **1b.1 be able to work, where appropriate, in partnership with other professionals, support staff, patients, service users, and their relatives and carers**
 - **understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals**
 - **understand the dynamics present in health professional – client relationships**
- **1b.3 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users their relatives and carers**
 - **be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others**
 - **be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status**
- **1b.4 understand the need for effective communication throughout the care of the service user**
- **3a.3 understand the need to establish and maintain a safe practice environment**
 - **be aware of applicable health and safety legislation, and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these**
 - **be able to work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation**
 - **be able to select appropriate personal protective equipment and use it correctly**
 - **be able to establish safe environments for practice, which minimise risks to service users, those treating them, and others, including the use of hazard control and particularly infection control**

Reason: As in SET4.1 the visitors noted that the cross-referencing mapping document of the programme to HPC Standards of Proficiency had errors in the referencing. This affected SOPs 1a.1, 1a.2, 1a.8, 1b.1, 1.b3, 1b.4, and 3a.3. The visitors were therefore unclear about how these SOPs are met and how the learning outcomes ensure that students completing the programme can meet the relevant standards of proficiency. The visitors therefore require the programme team to demonstrate how the learning outcomes are assessed thereby ensuring that students can meet these SOPs when completing the programme.

6.5 The measurement of student performance must be objective and ensure fitness to practise.

Condition: The education provider must identify how the learning outcomes and assessment criteria of the programme inform judgements in relation to any formal fitness to practice policy and ensure that students are fit to practice.

Reason: The visitors noted in discussions and in the documentation provided by the programme team that there was no formal fitness to practice policy. This has also affected SETs 3.16 and 5.11. The visitors stated that the lack of a formal process for dealing with professional practice issues impacts on how the team ensure that students who successfully complete the programme are fit to practice. They did note that concerns could be raised and that those concerns would be dealt with by the programme team but that this was done on a case by case basis. This could lead to students perceiving they had been treated differently, in different situations, which in turn may leave decisions made about professional conduct open to academic appeal. As a consequence students graduating from the programme may have questions about their suitability to practice. Therefore the visitors require evidence that a formal process to deal with issues around students' professional conduct is being implemented by the team. This process should also demonstrate how the objective measurement of the learning outcomes associated with the professional practice elements of the course will inform judgements made and ensure that this standard is met.

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 revisit the programme documentation to clearly articulate that aegrotat awards do not provide eligibility for admission to the HPC Register.

Reason: The visitors noted in the documentation that the education provider confers aegrotat awards in certain circumstances. However the visitors stated that there was insufficient detail regarding the policy for aegrotat awards which could mislead students. The visitors therefore require the programme documentation to be updated to clearly specify that any aegrotat award would not provide students with eligibility for admission to the Register. This is to provide clarity for students and to ensure that this standard is met.

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 revisit the programme documentation to clearly articulate that external examiners appointed to the programme must be HPC registered unless alternate arrangements have been agreed with the HPC.

Reason: In the documentation submitted by the education provider there was insufficient detail concerning the recruitment of external examiners to the programme. The visitors were happy with the external examiner arrangements

after discussions with the programme team. However this standard requires that the assessment regulations of the programme must state that any external examiner appointed to the programme needs to be appropriately registered or that suitable alternative arrangements should be agreed. Therefore the visitors require evidence that HPC requirements regarding the appointment of external examiners to the programme have been included in the documentation, specifically in the programme regulations, to ensure that this standard is met.

Recommendations

2.2 The admissions procedures must apply selection and entry criteria, including evidence of a good command of reading, writing and spoken English.

Recommendation: The education provider should consider highlighting in the programme documentation and in the advertising material the English language requirement for entry to the programme.

Reason: The visitors noted in the assessment regulations that any applicant must provide evidence of achieving a minimum grade of 6.5 using the International English Language Testing System (IELTS) or similar. Therefore they are satisfied that this SET is met. However they recommend that this requirement for entry to the programme is made clear to applicants prior to them applying by including it in relevant programme documentation and in the associated advertising material. The visitors feel that this would aid applicants in making an informed decision when applying to the programme.

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