
Visitors' report

Name of education provider	Roehampton University
Programme name	PsychD in Counselling Psychology
Mode of delivery	Full time
Relevant part of HPC Register	Practitioner psychologist
Relevant modality / domain	Counselling psychologist
Date of visit	5 – 6 July 2011

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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 ongoing approval of the programme. The education provider has until 30 August 2011 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 13 October 2011. 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 2 November 2011. 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 6 December 2011.

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 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	David Packwood (Counselling psychologist) Robert Stratford (Educational Psychologist) Jacqueline Campbell (Lay visitor)
HPC executive officer (in attendance)	Mandy Hargood
Proposed student numbers	20
First approved intake	1 January 2007
Effective date that programme approval reconfirmed from	September 2011
Chair	Claire Ozanne (Roehampton University)
Secretary	Lucy Heming/Gillian Baldwin (Roehampton University)
Members of the joint panel	Camilla Olsen (British Psychological Society) Naomi Moller (British Psychological Society) Molly Ross (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 46 of the SETs have been met and that conditions should be set on the remaining 11 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 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 ensure that all documentation relating to admissions gives the applicant the required information to allow them to make a decision to take up a place on the programme.

Reason: The visitors noted that the documentation submitted showed inconsistencies and did not give students a coherent explanation of the nature of the programme. It was not clear for example that any international applicant would need to have the International English Language Testing score (IELTs) of 7 overall and no element below 6.5. Also there was no information within the documentation about the pre course placement arrangements that are required and the counselling certificate that an applicant should hold which the visitors were informed of during the meeting with the programme team.

The visitors were informed in the meeting with the programme team that some admission information, including expectations for IELTS scores, was set and held centrally rather than at a departmental level. The programme team explained applicants received information about these admissions requirements at interview days.

In order for the visitors to be assured that this standard continues to be met they require revised documentation that clearly and consistently identifies all the information required by an applicant to make an informed choice as to whether to take up the offer of a place on the programme.

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 provide evidence that an appropriate protocol is in place to gain trainee consent where they may participate as service users.

Reason: In the documentation received prior to the visit it was clear that there was no protocol in place for seeking trainee consent to participate as service users.

In the meeting with the trainees, the visitors asked if they had signed any form giving their consent to participate as a service user at any point whilst on the programme. The students reported that they had not signed any form but they had been asked to give verbal affirmation that they were happy to participate in role play activity. The programme team and students, in their respective meetings, considered that by signing up to the programme trainees were consenting to participate in activities in the role of service users. They considered that the seeking of consent was implicit. The visitors learned that although there were discussions and awareness of the issue, there was no

protocol in place to gain the informed consent of trainees to participate as service users.

Without explicit mechanisms the visitors were not satisfied the programme gained informed consent from trainees. Therefore the visitors require clarification of how trainees give their informed consent for participation and manage potential emotional distress and how the proposed protocol is to be implemented to meet this standard.

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 standard of proficiency (SOP):

- **2b1 be able to use research, reasoning and problem solving skills to determine appropriate actions;**
 - **be able to conduct service evaluations**

Reason: From the documentation provided prior to the visit, the visitors were unclear as to how the above standard of proficiency was linked to specific learning outcomes in the programme.

In discussions with the programme team the visitors were informed that service evaluation was included with the research skills and using approaches in supervision and professional groups. Trainees were also encouraged to evaluate placement areas. The visitors considered the response from the team but felt that the specific requirements of service evaluation, as distinct from research, were not explicitly documented.

In order for the visitors to be assured that this standard is met, revised documentation is required which clarifies where and how the learning outcomes for the programme linked to the above standard of proficiency are delivered. The visitors require this information to ensure that individuals completing the programme will be able to meet all the standards required for safe and effective practice of the profession.

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

Condition: The education provider must clearly articulate how it ensures that all placements are approved and monitored effectively, especially prior to a trainee taking up a placement.

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 current system relies on the trainees completing a check list form whilst on placement. 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 trainees are able to meet the learning outcomes associated with the placement aspects of the programme. The visitors therefore require documentary evidence of a thorough and effective practice placement approval and monitoring system. This should demonstrate how the programme team check that practice placements are providing trainees with an appropriate environment to benefit from the learning and teaching opportunities.

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

Condition: The education provider must document how it ensures that there is an adequate number of appropriately qualified and experienced staff in the placement setting.

Reason: The documentation that the visitors received prior to the visit indicated that there was a minimum criterion for the practice placement supervisors to meet. However as stated in the reason against SET 5.4, the form currently used for approving and monitoring practice placement areas relies on the trainees completing the form and the education provider uses this information for the approval of a placement.

At the meeting with the practice placement educators it became clear that the practice placement educators had not seen the Clinical Placement Handbook 2010 – 2011 provided to the visitors, and therefore did not know what the requirements were for ensuring their practice placement had an adequate number of appropriately qualified and experienced staff at placements to ensure they provide the trainees with an appropriate placement experience.

In the meeting with the programme team it was reported that the handbook provided was new and that the team were working to ensure that placements had an adequate number of appropriately qualified and experienced staff as set out in the handbook.

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

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

Condition The education provider must provide evidence to show how it ensures that all clinical supervisors are adequately trained and that all supervisors new to the programme are appropriately inducted.

Reason: From the discussions at the visit and in the programme documentation provided, the visitors noted that the practice placement educators did not receive regular appropriate practice placement educator training.

In discussion with the practice placement educators it became clear that there had been a practice placement educator day where training and information

regarding the programme was given. However this had not happened for at least two years. It was also unclear if practice placement educators, both current and new had received training on the new assessment forms in the revised clinical handbook.

In the meeting with the programme team it was clear that any training, including the training of new practice placement educators was mainly done by telephone and email. The team reported that it was difficult to arrange training days that allowed all of the practice placement educators to come to a day and that they were considering how practice placement educators could receive training.

The visitors considered that there were ways of ensuring that practice placement educators were trained to ensure that they could be clear on learning outcomes and assessment procedures. The visitors considered that training was an important role for the education provider and therefore the education provider should consider ways in which practice placement educators could receive training to ensure that they are able to understand the learning outcomes and assessment procedures of the education provider.

Therefore the visitors want to receive further documentation to indicate how the education provider will train practice placement educators to ensure that they understand the leaning outcomes and assessment procedures for the programme.

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

Condition: The education provider must provide further evidence of the systems in place to ensure there is regular, effective collaboration between the education provider and the placement provider.

Reason: Discussions and documentation highlighted that there was no regular structured communication between education provider and placement providers. Once the initial forms had been filled in by the trainees and submitted to the education provider there was no other maintained contact between education provider and placement. There was the opportunity for placement providers to contact the education provider in the case of problems with trainees but there was no other continued contact.

In the meeting with the practice placement educators, the visitors asked the practice placement educators about the collaboration they had with the education provider. It was evident that there was no regular communication and that the practice placement meetings that had been held annually with the education provider had not happened for two years. The practice placement educators felt that this was unfortunate as this meeting had been an effective way of learning more about the programme and also as a means of networking with the other practice placement educators.

The visitors therefore require further evidence that there is regular and effective collaboration in place between the education provider and placement provider.

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 provide clear documentation that provides trainees and practice placement educators with the information they require to understand the learning outcomes for the programme and the assessment procedure for the placement setting.

Reason: From the documentation submitted and discussions with the programme team and practice placement educators it was clear that there were plans to finalise the placement documentation once the visit had taken place. The visitors noted that within the documentation submitted prior to the visit it was not always clear how the learning outcomes were to be met and therefore did not clearly communicate these requirements to trainees, and practice placement educators. From the meeting with practice placement educators it was evident that they were unclear as to how the assessment procedures were to be implemented. The visitors were concerned that if the practice placement educators did not have a full understanding of the assessment procedures for the placement then they could not be sure that the trainee was meeting the criteria to complete the placement. The visitors therefore require further evidence to demonstrate that this standard continues to be met.

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 where and how the learning outcomes linked to the following standard of proficiency are assessed:

- **2b1 be able to use research, reasoning and problem solving skills to determine appropriate actions;**
 - **be able to conduct service evaluations**

Reason: As with the condition applied to SET 4.1, the visitors were unclear from the documentation provided prior to the visit of where the above standard of proficiency was addressed in the learning outcomes of the programme. As a result there was also a lack of clarity of where and how the appropriate learning outcomes linked to the standard of proficiency were assessed in the programme.

In discussions with the programme team the visitors were informed that service evaluation was included with the research skills and using approaches in supervision and professional groups. Trainees were also encouraged to do evaluation of placement areas. The visitors considered the response from the

team but felt that the specific requirements of service evaluation, as distinct from research, were not explicitly documented.

The visitors were therefore unclear about how the standard of proficiency was met and how the learning outcomes ensure that trainees completing the programme can meet the relevant standards of proficiency. The visitors therefore require the programme team to demonstrate within the programme documentation how the learning outcomes are assessed thereby ensuring that trainees can meet this standard of proficiency when completing the programme.

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

Condition: The education provider must ensure that measurement of student performance is objective for the assessment of the practice placement to ensure that the trainee is fit to practice.

Reason: Through their reading of the documentation the visitors were unable to determine how the standards of proficiency were to be met on placement. Currently there was no direct training or guidance which provided the practice placement educators with information on marking the trainees objectively or criteria against what a trainee should be marked and assessed on. It was therefore unclear to the visitors if the practice placement educators would be marking equally and consistently across all trainees.

In the meeting with the programme team a discussion took place around placement assessment and the training of practice placement educators in marking trainees to ensure they are able to practice. The programme team reported that there will be a clearer system of marking in the clinical handbook for practice placement educators to assess a trainee appropriately.

To ensure that this standard is met the visitors would like to receive revised documentation that clearly shows how practice placement educators will assess a trainee on placement to ensure that the trainee is fit to practice.

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 state that aegrotat awards do not confer eligibility to apply to the Register.

Reason: From the documentation provided the visitors could not determine where in the assessment regulations there was a clear statement regarding aegrotat awards. The visitors noted discussions with the programme team that outlined that changes were being made to the assessment regulations in line with HPC requirements. However, from the evidence presented at the visit the visitors could not determine how the programme team ensured that students understood that aegrotat awards would not enable them to be eligible to apply to the Register. The visitors therefore require further evidence to ensure that there is a clear statement included in the programme documentation regarding aegrotat awards and that this is clearly accessible to trainees.

David Packwood
Robert Stratford
Jacqueline Campbell

Visitors' report

Name of education provider	Swansea University
Programme name	BSc (Hons) Audiology
Mode of delivery	Full time
Relevant part of HPC Register	Hearing aid dispensers
Date of visit	21-22 June 2011

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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 'Hearing aid dispenser' 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 16 August 2011 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 13 October 2011. 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 16 September 2011. 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 13 October 2011.

Introduction

The HPC visited the programme at the education provider as the hearing aid dispenser programme profession came onto the register in April 2010 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 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	Richard Sykes (Hearing aid dispenser) Timothy Pringle (Hearing aid dispenser) Mary Ann Elston (Lay visitor)
HPC executive officer (in attendance)	Benjamin Potter
Proposed student numbers	16
First approved intake	1 September 2001
Effective date that programme approval reconfirmed from	1 September 2011
Chair	Jane Thomas (Swansea University)
Secretary	Jayne Walters (Swansea University)
Members of the joint panel	Kim Howell (Swansea University) Sara Callen (Registration Council for Clinical Physiologists) Avril Minto (Registration Council for Clinical Physiologists) Adrian Kendrick (Registration Council for Clinical Physiologists) Tim Killan (British Association of Audiologists)

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 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 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 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 all of the programme documentation, and any advertising material, to ensure that the terminology in use is accurate and reflective of HPC regulation.

Reason: The visitors noted that elements of the programme documentation submitted by the education provider did not 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 (e.g. p2, 4&6 of the ‘Curriculum Document’). The HPC does not accredit education programmes we approve education programmes. The visitors also noted that the programme documentation stated that the HPC regulates ‘Hearing aid audiologists’ (e.g. p2 of the Curriculum document and p4 of the Audiology handbook). The HPC regulates hearing aid dispensers but does not regulate hearing aid audiologists. The visitors considered this use of terminology to be inaccurate and potentially misleading to applicants and students and therefore require 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 can 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 clearly articulate in the programme handbook where the teaching and learning on the programme ensures that students understand the implications of the HPC’s standards of conduct, performance and ethics.

Reason: The visitors noted in the programme documentation, in discussions with students and with the programme team 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 were not aware of the implications of the HPC’s standards of conduct, performance and ethics. The visitors considered that students should be aware of the implications of the HPC 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 the HPC’s standards of conduct performance and ethics and where this is delivered in the curriculum. This is to demonstrate that students understand the implications of the HPC’s standards of conduct, performance and ethics.

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 ensure the assessment strategy and design ensures that students who successfully complete the programme have met all the standards of proficiency for Hearing aid dispensers.

Reason: In discussion with the programme team it was made clear that the theoretical learning gained in the academic setting provided students with sufficient knowledge to meet all of the standards of proficiency for hearing aid dispensers. However, the visitors noted that students on the programme complete their practical experience exclusively in public sector settings. The visitors were therefore unclear as to how the assessment of practice placement experience ensured that students, who successfully complete the programme, can meet all of the profession specific skills. In particular the visitors were unsure how students were assessed on their knowledge about a range of hearing aid technologies and on their ability to outline and explain the financial implications of a hearing aid. The visitors therefore require further evidence to demonstrate how the programme team ensure that the assessment of practice placement experience ensure students are able to put the relevant theoretical skills into practice. In this way the visitors can be sure that the assessment strategy and design ensures that students who successfully complete the programme have met the standards of proficiency for their part of the Register.

6.8 Assessment regulations, or other relevant policies, must clearly specify requirements for approved programmes being the only programmes which contain any reference to an HPC protected title or part of the Register in their named award.

Condition: The education provider must revisit the programme documentation to clearly articulate that any exit awards from the programme do not provide eligibility for admission to the HPC Register.

Reason: From discussions with the programme team the visitors were satisfied that anyone achieving an exit award other than the BSc (Hons) Audiology would not be eligible to apply for registration with the HPC. However, in the documentation submitted by the education provider there was insufficient detail regarding any alternative exit awards from the programme. This could lead to the assumption that these awards may allow students to apply to the Register for HPC registration when it does not. Therefore, visitors need to see evidence that the documentation clearly articulates that any exit awards, other than the BSc (Hons) Audiology, would not confer eligibility to apply to the Register on any student, to ensure that this standard can 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: From discussions with the programme team the visitors were satisfied that aegrotat awards will not be awarded to students on this programme.

However, in the documentation submitted by the education provider there was insufficient detail regarding the policy for aegrotat awards. This could lead to the assumption that the education provider's regulations supersede the programme specific regulations in this instance and that an aegrotat award may be conferred. Therefore visitors need to see evidence that this policy is clearly communicated within the programme documentation, so that it is clear that aegrotat awards would not enable students to be eligible to apply to the Register.

Recommendations

3.9 The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.

Recommendation: The education provider should consider further work to access private sources of additional resources such as impression materials.

Reason: From discussion at the visit, and the tour of facilities, the visitors felt that the resources available effectively supported the learning and teaching activities of the programme. They were therefore satisfied that this standard was met. However, in discussion with the students it was highlighted that some students struggled to access resources, such as impression materials, when there was a period of high demand. The visitor noted in discussions with the programme team that they were aware of this issue and that work had been done to provide as much access as possible to the available resources. To further enhance this work the visitors recommend that the programme team consider accessing private sources of additional resource. They highlight that many companies involved in the production and manufacture of hearing aids are very active in education settings and would be likely to provide resources such as impression materials if approached. In this way the programme team may be able to improve students' access to such resources, even at periods of high demand.

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.

Recommendation: The education provider should consider communicating to students how they are meeting the relevant professional skills needed to register as a hearing aid dispenser with the HPC.

Reason: The visitors noted in the programme documentation, and in discussions at the visit, that the learning outcomes of the programme enable successful students to meet the standards of proficiency (SOPs) for hearing aid dispensers. They are therefore content that the programme continues to meet this standard. However, in discussion with the students it was made clear that students were unsure as to how they were meeting the SOPs for hearing aid dispensers and where in the programme they were meeting these standards. The visitors therefore recommend that the programme team work to enhance their communication to students to better highlight where in the programme students are meeting these SOPs. In this way the programme team can enhance how students' awareness of the professional skills they are gaining through the successful completion of the programme. This work may also enhance students' awareness of the independent sector and the need to register with the HPC in order to practice as a hearing aid dispenser.

4.3 Integration of theory and practice must be central to the curriculum.

Recommendation: The education provider should consider how best to integrate the theoretical teaching and the practice of the key skills required to register as a hearing aid dispenser. .

Reason: The visitors noted in the programme documentation, and in discussions at the visit, that the theoretical teaching of the SOPs needed to register were integrated into the broad learning outcomes associated with practical experience. They are therefore content that the programme continues to meet this standard. However, the visitors were aware from discussion with students that the link between the theoretical teaching of the standards and the practical application of these skills was not always clear. The visitors therefore recommend that the programme team work to highlight where key skills learned at the education provider can be applied when in practice. In this way the programme team can enhance how students' awareness of the professional skills they are gaining through the completion of the programme. This work may also enhance students' awareness of the independent sector and the need to register with the HPC in order to practice as a hearing aid dispenser.

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.

Recommendation: The education provider should consider highlighting where the clinical skills gained articulated in the 'Clinical log books' ensure that students are meeting the relevant HPC standards of proficiency (SOPs).

Reason: From the programme documentation, and from discussions at the visit, the visitors were satisfied that students spent an appropriate amount of time on placements of various lengths throughout the programme.. The visitors noted in discussions with the students that the students were not clear as to where in the programme they were meeting the SOPs for hearing aid dispensers. The visitors therefore recommend the programme team consider highlighting where the achievement of the clinical skills articulated in the 'Clinical log books' relates to the HPC SOPs. In this way the programme team can enhance students' awareness of the professional skills they are gaining through the completion of the programme, and how they are gaining these skills. This work may also enhance students' awareness of the independent sector and the need to register with the HPC in order to practice as a hearing aid dispenser.

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

Recommendation: The education provider should consider making HPC aware of any changes made to the approval and monitoring mechanisms in place to approve any placement settings outside of the National Health Service (NHS).

Reason: Through scrutiny of the programme's documentation, and from discussions with the programme team, the visitors noted that agreements were in place to ensure that there were appropriate placements provided for students.

The visitors were also satisfied that there was a thorough and effective system in place for monitoring these practice placements. However, further discussion with the programme team highlighted that discussions were underway to broaden the provision and offer practice placements in private settings. As these setting would be outside of the NHS the rules and regulations, which form a key part of the current placement agreements, would not necessarily be in place. Therefore the programme team would have to change the mechanisms in place to ensure that placements in private settings would be thoroughly and effectively approved and monitored. As this is the case the visitors recommend that the programme team informs the HPC of any changes to the approval and monitoring mechanisms in place to approve any placement settings outside of the National Health Service. In this way the HPC can identify if the changes affect how the programme continues to meet the standards of education and training and ensure that the programme can continue to have ongoing approval.

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.

Recommendation: The education provider should consider making HPC aware of any changes made to mechanism for ensuring that an equality and diversity policy is in place at any placement setting outside of the NHS.

Reason: Through scrutiny of the programme's documentation, and from discussions with the programme team, the visitors noted that agreements were in place to ensure that placements had appropriate equality and diversity policies in relation to students. However, further discussion with the programme team highlighted that discussions were underway to broaden the placement provision and offer practice placements in private settings. As these setting would be in a private setting the equality and diversity polices required in the NHS would not necessarily be in place. Therefore the programme team would have to change the mechanisms in place to ensure that placements in private settings would have equality and diversity policies in relation to students. As this is the case the visitors recommend that the programme team informs the HPC of any changes to the approval and monitoring mechanisms in place to approve any placement not in an NHS setting. In this way the HPC can identify if the changes affect how the programme continues to meet the standards of education and training and ensure that the programme can continue to have ongoing approval.

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

Recommendation: The education provider should consider making HPC aware of any changes made to the training offered to practice placement educators who are working in a private setting.

Reason: From the documentation provided, and through discussion with the programme team and practice placement staff, the visitors had sufficient evidence to be sure that the programme meets this standard. However, in further discussions with the programme team it was highlighted that discussions were underway to broaden the placement provision and offer practice placements in

private settings. The visitors highlighted that as private settings would not have the same mechanisms and policies in place as the NHS to provide student placements, staff from a private setting may have different training needs compared to NHS staff. The visitors therefore recommend that the programme team informs the HPC of any changes to the training provided to practice placement providers and educators. In this way the HPC can identify if the changes affect how the programme continues to meet the standards of education and training and ensure that the programme can continue to have ongoing approval.

5.13 A range of learning and teaching methods that respect the rights and needs of service users and colleagues must be in place throughout practice placements.

Recommendation: The education provider should consider involving services users, where possible, in the development and delivery of the programme.

Reason: From discussions at the visit the visitors noted that a range of teaching methods that respect the rights and needs of service users were in place throughout the practice placements. Therefore the visitors were satisfied that this standard was met. However, the visitors noted that there was currently little direct involvement of service users in the delivery of the programme. Therefore the visitors recommend that the programme team consider setting up formal mechanisms to include service users, particularly older adults and the hearing impaired, in the development and delivery of some elements of the programme. In combination with utilising the national good practice on the involvement of service users in allied health professions' education, this will allow the programme to integrate service users and carers fully into the programme. In turn this will benefit graduates from the programme by providing them with an insight as to how service users will interact with them as future health professionals.

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.

Recommendation: The education provider should consider communicating to students how the programme's assessments ensure they are meeting the relevant professional skills needed to register with the HPC.

Reason: The visitors noted in the programme documentation, and in discussions at the visit, that the assessment of the programme's learning outcomes ensure that successful students meet the majority of SOPs for hearing aid dispensers. However, in discussion with the students it was made clear that they were not clear as to where in the programme they were meeting the SOPs for hearing aid dispensers. It was also made clear that the student were unaware as to how the assessments they undertook were ensuring that they are meeting these standards. The visitors therefore recommend that the programme team work to communicate how students are meeting these SOPs. In this way the programme team can enhance how students' awareness of the professional skills they are gaining through the successful completion of the programme. This work may also

enhance students' awareness of the independent sector and the need to register with the HPC in order to practice as a hearing aid dispenser.

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

Recommendation: The education provider should consider highlighting where the learning outcomes achieved through completion of the in the 'Clinical log book' link to the HPC standards of proficiency.

Reason: From the programme documentation, and from discussions at the visit, the visitors were satisfied that the 'Clinical log book' measured the learning outcomes associated with practice placement experience. The visitors therefore felt that this, in collaboration with the other assessments on the programme, was sufficient evidence to say that this standard was met. However, the visitors also noted in discussions with the students that the students were not clear as to where in the programme they were meeting the SOPs for hearing aid dispensers. The visitors therefore recommend the programme team consider highlighting where the achievement of the learning outcomes articulated in the 'Clinical log books' relates to the HPC SOPs. In this way the programme team can enhance students' awareness of the professional skills they are gaining through the achievement of the outcomes. This work may also enhance students' awareness of the independent sector and the need to register with the HPC in order to practice as a hearing aid dispenser.

Commendations

Commendation: The visitors wish to commend the independent verification process used by the programme team for the assessment of students while on practice placement.

Reason: The visitors noted in the programme documentation that the programme team had a process in place to moderate the assessment of students' practice placement experience. From discussion with the programme team the visitors noted that members of the programme team visited practice placements to observe how assessments were being undertaken. Feedback is then provided to the assessor as to how the process of assessment was completed. This process has been called independent verification (IV). The visitors would like to commend the team on the development, and use, of this IV system to address potential issues of inconsistency in the assessment of students' placement experience.

Information about this can be found at the following web links;

www.swansea.ac.uk/humanandhealthsciences/
www.swansea.ac.uk/ugcourses/humanandhealthsciences/bscaudiology/

Timothy Pringle
Richard Sykes
Mary Ann Elston

Visitors' report

Name of education provider	University of Bristol
Programme name	BSc (Hons) Audiology
Mode of delivery	Full time
Relevant part of HPC Register	Hearing aid dispensers
Date of visit	6 – 7 July 2011

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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 'Hearing aid dispenser' 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 29 August 2011 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 13 October 2011. 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 30 September 2011. 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 6 December 2011.

Introduction

The HPC visited the programme at the education provider as the Hearing Aid Dispenser profession came onto the register in April 2010 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 and the professional body did not consider their accreditation of the programme. The education provider supplied an independent chair and secretary for the visit.

Visit details

Name of HPC visitors and profession	Hugh Crawford (Hearing aid dispenser) Richard Sykes (Hearing aid dispenser) Jacqueline Landman (Lay visitor)
HPC executive officer (in attendance)	Benjamin Potter
Proposed student numbers	30
First approved intake	1 September 2004
Effective date that programme approval reconfirmed from	1 September 2011
Chair	Alex Marsh (Bristol University)
Secretary	Norma Meechem (Bristol 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 47 of the SETs have been met and that conditions should be set on the remaining 10 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 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 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 all of the programme documentation, and any advertising material, to ensure that the terminology in use is accurate and reflective of HPC regulation.

Reason: The visitors noted that elements of the programme documentation submitted by the education provider did not comply with the advertising guidance issued by HPC. In particular, there were instances of incorrect or out-of-date terminology in reference to HPC ‘accrediting’ the programme (e.g. p12 of the ‘Year 1 Handbook’ and p11 of the ‘Year 2-4 Handbook’). The HPC does not accredit education programmes we approve education programmes. The visitors also noted statements (e.g. p31 of the ‘Year 1 Handbook’ and p30 of the ‘Year 2-4 Handbook’) in the documentation such as ‘Students graduating from the programme will be eligible for state registration with the Health Professions Council as a Clinical Physiologist (Audiology)’. The term ‘state registered’ is out-of-date and no longer applies to registration with the HPC. It is also the case that completing the programme would allow students to apply for registration with the HPC as a hearing aid dispenser but not a clinical physiologist (Audiology). The visitors also noted that within the programme documentation the titles BSc Audiology and BSc (Hons) Audiology were interchanged whilst referring to the same programme. The visitors considered these uses of terminology to be inaccurate and potentially misleading to applicants and students. The visitors therefore require the programme 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.

3.1 The programme must have a secure place in the education provider’s business plan.

Condition: The education provider must provide evidence to demonstrate how the programme will continue to be resourced and delivered until the programme ceases running.

Reason: In discussion with the senior team it was made clear that a decision had been made to no longer admit students to the programme and that the final cohort commenced the programme in 2010. The visitors noted in further discussion that the education provider has put in place a ‘Teaching out plan’ which outlines how the programme will be delivered until it closes. To determine that the programme will continue to be resourced and delivered at its current level, until the programme ceases, the visitors require evidence of how the teaching out plan will be implemented. This would enable the visitors to therefore determine how the programme will be delivered and how the resourcing of the programme will be suitably maintained. In this way the visitors can be sure that the programme will continue to meet the standards of education and training throughout the ‘teaching out’ period.

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 implement the consent form which has been developed to cover the practical aspects of the programme.

Reason: Contained within the documentation submitted prior to the visit the visitors noted that there was a consent form included to gain students' consent to participate as service users in practical and clinical teaching. However the document provided was labelled draft. In further discussions it was articulated that the consent form would not be implemented by the programme team as students could not take aural impressions on each other due to insurance constraints. However, the visitors articulated that the form covered practical teaching other than the taking of aural impressions in particular otoscopy and involvement in counselling style sessions. Therefore the visitors considered that the form was an appropriate formal method of gaining students' consent and require a copy of the final version of the form and information about how it will be utilised. In this way the visitors can be sure that there are appropriate formal protocols in place to gain students consent and that this standard continues to be met.

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 provide evidence to demonstrate how the delivery of the profession specific content ensures that those who successfully complete the programme can meet the relevant standards of proficiency.

Reason: Through the documentation and discussions at the visit the visitors were aware that the programme has learning outcomes which, if met, will enable students to practice safely and effectively in a number of professions. In discussion with the programme team it was made clear that the learning outcomes associated with the AUDI30009 module were designed to provide students with profession specific knowledge about hearing aid dispensers. However, the visitors could not discern, from the documentation provided, how the teaching and learning methods utilised on AUDI30009 enabled students to meet the associated learning outcomes. Therefore the visitors require further evidence to identify how the teaching and learning employed on module AUDI30009 enable students to meet the associated learning outcomes. In this way the visitors can be sure the content of the module relates to the learning outcomes and that students who successfully complete the programme can meet all of the standards of proficiency for their part of the register.

4.4 The curriculum must remain relevant to current practice.

Condition: The education provider must provide evidence to demonstrate how the delivery of the hearing aid dispenser specific teaching and learning ensures that the curriculum remains relevant to current practice.

Reason: From a review of the programme documentation the visitors noted that the AUDI30009 module contained elements of 'hearing aid technology' learning and teaching. The programme team further clarified that formal teaching about the different technologies was delivered in AUDI30009 while students gained further experience of different hearing aids while on placement. However, the visitors could not discern how the teaching and learning about these developments in these technologies was delivered. Therefore the visitors require further evidence to identify how the programme team ensure that students are learning about the different hearing aid technologies available. In this way the visitors can be sure that the curriculum remains relevant to current practice 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 provide evidence to demonstrate how students on the programme understand the implications of the HPC's standards of conduct, performance and ethics.

Reason: From a review of the programme documentation the visitors noted several references to the HPC within the AUDI30009 module. In discussion with the programme team the visitors also noted that this was the module in which the HPC's standards of conduct, performance and ethics (SCPE's) were addressed. However, from the documentation and the discussions the visitors were unable to find precisely how the HPC SCPEs were addressed and how the programme team ensures that students understand the implications of these standards, including how and where they apply. The visitors therefore require additional evidence to identify how the programme team ensure that students on the programme understand the implications of the HPC's standards of conduct, performance and ethics.

4.9 When there is interprofessional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.

Condition: The education provider must provide evidence of how the skills and knowledge specific to hearing aid dispensers is adequately addressed through the delivery of the programme.

Reason: In reviewing the programme documentation, the visitors were clear that the programme was designed to train audiologists, clinical physiologists and hearing aid dispensers. Through discussion with the programme team the visitors understood the ethos behind the programme was to teach students holistically and not differentiate between the different possible career paths until year four. In further discussions the visitors noted that the profession-specific skills and knowledge of hearing aid dispensers was primarily dealt with in the AUDI30009 module. However, the visitors were unclear as to what teaching and learning was included in this module and how this module addressed key areas of professional knowledge required to practice as a hearing aid dispenser. The visitors therefore require further evidence to identify what professional skills and knowledge is delivered in this module. In this way the visitors can ensure that while the

programme has a great deal of 'interprofessional learning' the skills and knowledge, specific to hearing aid dispensers, is adequately addressed.

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 evidence to demonstrate how the assessment methodology of the programme ensures that those who successfully complete the programme have met the relevant standards of proficiency.

Reason: Through the documentation and discussions at the visit the visitors were made aware that the assessment strategy of the programme will enable students to practice safely and effectively in a number of professions. In discussion with the programme team it was made clear that the assessment of the AUDI30009 module is designed to ensure that successful students can meet the standards of proficiency (SOPs) for hearing aid dispensers. However, the visitors could not discern, from the documentation provided, how the assessment methods utilised on AUDI30009 ensured that students meet the associated learning outcomes. Therefore the visitors require further evidence to identify how the assessment employed on module AUDI30009 ensures that successful students to meet the relevant learning outcomes. In this way the visitors can be sure the content of the module relates to the learning outcomes and that students who successfully complete the programme can meet all of the standards of proficiency for their part of the register.

6.8 Assessment regulations, or other relevant policies, must clearly specify requirements for approved programmes being the only programmes which contain any reference to an HPC protected title or part of the Register in their named award.

Condition: The education provider must revisit the programme documentation to clearly articulate that any exit awards from the programme do not provide eligibility for admission to the HPC Register.

Reason: From discussions with the programme team the visitors were satisfied that anyone achieving an exit award other than the BSc (Hons) Audiology would not be eligible to apply for registration with the HPC. However, in the documentation submitted by the education provider there was insufficient detail regarding the exit awards from the programme. This could lead to the assumption that these awards may allow students to apply to the Register for HPC registration when they do not. Therefore, visitors need to see evidence that the documentation clearly articulates that any exit awards from this programme would not confer eligibility to apply to the Register on any student, to ensure that this standard can 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 the requirement for at least one external examiner appointed to be, unless other arrangements are agreed, from the relevant part of the HPC Register.

Reason: In the documentation submitted by the education provider there was insufficient detail included in programme's documentation regarding the recruitment of external examiners. The visitors were satisfied with the current external examiner arrangements for the programme. However, this standard requires the programme's assessment regulations to include the HPC requirements for the appointment of external examiners. Therefore the visitors need to see evidence that HPC requirements regarding the recruitment of external examiners have been included in the programme documentation to demonstrate that this standard continues to be met.

Recommendations

3.9 The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.

Recommendation: The education provider should consider monitoring the resources available to the programme team in order for them to deliver more practical teaching in an academic setting.

Reason: From the tour of the resources and discussions at the visit the visitors felt that the resources available effectively supported the required learning and teaching activities of the programme. They were therefore satisfied that this standard continues to be met. However, in discussion with the students it was highlighted that opportunities to learn, and practice, practical skills in the academic setting were limited and that some students felt that more practice would benefit their placement experience. The visitors noted in discussion with the programme team that students could sign up for specific time to practice in the skills labs and have this time supervised if staff were available. However, it was also noted that students were unable to take aural impressions on one-another due to issues with insurance coverage. The visitors therefore recommend that the education provider monitors the provision of resources to enable students to undertake more practical lessons in an academic environment. In this way students will have additional time to acquire the skills required for professional practice and learn how theory is put into practice before going on placement.

4.9 When there is interprofessional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.

Recommendation: The programme team should consider delivering some of the hearing aid dispenser specific content earlier in the programme.

Reason: In discussions with the students and the programme team the visitors were made aware that a great deal of the profession specific teaching and learning is delivered in the fourth year of the programme. In discussion with the students it was clear that some would have preferred to receive some information about dispensing hearing aids in the independent sector earlier in the programme. The visitors also highlighted that by concentrating all of the profession specific content in the fourth year some students may not have sufficient time to avail themselves of the different career paths open to them once they graduate from the programme. The visitors therefore recommend that the programme team consider delivering some of the content specific to hearing aid dispensers earlier in the programme. In this way the programme team may be able to ensure that students are aware of the professional roles and career paths open to them and have time to investigate them fully.

Richard Sykes
Hugh Crawford
Jacqueline Landman