

Major change Visitors' report

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Section one: Programme details

Name of education provider	University of Hertfordshire
Programme title	Foundation Degree in Paramedic Science
Mode of delivery	Full time
Relevant part of the HCPC Register	Paramedic
Date of submission to the HCPC	20 August 2013
Name and profession of the HCPC Visitors	Mark Nevins (Paramedic) Jim Petter (Paramedic)
HCPC executive	Amal Hussein

Section two: Submission details

Summary of change

SET 3 Programme management and resources
SET 4 Curriculum
SET 5 Practice placements
SET 6 Assessment

The education provider has undergone changes to the way the programme is delivered, including increasing the number of students on the programme. The education provider has also partnered with a new practice placement and has recruited two additional staff.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack

- Major change SETs mapping document (completed by education provider)
- Mentor Day Training Document
- Learning Resources Document
- CVs from New members of the teaching staff

Section three: Additional documentation

- The Visitors agreed that no further documentation was required in order to make a recommendation.
- The Visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

Section four: Recommendation of the Visitors

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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The Visitors agreed to recommend to the Education and Training Committee that:

- There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.
- There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Section five: Visitors' comments

The visitors would like to encourage staff to provide more detail of experience on their CVs to further identify their skills and experience they have to be able to effectively deliver an education and training programme.

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Section one: Programme details

Name of education provider	Queen Margaret University
Programme title	Diploma in Higher Education Hearing aid Audiology
Mode of delivery	Full Time
Relevant part of the HCPC Register	Hearing aid dispenser
Date of submission to the HCPC	13 May 2013
Name and profession of the HCPC Visitors	Timothy Pringle (Hearing aid dispenser) Fiona McCullough (Dietitian)
HCPC executive	Amal Hussein

Section two: Submission details

Summary of change

- SET 2: Admission**
- SET 4: Curriculum**
- SET 5: Practice placements**
- SET 6: Assessment**

The education provider has indicated students entering from September 2014 and onward will be able to exit the programme and gain a Certificate of Higher Education. This award does not lead to eligibility to apply for HCPC registration as a Hearing aid dispenser. There has been some relocation of module content and curriculum changes. The education provider has also suggested that there will be changes to how practice placements outside the UK will be managed.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)

- Context pack
- Major change SETs mapping document (completed by education provider)
- Module list
- Email from course leader
- Relevant module documents

Section three: Additional documentation

- The Visitors agreed that no further documentation was required in order to make a recommendation.
- The Visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

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.

Reason: The visitors noted the clear explanation of the various exit routes and options available, however no information provided to applicants was included to reassure the visitors that applicants can make a fully informed choice about whether to take up or make an offer of a place on a programme. Therefore, the visitors were unsure of the admission procedure in place to ensure that applicants have all the information to make an informed choice about whether to take up an offer of a place on a programme.

Suggested documentation: Further evidence such as information packs, advertising or open day materials, prospectus pages or weblinks demonstrating that the information provided, particularly to overseas applicants prior to joining the programme will enable them to make an informed choice.

3.11 There must be adequate and accessible facilities to support the welfare and wellbeing of students in all settings.

Reason: The visitors noted that a range of placement support is available for students based outside the UK, support such as skype and internet. The visitors could not see from the evidence as to how students are informed about the available support. Therefore, the visitors were unsure of how applicants and overseas students were made aware of the facilities available to support their welfare and wellbeing when overseas.

Suggested documentation: Further documentation to indicate how students are informed of the support mechanisms that are available to them whilst on overseas placements.

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

Reason: The visitors noted a range of overseas placement settings are available for students. But the visitors could not find information on how overseas placements are approved and monitored. Consequently, the visitors were uncertain on how the education provider approves placements before using them and how they monitor them regularly. The visitors also could not find information on how the education provider would respond if any difficulties were to arise overseas.

Suggested documentation: Evidence of how overseas placements are approved and monitored. For example, the overseas placement approval process or placement quality meeting minutes.

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

Reason: The visitors noted the placement information provided by the education provider to meet this standard. The visitors were unable to determine how the education provider ensured overseas placement providers have an adequate number of appropriately qualified and experienced staff in place. The visitors considered that the students would need to be supported by the staff at the placement setting. Therefore the education provider would need to ensure there is an adequate number of appropriately qualified and experienced staff in place to support the students.

Suggested documentation: Further evidence to demonstrate the education provider ensures there is an adequate number of appropriately qualified and experienced staff in place. This could include the placement monitoring process, associated reports, and placement quality meeting minutes.

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

Reason: The visitors noted the placement information provided by the education provider to meet this standard. The visitors were unable to see information on how the education provider ensures overseas placement providers have placement educators with the appropriate knowledge, skills and experience to support students learning. The visitors considered that the students would need to be supported by the staff at the placement setting. Therefore the education provider would need to ensure the placement educators have appropriate knowledge, skills and experience to support students learning.

Suggested documentation: Evidence to demonstrate the education provider ensures the placement educators have appropriate knowledge, skills and experience to support students learning. This could include the placement monitoring process, associated reports, and placement quality meeting minutes.

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

Reason: The visitors noted the range of placement settings available for students. The visitors were unable to determine how the education provider initially checks, and then maintains, information on practice placement educators

registration status (or equivalent) for overseas placements. The visitors considered this information should be initially audited and then monitored as part of the placement approval and monitoring process.

Suggested documentation: Information regarding how the education provider ensures the practice placement educator's registration status. This could include the placement monitoring process, associated reports, and placement quality meeting minutes.

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

Reason: The visitors noted information on overseas practice placements was provided. However, the visitors were unable to see how the education provider works with the overseas practice placements provider to maintain ongoing relationships. They were unable to determine how the education provider works together effectively with the overseas practice placement providers. As a result the visitors were unsure how the programme team would deal with a concern about an overseas placement.

Suggested documentation: Further evidence demonstrating how the education provider and the overseas practice placements partnership relationships are managed.

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.

Reason: The visitors noted that there have been changes to assessment timings and methods across a number of modules of the programme. Although module information was clearly described and provided, it was not possible from this information to see how assessment design related to the standards of proficiency for Hearing Aid Dispenser.

Suggested documentation: Documentation demonstrating how assessments link to the standards of proficiency. For example a SOPs mapping document showing where assessments link to SOPs.

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

Reason: The visitors noted the information on module changes and how the education provider intends to introduce an exit award for the Diploma in Higher Education Hearing aid Audiology. However, the visitors were unsure of how the education provider assess students to ensure that they continue to progress within the programme. As a result, the visitors unable to determine if these regulations were clear and whether students understand what is expect of them at each stage of the programme.

Suggested documentation: Further documentation on how the education provider makes information about overall requirements of the programme available to students.

Section four: Recommendation of the visitors

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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

- There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

- There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

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Section one: Programme details

Name of education provider	University of Sheffield
Programme title	Doctor of Educational and Child Psychology (DEdCPsy)
Mode of delivery	Full time
Relevant part of the HCPC Register	Practitioner psychologist
Relevant modality	Educational psychologist
Date of submission to the HCPC	2 July 2013
Name and profession of the HCPC visitors	Robert Stratford (Educational psychologist)
HCPC executive	Nicola Baker

Section two: Submission details

Summary of change

SET 3 Programme management and resources

The education provider has made changes to the programme leadership.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- Curriculum vitae of new programme leader (Anthony Williams)
- Programme Director division of responsibilities outline
- Details of Wakefield Metropolitan District Council employment
- Lecturer in Educational Psychology job description

Section three: Additional documentation

- The visitor agreed that no further documentation was required in order to make a recommendation.
- The visitor agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

3.2 The programme must be effectively managed.

Reason: The visitor was provided with information on the new programme leader's qualifications and experience, but noted that the management structure involved shared programme leader responsibilities. In the evidence provided to support this change, the visitor could not determine what the breakdown of management arrangements or lines of responsibility will be for the new programme leader going forward. The visitor also noted from the SETs mapping that there appears to be a change to the new programme leader's shared management responsibility (0.5) from the previous position holder (0.4), and was unclear on the managerial responsibility of Tom Billington (0.1). The visitor was therefore unable to determine how the programme lead will be supported in their role by the programme's management structure.

Suggested documentation: Information about the overall management structure of the programme and the managerial lines of responsibility which will operate under the new arrangements.

3.4 There must be a named person who has overall professional responsibility for the programme who must be appropriately qualified and experienced and, unless other arrangements are agreed, be on the relevant part of the Register.

Reason: From a review of the documentation, the visitor noted an overlap in the curriculum vitae of the new programme lead, whereby an appointment at the University of Sheffield is given as April 2010, and an appointment at Wakefield Metropolitan District Council does not end until December 2012. More detail as to the experience of these employments is needed in order for the visitor to determine whether this SET is met.

Suggested documentation: Further detail of the nature of the employment appointments as outlined above or any additional evidence as to appropriate experience.

Section four: Recommendation of the visitor

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The visitor agreed to recommend to the Education and Training Committee that:

- There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

- There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

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Section one: Programme details

Name of education provider	University of Southampton
Programme title	Doctorate in Clinical Psychology (DclinPsychol)
Mode of delivery	Full time
Relevant part of the HCPC Register	Practitioner psychologist
Relevant modality	Clinical psychologist
Date of submission to the HCPC	1 August 2013
Name and profession of the HCPC visitor	Ruth Baker (Clinical psychologist)
HCPC executive	Mandy Hargood

Section two: Submission details

Summary of change

SET 3 Programme management and resources

The programme leader has changed from Peter Elliot to Nick Maguire.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Major change SETs mapping document (completed by education provider)
- Curriculum vitae for Nick Maguire

Section three: Additional documentation

- The visitor agreed that no further documentation was required in order to make a recommendation.
- The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

Section four: Recommendation of the visitor

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- There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.
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Section five: Visitors comments

As this is an interim arrangement for programme director the visitor would like to remind the programme team that when a permanent appointment to the programme lead position is made, the HCPC should be advised via the major change process if a subsequent change is made.

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Section one: Programme details

Name of education provider	University of the West of England, Bristol
Programme title	Professional Doctorate in Counselling Psychology
Mode of delivery	Full time Part time
Relevant part of the HCPC Register	Practitioner psychologist
Relevant modality	Counselling psychologist
Date of submission to the HCPC	19 August 2013
Name and profession of the HCPC visitor	Dave Packwood (Counselling psychologist)
HCPC executive	Mandy Hargood

Section two: Submission details

Summary of change

SET 3 Programme management and resources

Programme leader change from Naomi Moller to Tony Ward.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Major change SETs mapping document (completed by education provider)
- Curriculum vitae for Tony Ward

Section three: Additional documentation

- The visitor agreed that no further documentation was required in order to make a recommendation.
- The visitor agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

Section four: Recommendation of the visitor

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- There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.