
Visitors' report

Name of education provider	University of Bradford
Programme name	BSc (Hons) Paramedic Studies
Mode of delivery	Full time
Relevant part of the HCPC Register	Paramedic
Date of visit	16 – 17 February 2016

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Executive summary

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

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. The education provider has until 1 April 2016 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 20 May 2016. At this meeting, the Committee will accept, reject or vary the visitors' recommended outcome. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 6 April 2016. The visitors will consider this response and make a separate recommendation to the Committee on the approval of the programme. It is anticipated that this recommendation will be made to the Committee on 20 May 2016.

Introduction

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

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

Visit details

Name and role of HCPC visitors	Paul Bates (Paramedic) Bob Fellows (Paramedic) Penny Gripper (Lay visitor)
HCPC executive officer (in attendance)	Hollie Latham
Proposed student numbers	40 per cohort, 1 cohort per year
Proposed start date of programme approval	1 September 2016
Chair	Peter Lassey (University of Bradford)
Secretary	Laura Baxter (University of Bradford)
Members of the joint panel	John Ambrose (External panel member) Maureen Pinder (Internal panel member) Rajendaran Gopalan (Internal panel member) Jonathan Batakalu (Student panel member) Alin Chitu (Student panel member)

Sources of evidence

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

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

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

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

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

The HCPC met with students from the BSc (Hons) Midwifery Studies, BSc (Hons) Sport Rehabilitation Studies, BSc (Hons) Nursing (Child), BSc (Hons) Nursing (Adult) and BSc (Hons) Nursing (Mental Health) as the programme seeking approval currently does not have any students enrolled on it.

Recommended outcome

To recommend a programme for approval, the visitors must be satisfied that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for the relevant part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

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

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

The visitors did not make any recommendations for the programme.

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

Conditions

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

Condition: The education provider must provide a copy of the final signed partnership agreement between the University of Bradford and Yorkshire Ambulance Service (YAS).

Reason: At the visit, the visitors were provided with a partnership agreement between University of Bradford and YAS. The visitors noted in the document provided, the responsibilities each partner has in the effective delivery of the programme. However, the document provided at the visit was still in draft form and had not been signed by either party. The visitors note that without seeing a finalised and signed partnership agreement they are unable to be certain the programme has a secure place in the education provider business plan. The visitors therefore require the education provider to provide a copy of the final partnership agreement, signed by both the University of Bradford and YAS, to determine how the programme has a secure place in the education provider's business plan. In this way the visitors will be able to consider how the programme can 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 clearly articulate the learning outcomes for the programme modules to clearly reflect the following standard of proficiency (SOP) with specific reference to mental health, illness and health care including abnormal psychology.

13.10 understand the following aspects of sociological, health and behavioural science:

- how aspects of psychology and sociology are fundamental to the role of the paramedic in developing and maintaining effective relationships
- how psychology and sociology can inform an understanding of physical and mental health, illness and health care in the context of paramedic practice and the incorporation of this knowledge into paramedic practice
- psychological and social factors that influence an individual in health and illness

Reason: From a review of the programme documentation the visitors were unable to locate, where in the curriculum, the above mentioned SOP is addressed. Specifically, the visitors could not locate where students would be taught an understanding of mental health, illness and health care in the context of paramedic practice with specific reference to abnormal psychology. In a meeting with the programme team the visitors heard that mental health illness and abnormal psychology are addressed within modules that teach pathophysiology and common disease and that this was implicit throughout the module descriptors. However, the visitors were not able to clearly locate which modules mental health and abnormal psychology featured in and how it would be taught to students. The visitors therefore require the programme documentation to clearly articulate where the above SOP is delivered, specifically in relation to mental health, illness and health care including abnormal psychology. In this way the visitors

can ensure that those who complete the programme are safe and effective practitioners.

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

Condition: The education provider must provide documentation which clearly outlines the placement timetable and locations with specific reference to placements outside of the ambulance setting.

Reason: From a review of the documentation provided, the visitors noted that in addition to placements in the ambulance setting, students would spend four weeks in a “non ambulance” setting in years one and two of the programme and could choose “preferred” placement settings in year four of the programme. However, the visitors were not provided with any further information on the locations of “non ambulance” and “preferred” placement settings, including where these would be located and how they will fit into the placement timetable. The visitors were satisfied with the information provided regarding placements in the ambulance setting. However, the visitors note that without clarification on where students will be placed for their “non ambulance” and “preferred” placements, they cannot make a judgement on the range of placements being appropriate to support the delivery of this programme. The visitors therefore require documentation which clearly outlines where students will be based for “non ambulance” and “preferred” placements and how these will fit into to placement timetable. The visitors will also need to see evidence to demonstrate that any placements outside of the ambulance setting are appropriate to support the delivery of the programme and the achievement of the learning outcomes.

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

Condition: The education provider must provide evidence to demonstrate the content of practice educator training and how this will be implemented and monitored.

Reason: In meetings with practice educators and the programme team it was stated that practice educators are trained and mentored by Yorkshire Ambulance Service (YAS) to deliver their role. It was also stated that practice educators have access to a number of distance learning programmes and a dedicated mentor website. The visitors note that the mentioned areas could be appropriate in ensuring that practice educators are appropriately trained to deliver their role, however, the visitors were not provided with any evidence to support these statements. Specifically, the visitors were not provided with any information on the content of practice educator training and the processes in place to ensure this is delivered and monitored consistently for initial and refresher training. The visitors therefore require evidence which outlines the content of practice educator training and that it is appropriate to ensure they are prepared to deliver their role. In addition to this, the visitors require evidence which demonstrates the processes in place to ensure that both initial and refresher training is delivered and monitored for all practice educators.

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 clearly articulate the assessment of learning outcomes for the programme modules to clearly reflect the following standard of proficiency (SOP) with specific reference to mental health, illness and health care including abnormal psychology.

13.10 understand the following aspects of sociological, health and behavioural science:

- how aspects of psychology and sociology are fundamental to the role of the paramedic in developing and maintaining effective relationships
- how psychology and sociology can inform an understanding of physical and mental health, illness and health care in the context of paramedic practice and the incorporation of this knowledge into paramedic practice
- psychological and social factors that influence an individual in health and illness

Reason: From a review of the programme documentation the visitors were unable to locate, where in the curriculum, the above mentioned SOP is addressed. Specifically, the visitors could not locate where students would be taught an understanding of mental health, illness and health care in the context of paramedic practice with specific reference to abnormal psychology. In a meeting with the programme team the visitors heard that mental health illness and abnormal psychology are addressed within modules that teach pathophysiology and common disease and that this was implicit throughout the module descriptors. However, the visitors were not able to clearly locate which modules mental health and abnormal psychology featured in and how it would be taught to students. The visitors note that without seeing where in the curriculum this SOP is met, they cannot make a judgement on how this SOP is assessed. The visitors therefore require the programme documentation to clearly articulate where the above SOP is delivered, specifically in relation to mental health, illness and health care including abnormal psychology. In this way the visitors can ensure that those who complete the programme are safe and effective practitioners.

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 could not determine how the programme team ensured that students understood that aegrotat awards would not provide eligibility to apply to the Register. The visitors therefore require further evidence to demonstrate that there is a clear statement included in the programme documentation which states that an aegrotat award will not provide eligibility to apply to the Register.

Paul Bates
Bob Fellows
Penny Gripper

Visitors' report

Name of education provider	City University
Programme name	MSc Diagnostic Radiography (pre-registration)
Mode of delivery	Full time
Relevant part of the HCPC Register	Radiographer
Relevant modality	Diagnostic radiographer
Date of visit	8 – 9 March 2016

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Executive summary

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

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. The education provider has until 4 May 2016 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 20 May 2016. At this meeting, the Committee will accept, reject or vary the visitors' recommended outcome. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 1 August 2016. The visitors will consider this response and make a separate recommendation to the Committee on the approval of the programme. It is anticipated that this recommendation will be made to the Committee on 25 August 2016.

Introduction

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

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

Visit details

Name and role of HCPC visitors	Stephen Boynes (Diagnostic radiographer) Angela Duxbury (Therapeutic radiographer) Ian Hughes (Lay visitor)
HCPC executive officer (in attendance)	Alex Urquhart
HCPC observer	Andy Giles
Proposed student numbers	10 per cohort, one cohort per year
Proposed start date of programme approval	1 September 2017
Chair	Maria Dingle (City University)
Secretary	Katy beavers (City University)
Members of the joint panel	Umar Yunas-Chaudhery (Internal Panel Member) Waheeda Dhansey (Internal Panel Member) Neal Summer (Internal Panel Member)

Sources of evidence

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

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

The HCPC did not review External examiners' reports from the last two years prior to the visit as there is currently no external examiners' reports as the programme is new.

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

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

The HCPC met with students from the BBs (Hons) Radiography (Diagnostic Imaging) programme, as the programme seeking approval currently does not have any students enrolled on it.

Recommended outcome

To recommend a programme for approval, the visitors must be satisfied that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for the relevant part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

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

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

The visitors 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 can be approved. Recommendations are made to encourage further enhancements to the programme, normally when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

Conditions

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

Condition: The education provider must demonstrate that the programme has a secure place in the education provider's business plan.

Reason: From the documentation provided prior to the visit the visitors could not discern how the education provider will ensure that the programme has, and will continue to have, a secure place in the education provider's business plan following changes in funding. In scrutinising the evidence, the visitors were presented with a business plan that was no longer viable as this programme will not be funded by NHS and students will be expected to self-fund their programme. Due to the uncertainty for funding for this programme, the education provider has changed the start date to September 2017. However, the evidence provided did not document how the education provider will ensure that the programme is secure, is not under any threat and has sufficient support following changes in bursary allocation. At the visit, the visitors met with the senior team and learnt that the education provider is unsure of how many students will be recruited onto the programme. From the discussions, the visitors were unable to determine the security of this programme within the education provider's business plan. In addition, the evidence presented prior to the visit did not demonstrate how the programme would have a secure place in the education provider's business plan for a September 2017 start date. As such the visitors could not determine if the programme had a secure place in the education provider's business plan. Therefore the education provider is required to provide further evidence to demonstrate that the programme will continue to have a secure place in the education provider's business plan.

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

Condition: The education provider must demonstrate that the programme will have a secure place in the education provider's business plan.

Reason: From the documentation provided prior to the visit the visitors could not discern how the education provider will ensure that the programme has, and will continue to have, a secure place in the education provider's business plan following changes in funding. In scrutinising the evidence, the visitors were presented with a business plan that was no longer viable as this programme will not be funded by NHS and students will be expected to self-fund their programme. At the visit, the visitors met with the senior team and learnt that the education provider is unsure of how many students will be recruited onto the programme. From the discussions, the visitors could not determine that there was an appropriate plan in place to ensure any cohort that starts is secure in the situation where the programme does not recruit the target number of students. As such the visitors could not determine that the programme had a secure place in the education provider's business plan. Therefore the education provider is required to provide further evidence to demonstrate that the programme will continue to have a secure place in the education provider's business plan.

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

Condition: The education provider is required to provide further evidence to demonstrate that there will be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Reason: For this standard the visitors were directed to the staff curriculum vitae which outlined the staff in place to deliver the proposed programme. During the visit the programme team stated that the staff would be delivering the proposed programme alongside the current BSc (Hons) Radiography programmes. The programme team also stated that they had not done any workload modelling to anticipate if there would be sufficient staff to deliver the programme when it starts in September 2017 and that they would anticipate recruiting more staff to deliver the programme. In light of this information the visitors could not determine that there would be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme alongside the current BSc (Hons) programme. Therefore the education provider is required to provide further evidence to demonstrate that there will be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

3.6 Subject areas must be taught by staff with relevant specialist expertise and knowledge.

Condition: The education provider is required to provide further evidence to demonstrate subject areas will be taught by staff with relevant specialist expertise and knowledge.

Reason: For this standard the visitors were directed to the staff curriculum vitae which outlined the specialist expertise and knowledge of the staff in place to deliver the proposed programme. During the visit the programme team stated that the staff would be delivering the proposed programme alongside the current BSc (Hons) Radiography programmes. The programme team also stated that they had not done any workload modelling to anticipate if there would be sufficient staff with the specialist expertise and knowledge to deliver the programme when it starts in September 2017 and that they would anticipate recruiting more staff to deliver the programme. In light of this information the visitors could not determine that the subject areas will be taught by staff with relevant specialist expertise and knowledge alongside the current BSc (Hons) programme. Therefore the education provider is required to provide further evidence to demonstrate that the subject areas will be taught by staff with relevant specialist expertise and knowledge.

3.8 The resources to support student learning in all settings must be effectively used.

Condition: The education provider must revise programme documentation to ensure it accurately reflects the current landscape of regulation for radiographer.

Reason: The visitors noted in the programme documentation submitted by the education provider several instances of inaccurate terminology associated with the HCPC. For example, appendix 1, page 20 and 116 refer to the HPC“. The visitors note that this is an incorrect reference to the HCPC and that the HCPC should be correctly

referenced throughout the documentation. It is important students are equipped with accurate information. To ensure students are not unintentionally misinformed about the role of the HCPC, the visitors require the education provider revises the programme documentation to correct all instances of inaccurate terminology to ensure it accurately reflects the current landscape of regulation for radiographer.

3.8 The resources to support student learning in all settings must be effectively used.

Condition: The education provider is required to provide further evidence to demonstrate that the resources to support student learning in all settings are effectively used.

Reason: For this standard the visitors were directed to the module guides which included the reading lists for the different modules. The visitors noted that there was no reference made to the HCPC Standards of Proficiency (SOPs) or Standards of Conduct Performance and Ethics (SCPEs). During the visit the programme team stated that the SOPs and SECPs are used as essential learning resources throughout the programme. The visitors note that this was not reflected in the resources to support student learning, as such they could not determine that the resources to support student learning in all settings would be effectively used. Therefore the education provider is required to provide further evidence to demonstrate that the resources to support student learning in all settings must be effectively used.

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

Condition: The education provider is required to provide further evidence to demonstrate the requirements for student progression and achievement within the programme.

Reason: For this standard the visitors were directed to the programme specification which stated that the maximum period of registration for the programme was six years. The visitors noted that as a two year programme a student could potentially be on the programme but not study for four years. The visitors further noted that this would potentially impact a student's ability to retain and meet the SOPs during their programme. This concern was raised with the programme team who stated that the six year maximum registration was the normal expectation for a two year MSc programme at the education provider, and they have requested an exception to the policy to reduce the period of maximum registration. In light of this information the visitors could not determine that the assessment regulations clearly specify the requirements for student progression and achievement within the programme and require clarification of the maximum period of registration for the programme. Therefore the education provider is required to provide further evidence to demonstrate the requirements for student progression and achievement within the programme.

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 HCPC protected title or part of the Register in their named award.

Condition: The education provider is required to provide further evidence to clarify the approved programme is the only programme which contains any reference to an HCPC protected title or part of the Register in their named award.

Reason: For this standard the visitors were directed to the programme specification which outlined the possible exit awards and the final award. The evidence stated that the final MSc award was the award that allows the student who completes it to apply for registration with the HCPC. The visitors noted that the exit awards would not allow someone to apply for registration. However the evidence did not state the names of the exit awards, as such the visitors could not determine that the MSc programme was the only award that contained any reference to an HCPC protected title or part of the Register in their named award. During the meeting with the programme team this was discussed and it was stated that the exit awards would not contain any reference to an HCPC protected title or part of the Register in their named award. Therefore the visitors require further documentation that clarifies that the MSc is the only programme which contains any reference to an HCPC protected title or part of the Register.

Recommendations

3.2 The programme must be effectively managed.

Recommendation: It is recommended that the programme team engage with the monitoring processes accordingly, following any changes made to the programme.

Reason: In meeting this standard the visitors were directed to information about how the programme will be managed effectively. During the visit it was stated that the programme was due to start in September 2017 rather than the original proposed date of September 2016. As such the visitors noted that there could potentially be changes to how the programme is effectively managed in the run up to the September 2017 start date, during the visit the programme team acknowledged this possibility. In light of the potential changes between the approval of the programme and the start date of the programme, it is recommended that the visitors programme team consider how any changes would impact on how the programme meets the SETs and engage with the monitoring processes accordingly.

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

Recommendation: It is recommended that the programme team consider revising the audit form used to approve and monitor all placements.

Reason: In meeting their standard the visitors were directed to the process for approving and monitoring all placements, which included an audit form used for monitoring placement sites. The visitors were satisfied that the current process ensure that there was a thorough and effective system for approving and monitoring all placements. However the visitors noted that the audit form referred to the HPC rather than the HCPC, the visitors note that this does not impact how the standard is met, however they recommend that the audit form be revised to ensure currency with the language used.

Stephen Boynes
Angela Duxbury
Ian Hughes

Visitors' report

Name of education provider	City University
Programme name	MSc Therapeutic Radiography (pre-registration)
Mode of delivery	Full time
Relevant part of the HCPC Register	Radiographer
Relevant modality	Therapeutic radiographer
Date of visit	8 – 9 March 2016

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Executive summary

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HCPC executive officer (in attendance)	Alex Urquhart
HCPC observer	Andy Giles
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Members of the joint panel	Umar Yunas-Chaudhery (Internal Panel Member) Waheeda Dhansey (Internal Panel Member) Neal Summer (Internal Panel Member)

Sources of evidence

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

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

The HCPC did not review External examiners' reports from the last two years prior to the visit as there is currently no external examiners' reports as the programme is new.

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

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

The HCPC met with students from the BSc (Hons) Radiography (Radiotherapy and Oncology) programme, as the programme seeking approval currently does not have any students enrolled on it.

Recommended outcome

To recommend a programme for approval, the visitors must be satisfied that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for the relevant part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 50 of the SETs have been met and that conditions should be set on the remaining eight SETs.

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

The visitors have also made a recommendation for the programme.

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

Conditions

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

Condition: The education provider must provide further evidence to demonstrate that the programme has a secure place in the education provider's business plan.

Reason: From the documentation provided prior to the visit the visitors could not discern how the education provider will ensure that the programme has, and will continue to have, a secure place in the education provider's business plan following changes in funding. In scrutinising the evidence, the visitors were presented with a business plan that was no longer viable as this programme will not be funded by NHS and students will be expected to self-fund their programme. Due to the uncertainty for funding for this programme, the education provider has changed the start date to September 2017. However, the evidence provided did not document how the education provider will ensure that the programme is secure, is not under any threat and has sufficient support following changes in bursary allocation. At the visit, the visitors met with the senior team and learnt that the education provider is unsure of how many students will be recruited onto the programme. From the discussions, the visitors were unable to determine the security of this programme within the education provider's business plan. In addition, the evidence presented prior to the visit did not demonstrate how the programme would have a secure place in the education provider's business plan for a September 2017 start date. As such the visitors could not determine if the programme had a secure place in the education provider's business plan. Therefore the education provider is required to provide further evidence to demonstrate that the programme will continue to have a secure place in the education provider's business plan.

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

Condition: The education provider must provide further evidence to demonstrate that the programme will have a secure place in the education provider's business plan.

Reason: From the documentation provided prior to the visit the visitors could not discern how the education provider will ensure that the programme has, and will continue to have, a secure place in the education provider's business plan following changes in funding. In scrutinising the evidence, the visitors were presented with a business plan that was no longer viable as this programme will not be funded by NHS and students will be expected to self-fund their programme. At the visit, the visitors met with the senior team and learnt that the education provider is unsure of how many students will be recruited onto the programme. From the discussions, the visitors could not determine that there was an appropriate plan in place to ensure any cohort that starts is secure in the situation where the programme does not recruit the target number of students. As such the visitors could not determine that the programme had a secure place in the education provider's business plan. Therefore the education provider is required to provide further evidence to demonstrate that the programme will continue to have a secure place in the education provider's business plan.

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

Condition: The education provider is required to provide further evidence to demonstrate that there will be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Reason: For this standard the visitors were directed to the staff curriculum vitae which outlined the staff in place to deliver the proposed programme. During the visit the programme team stated that the staff would be delivering the proposed programme alongside the current BSc (Hons) Radiography programmes. The programme team also stated that they had not done any workload modelling to anticipate if there would be sufficient staff to deliver the programme when it starts in September 2017 and that they would anticipate recruiting more staff to deliver the programme. In light of this information the visitors could not determine that there would be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme alongside the current BSc (Hons) programme. Therefore the education provider is required to provide further evidence to demonstrate that there will be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

3.6 Subject areas must be taught by staff with relevant specialist expertise and knowledge.

Condition: The education provider is required to provide further evidence to demonstrate subject areas will be taught by staff with relevant specialist expertise and knowledge.

Reason: For this standard the visitors were directed to the staff curriculum vitae which outlined the specialist expertise and knowledge of the staff in place to deliver the proposed programme. During the visit the programme team stated that the staff would be delivering the proposed programme alongside the current BSc (Hons) Radiography programmes. The programme team also stated that they had not done any workload modelling to anticipate if there would be sufficient staff with the specialist expertise and knowledge to deliver the programme when it starts in September 2017 and that they would anticipate recruiting more staff to deliver the programme. In light of this information the visitors could not determine that the subject areas will be taught by staff with relevant specialist expertise and knowledge alongside the current BSc (Hons) programme. Therefore the education provider is required to provide further evidence to demonstrate that the subject areas will be taught by staff with relevant specialist expertise and knowledge.

3.8 The resources to support student learning in all settings must be effectively used.

Condition: The education provider must revise programme documentation to ensure it accurately reflects the current landscape of regulation for radiographer.

Reason: The visitors noted in the programme documentation submitted by the education provider several instances of inaccurate terminology associated with the HCPC. For example, appendix 1, page 20 and 116 refer to the HPC“. The visitors note that this is an incorrect reference to the HCPC and that the HCPC should be correctly

referenced throughout the documentation. It is important students are equipped with accurate information. To ensure students are not unintentionally misinformed about the role of the HCPC, the visitors require the education provider revises the programme documentation to correct all instances of inaccurate terminology to ensure it accurately reflects the current landscape of regulation for radiographer.

3.8 The resources to support student learning in all settings must be effectively used.

Condition: The education provider is required to provide further evidence to demonstrate that the resources to support student learning in all settings are effectively used.

Reason: For this standard the visitors were directed to the module guides which included the reading lists for the different modules. The visitors noted that there was no reference made to the HCPC Standards of Proficiency (SOPs) or Standards of Conduct Performance and Ethics (SCPEs). During the visit the programme team stated that the SOPs and SCPEs are used as essential learning resources throughout the programme. The visitors note that this was not reflected in the resources to support student learning, as such they could not determine that the resources to support student learning in all settings would be effectively used. Therefore the education provider is required to provide further evidence to demonstrate that the resources to support student learning in all settings must be effectively used.

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

Condition: The education provider is required to provide further evidence to demonstrate that 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.

Reason: For this standard the visitors were directed to the supplementary information booklet which provided the visitors information about the number, range and duration of placements for the programme. The visitors noted that the introduction of this programme would increase the demand for placements in a therapeutic radiography setting due to increased student numbers. During the meeting with the programme team the visitors were assured that there would be adequate provision of placements in a therapeutic radiography setting as the programme team were going through the process of securing new placement sites. However the visitors could not see this reflected in the documentation and could not be assured that there would be adequate provision of placements for the MSc Therapeutic Radiography students alongside the BSc (Hons) programme. Therefore the education provider is required to provide further evidence to demonstrate that the number, duration and range of practice placements will be appropriate to support the delivery of the programme and the achievement of the learning outcomes.

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

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

Reason: For this standard the visitors were directed to the supplementary information booklet which provided the visitors information about the number, range and duration of placements for the programme. The visitors noted that with the introduction of this programme with the anticipated student numbers would increase the demand for placements in a therapeutic radiography setting. During the meeting with the programme team the visitors were assured that there would be adequate provision of placements in a therapeutic radiography setting as the programme team were going through the process of securing new placement sites. As such the visitors could not determine that there will be regular and effective collaboration between the education provider and the additional practice placement providers that will be secured before this programme starts in September 2017. Therefore the education provider is required to provide further evidence that there will be regular and effective collaboration between the education provider and the practice placement provider.

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

Condition: The education provider is required to provide further evidence to demonstrate the requirements for student progression and achievement within the programme.

Reason: For this standard the visitors were directed to the programme specification which stated that the maximum period of registration for the programme was six years. The visitors noted that as a two year programme a student could potentially be on the programme but not study for four years. The visitors further noted that this would potentially impact a student's ability to retain and meet the SOPs during their programme. This concern was raised with the programme team who stated that the six year maximum registration was the normal expectation for a two year MSc programme at the education provider, and they have requested an exception to the policy to reduce the period of maximum registration. In light of this information the visitors could not determine that the assessment regulations clearly specify the requirements for student progression and achievement within the programme and require clarification of the maximum period of registration for the programme. Therefore the education provider is required to provide further evidence to demonstrate the requirements for student progression and achievement within the programme.

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 HCPC protected title or part of the Register in their named award.

Condition: The education provider is required to provide further evidence to clarify the approved programme is the only programme which contains any reference to an HCPC protected title or part of the Register in their named award.

Reason: For this standard the visitors were directed to the programme specification which outlined the possible exit awards and the final award. The evidence stated that the final MSc award was the award that allows the student who completes it to apply for

registration with the HCPC. The visitors noted that the exit awards would not allow someone to apply for registration. However the evidence did not state the names of the exit awards, as such the visitors could not determine that the MSc programme was the only award that contained any reference to an HCPC protected title or part of the Register in their named award. During the meeting with the programme team this was discussed and it was stated that the exit awards would not contain any reference to an HCPC protected title or part of the Register in their named award. Therefore the visitors require further documentation that clarifies that the MSc is the only programme which contains any reference to an HCPC protected title or part of the Register.

Recommendations

3.2 The programme must be effectively managed.

Recommendation: It is recommended that the programme team engage with the monitoring processes accordingly, following any changes made to the programme.

Reason: In meeting this standard the visitors were directed to information about how the programme will be managed effectively. During the visit it was stated that the programme was due to start in September 2017 rather than the original proposed date of September 2016. As such the visitors noted that there could potentially be changes to how the programme is effectively managed in the run up to the September 2017 start date, during the visit the programme team acknowledged this possibility. In light of the potential changes between the approval of the programme and the start date of the programme, it is recommended that the visitors programme team consider how any changes would impact on how the programme meets the SETs and engage with the monitoring processes accordingly.

Stephen Boynes
Angela Duxbury
Ian Hughes

Visitors' report

Name of education provider	Hidden hearing Limited
Programme name	Aptitude Test – Hearing Aid Dispensing
Mode of delivery	Distance learning
Relevant part of the HCPC Register	Hearing aid dispenser
Date of visit	30 – 31 March 2016

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Executive summary

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

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. The education provider has until 3 June 2016 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 20 May 2016. At this meeting, the Committee will accept, reject or vary the visitors' recommended outcome. If necessary, the Committee may decide to vary the conditions.

If the visitors' recommended outcomes are accepted by the Committee, the visitors have made a recommendation that a further visit is required to enable appropriate scrutiny of the response to the conditions to be undertaken. The visitors consider that the nature of the proposed conditions mean that a further visit would be the most appropriate method of scrutinising any further evidence provided, enabling further discussions to be conducted with key stakeholders of the programme. If the Committee makes the decision to require a further visit, the education provider will need to redraft and resubmit documentation at an appropriate time before the date of the visit. The visit, if required, will be considered the education provider's first attempt to meet any conditions imposed. If, after the further visit, there are any conditions, the education provider will be given a further opportunity to submit documentation in response to those outstanding conditions.

Introduction

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

The visit also assessed whether a number of standards under SET 5 (Practice placements) were applicable to the programme as a result of entry requirements for prior qualifications and experience as an audiologist working in the NHS.

This visit was an HCPC 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 and role of HCPC visitors	Elizabeth Ross (Hearing aid dispenser) Gordon Burrow (Chiropodist / podiatrist) Simon Mudie (Lay visitor)
HCPC executive officer (in attendance)	Alex Urquhart
Proposed student numbers	four per cohort, three cohorts per year
Proposed start date of programme approval	30 July 2016
Chair	Jason Walker (Hidden Hearing Ltd)
Secretary	Chris Shaw (Hidden hearing Ltd)

Sources of evidence

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

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

The HCPC did not review the practice placement handbook prior to the visit as the documentation does not exist.

The HCPC did not review external examiners' reports from the last two years prior to the visit as there is currently no external examiner as the programme is new.

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

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

The HCPC met with students from the Award in Hearing Aid Dispensing Competence, as the programme seeking approval currently does not have any students enrolled on it.

The HCPC did not meet with the Placements providers and educators / mentors as the programme does not have a practice placement element.

Recommended outcome

To recommend a programme for approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

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

- a number of conditions are set on the programme, all of which must be met before the programme can be approved;
- and that a further visit is required to make an appropriate assessment of the response to the conditions.

Any further visit would need to focus on the SETs on which conditions have been set. This would include meetings with the programme team, senior team AND students, but there would be no need for any explicit requirement to meet with the placement educators, service users and carers and conduct a tour of facilities. The Committee is also asked to make a decision on the timescale for any further visit.

The visitors agreed to recommend to the Education and Training Committee that a number of SETs are not applicable to this education programme and they are not required to be met before the programme can be approved.

The visitors agreed that 17 of the SETs have been met and that conditions should be set on the remaining 28 SETs.

The visitors agreed that 13 of the SETs are not applicable to this programme.

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

The visitors have also made a recommendation for the programme.

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

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 is required to provide further evidence to demonstrate how the admissions procedures 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: For this standard the visitors were directed to the candidate handbook which outlined the entry requirements for the programme. The visitors note that this document is only available to students when they are on the programme. During the meeting with the programme team it was stated that the entry requirements and information about the programme would be made available on the website that was in development. It was also stated that when an applicant registers interest about the programme they will be sent an information pack which would provide the potential applicant with all the additional information they require to make an informed choice about whether to take up or make an offer of a place on a programme. Both the internet webpages and the information pack were not tabled at the visit. As such the visitors were unable to determine that 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 and require further evidence to demonstrate how the standard is met.

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

Condition: The education provider is required to provide further evidence to demonstrate that the admissions procedures apply selection and entry criteria, including criminal convictions checks.

Reason: For this standard the visitors were directed to the programme specification which stated that an applicant is required to provide a recent DBS check when applying to the programme. The visitors could not determine from the documentation what was meant by a recent DBS. The programme team stated that a recent DBS check could be a check completed with the current employer within the last two years. As such the visitors require clarification in the documentation that the requirements for a DBS check from the employer are that it must have taken place within two years of application. The visitors also noted that the requirements did not specify what type of DBS check would be required. The visitors note that there was potential for an applicant to apply with a DBS check completed for employment that was specific for example working with children, and in the case of this programme would not be relevant as a hearing aid dispenser would work with adults and vulnerable adults. As such the visitors require further evidence to demonstrate that the criminal conviction checks required are relevant to the programme and to the scope of the role of a hearing aid dispenser.

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

Condition: The education provider is required to provide further evidence to demonstrate that the admissions procedures apply selection and entry criteria, including compliance with any health requirements.

Reason: For this standard the visitors were directed to the application form where the applicant is required to declare any health conditions that are relevant to the role of a hearing aid dispenser (HAD). The programme team stated that the purpose of this was to identify any health conditions an applicant may have so that reasonable adjustments can be made. However, the visitors noted that this was not reflected in the documentary evidence provided and they could not identify how information about what health requirements should be disclosed was presented to applicants as part of the application process. Therefore the visitors require the education provider to supply further evidence as to how the education provider provides applicants with the information they require to understand what health requirements they should highlight as part of this process. In this way the visitors can determine how the education providers' admissions procedures apply selection and entry criteria, including compliance with any health requirements.

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

Condition: The education provider is required to provide further evidence to demonstrate that the admissions procedures apply selection and entry criteria, including appropriate academic entry standards.

Reason: For this standard the visitors were directed to the programme specification which stated the expected academic entry requirements. The visitors noted that the requirements were recent audiology qualifications and that someone applying to the programme could have an audiology qualification which is no longer delivered and therefore not on the list of expected qualifications. The programme team acknowledged that this could happen and that that applicant would still be considered for the programme and that a criteria had been created to process applications. The education provider tabled this criteria at the visit, however the visitors could not determine how this would be used in practice when considering applications. As such the visitors require further evidence to demonstrate that the admissions procedures apply selection and entry criteria, including appropriate academic entry standards.

2.6 The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.

Condition: The education provider is required to provide further evidence to demonstrate how the admissions procedures, including accreditation of prior (experiential) learning (APEL), is used to ensure that an applicant has all the relevant theoretical, practical knowledge and skills of an audiologist to enter the programme.

Reason: For this standard the visitors were directed to the programme handbook which states that a requirement of the programme is certain academic qualifications so that an applicant can demonstrate that they have all the relevant theoretical, practical knowledge and skills of an audiologist to enter the programme. From this evidence the visitors could not determine that the admissions procedures applied an AP(E)L process.

The programme team stated that an applicant would be required to provide a reference from an employer or provide a professional portfolio to demonstrate they have relevant knowledge and skills for an audiologist. The visitors could not see evidence of this requirement in the documentation or how the education provider would process a reference or a professional portfolio to ensure that an applicant has demonstrated that they have the required theoretical and practical knowledge and skills of an audiologist to enter the programme. The visitors note that the programme team highlighted that an academic requirement alone does not demonstrate that an applicant has the relevant knowledge and skills for an audiologist. Therefore the education provider is required to provide further evidence to demonstrate how the admissions procedures, including accreditation of prior (experiential) learning (APEL) is used to ensure that an applicant has all the relevant theoretical, practical knowledge and skills of an audiologist to enter the programme.

2.7 The admissions procedures must ensure that the education provider has equality and diversity policies in relation to applicants and students, together with an indication of how these will be implemented and monitored.

Condition: The education provider is required to provide further evidence to demonstrate how the organisations equality and diversity policy for staff members is applied to the admissions procedures.

Reason: For this standard the visitors were directed to the Hidden Hearing Limited (HHL) equality and diversity policy for members of staff. From this evidence the visitors could not determine how this policy would be applied to the admissions procedures and how this would be monitored. During the visit the programme team stated that students on the programme would fall under the same processes as members of staff at HHL. The visitors note that a staff equality and diversity policy was specifically designed for staff and not for students on a training programme and that students and applicants may have different needs to staff. As such the visitors could not determine how the HHL equality and diversity policy could be used appropriately by the programme team for the admissions process and how it would be implemented and monitored. Therefore the education provider is required to provide further evidence to demonstrate how the organisations' equality and diversity policy for staff members is applied to students and applicants during the admissions procedures for this programme.

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

Condition: The education provider is required to provide further evidence to demonstrate that the programme has a secure place in the education provider's business plan.

Reason: For this standard the visitors were directed to the programme rationale in the programme specification. From this evidence the visitors could determine the rationale for the programme, however the visitors could not determine where the programme sits in the education provider's business plan. In particular, from the information provided, the visitors could not determine how long the programme was expected to run, how the programme would be funded and how many students would be on the programme at any one time. Therefore the visitors were unable to determine how this programme has a secure place in the education provider's business plan. As such the education provider is required to provide further evidence to demonstrate that the programme has

a secure place in the education provider's business plan, why it has been developed and how it will be resourced into the future.

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

Condition: The education provider is required to provide further evidence to demonstrate that the programme team will commit to fulfilling any cohort that commences.

Reason: During the visit the programme senior staff stated that the programme would expect between 10 and 15 students a year spread across multiple cohorts. It was also stated that if a cohort only had one student the cohort would still go ahead. The visitors later determined that there could be a situation where there would only be one student on the programme over the course of a year, and that if this was the case the education provider would still dedicate the resources required to fulfil this cohort. However the visitors could not see, from the evidence provided, how the education provider would manage this situation and ensure that the programme would continue to have a secure place in the education provider's business plan. Therefore the education provider is required to provide further evidence to demonstrate that the programme team will commit to fulfilling any cohort that commences.

3.2 The programme must be effectively managed.

Condition: The education provider is required to provide further evidence to demonstrate how the programme will be effectively managed.

Reason: For this standard the visitors reviewed the programme management structure which stated that the programme leader along with the teaching staff would manage the programme on a day to day basis. However the visitors could not determine how the programme was to be managed at a higher level. During the visit the role of the steering committee was discussed. The programme team stated that the steering committee was set up to direct the programme in the development stage. From the discussions with the programme team the visitors were told that the steering committee was still in place for the overall management of the programme. In the evidence provided, the visitors could not find information about the steering committee and its role in the programme, including rationale, membership and actions. As such the visitors could not determine how the steering committee managed the development of the programme and how it would continue to effectively manage the programme. Therefore the visitors require further evidence to demonstrate that the standard is met.

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

Condition: The education provider is required to provide further evidence to demonstrate how there will be regular monitoring and evaluation systems in place.

Reason: For this standard the visitors were directed to the programme handbook which stated that the programme would be under the scrutiny of the steering committee and that this committee would have a role in regularly monitoring the programme. However from the evidence provided the visitors could not determine what processes are in place to ensure the steering committee would monitor and evaluate the programme. During

the visit the programme team discussed that student feedback would be gathered on completion of the programme, however the visitors could not determine from the evidence provided how this feedback would be gathered, processed and evaluated. As such the visitors require further evidence to demonstrate that there will be regular monitoring and evaluation systems in place.

3.6 Subject areas must be taught by staff with relevant specialist expertise and knowledge.

Condition: The education provider is required to provide further evidence to demonstrate how the subject areas will be taught by staff with the relevant specialist expertise and knowledge.

Reason: For this standard the visitors were directed to the staff curriculum vitae for the programme team. However, the evidence provided did not articulate which areas of teaching that the programme team were responsible for. Therefore from this evidence the visitors could not determine that the subject areas would be taught by staff with the relevant specialist expertise and knowledge, including teaching experience. During the meeting with the programme team it was explained that the programme team had specialist expertise and knowledge relevant to teaching that was not included in the curriculum vitae as the curriculum vitae were designed to include the basic information relevant to the programme. As such the visitors could not determine from the available evidence that the subject areas would be taught by staff with relevant specialist expertise and knowledge and require further evidence to demonstrate how the programme may be able to meet this standard. .

3.8 The resources to support student learning in all settings must be effectively used.

Condition: The education provider is required to provide further evidence to demonstrate how the resources to support student learning in all settings are effectively used.

Reason: For this standard the visitors were directed to the module guides which outlined the resources to support student learning. One of the modules in particular was an online module, during the visit the visitors were shown the online learning environment where the students would complete the module and complete the first stage of the programme. However, the visitors noted that information and instructions about the online module were not in the documentary evidence provided, as such the visitors could not determine which modules were online-based and how the resources that were demonstrated support student learning in all settings and will be effectively used to do this. Therefore the education provider is required to provide further evidence to demonstrate how the resources to support student learning in all settings are effectively used.

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

Condition: The education provider is required to provide further evidence to demonstrate that the resources to support student learning provided by HHL effectively support the required learning and teaching activities of the programme.

Reason: The visitors noted in the evidence provided prior to the visit that practice guidance from a number of organisations was provided as the resources to support the learning and teaching activities on the programme. This was clarified when meeting the programme team where it was stated that there was no element of teaching and that assessment would be the main focus of the programme. However, in further conversation at the visit the visitors were shown an online module that would be supported by the programme team and has been designed to teach students elements of the curriculum which will then be assessed. The visitors therefore could not see how the practical guides provided as evidence to meet this standard were sufficient resources to support the learning and teaching activities of the programme. They could not see how the practical guides provided similar support to the learning and teaching as a textbook, journal or online learning materials would. As such the education provider is required to provide further evidence to demonstrate that the resources to support student learning provided by HHL effectively support the required learning and teaching activities of the programme.

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

Condition: The education provider is required to provide further evidence to demonstrate that the resources to support student learning provided by HHL effectively support the required learning and teaching activities on the programme.

Reason: The visitors noted in the evidence provided prior to the visit that practice guidance from a number of organisations was provided as the resources to support the learning and teaching activities on the programme. This was clarified when meeting the programme team where it was stated that there was no element of teaching and that assessment would be the main focus of the programme. However, in further conversation at the visit the visitors were shown an online module that would be supported by the programme team and has been designed to teach students elements of the curriculum which will then be assessed. During the visit the visitors met with students on the current programme who stated that they had not come across journals during their studies on the programme. On the tour of facilities the visitors noted that the library of resources included some journals, however the most recent issues were from 2012. In light of this the visitors could not determine what current, up-to-date resources will be available to support the effective delivery of the programme. Therefore the education provider is required to provide further evidence to demonstrate that the resources to support student learning provided by HHL effectively support the required learning and teaching activities on the programme.

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

Condition: The education provider is required to provide further evidence to demonstrate the adequate and accessible facilities to support the welfare and wellbeing of students in all settings.

Reason: For this standard the visitors were directed to the programme handbook and specification which stated that students on the programme are subject to the same support procedures as HHL members of staff and that any issues should be communicated to the HHL human resources team. During the visit the programme team stated that any issues regarding a student's welfare or wellbeing should be first reported

to a member of the programme team. However, despite this verbal re-assurance the visitors could not find this information and any procedures in the documentation that would be provided to students and as such could not determine how a student on the programme would access the support facilities highlighted. Therefore the education provider is required to provide further evidence to demonstrate the adequate and accessible facilities in place to support the welfare and wellbeing of students in all settings.

3.12 There must be a system of academic and pastoral student support in place.

Condition: The education provider is required to provide further evidence to demonstrate the system of academic and pastoral student support in place.

Reason: For this standard the visitors were directed to the programme handbook and specification which stated that students on the programme are subject to the same support procedures as HHL members of staff and that any academic or pastoral issues should be communicated to the HHL human resources team. During the visit the programme team stated that any academic or pastoral concerns should be first reported to a member of the programme team. However, despite this verbal re-assurance the visitors could not find this information and any procedures in the documentation that would be provided to students and as such could not determine how a student on the programme would access the academic or pastoral support facilities as highlighted. Therefore the education provider is required to provide further evidence to demonstrate the system of academic and pastoral student support in place and how students are informed about how to access these facilities.

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 is required to provide further evidence to demonstrate how students are made aware of the process of obtaining consent of students when they participate as service users in practical and clinical teaching.

Reason: For this standard the visitors were directed to the candidate handbook which stated that there would be occasions where the student would be required to participate in clinical teaching and consent would be obtained for this. During the meeting with the programme team it was stated that there was no clinical teaching on the programme, and that the only time a student would have to engage as a service user would be during the practical examination. The documentation further stated that a student would have the right to withdraw consent at any time. As such the visitors could not determine if there was a protocol in place if a student withdrew consent during a practical examination and what impact that would have on the examination and a students' ability to achieve and progress in the programme. Therefore the visitors could not determine what appropriate protocols are in place to gain consent from students when they participate as service users in practical and clinical sessions and require further evidence to demonstrate how the programme may be able 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 is required to provide further evidence to demonstrate the learning outcomes for the programme.

Reason: For this standard the visitors were directed to the module guides and the SOPs mapping document which mapped the learning outcomes with the standards of proficiency (SOPs). During the visit the visitors were shown the online learning module which included additional learning outcomes which were not included in the documentary evidence that had been provided prior to the visit. The visitors were also unclear what place this online learning module had in the programme and therefore what elements of the programme would be delivered online and which would be delivered face to face. As such the visitors could not determine, from the evidence provided, how the learning outcomes ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register. Therefore the education provider is required to provide further evidence to demonstrate how the learning outcomes for this programme will ensure that those who successfully complete the programme can meet all of the SOPs for hearing aid dispensers.

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 is required to provide further evidence to demonstrate how the learning outcomes ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.

Reason: For this standard the visitors were directed to the module guides which stated the learning outcomes. The visitors noted that there was one learning outcome which related to the standards of proficiency (SOPs), which read as follows:

“Demonstrate clear awareness of HCPC Standards and Guidance

- Standards of Proficiency for Hearing Aid Dispensers”

From this evidence the visitors could not determine how one learning outcome for all the SOPs would be delivered and assessed in order for the programme team to ensure that those who successfully complete the programme meet all of the SOPs for their part of the Register. Furthermore the visitors note that it is unclear in the context of the learning outcomes and the teaching methods how the student would be able to demonstrate that they meet all of SOPs. As such the education provider is required to provide further evidence to demonstrate that the learning outcomes ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.

4.2 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.

Condition: The education provider is required to provide further evidence to demonstrate that the programme reflects the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.

Reason: For this standard the visitors were directed to the module guides and programme handbook which provided details of the content sent to students for the programme. This included information and guidelines from the HCPC, British Society of Audiology (BSA) and British Society of Hearing Aid Audiologists (BSHAA). The visitors note that these documents are guidelines for professionals in practice and outline the

expectations for a HAD. However, from this information as provided, the visitors could not determine how this practical guidance for practicing hearing aid dispensers has informed the curriculum. Therefore the visitors could not determine how the programme reflects the philosophy, core values, skills and knowledge base as articulated in this relevant curriculum guidance. Therefore the education provider is required to provide further evidence to demonstrate that the programme reflects the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.

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

Condition: The education provider is required to provide further evidence to demonstrate that integration of theory and practice is central to the curriculum.

Reason: For this standard the visitors were directed to the module guides which provided the learning content, learning outcomes and the assessment methods associated. The content provided for learning included standards and guidelines produced by the HCPC, BSA and BSHAA which outlined the professional expectations of a HAD. However, while there were practical guides provided the visitors could not identify how this content combined with the learning outcomes integrated theory and practice. In particular the visitors could not identify how the curriculum could ensure that students can put theoretical knowledge in a practical context and how this could be demonstrated by students and assessed. As such the visitors could not determine that integration of theory and practice is central to the curriculum and require further evidence to demonstrate how the programme can meet this standard.

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

Condition: The education provider is required to provide further evidence to demonstrate that the curriculum ensures that students understand the implications of the HCPC's standards of conduct, performance and ethics.

Reason: For this standard the visitors were directed to the module guide which listed the HCPC standards of conduct performance and ethics (SCPEs) as required reading and included a learning outcome about the SCPEs. During the meeting with students the students said that they were aware of the SCPEs and received a copy of them to learn. From this evidence the visitors could see that the students were aware of the SCPEs, however they could not determine how the curriculum ensured that student understood the implications of the SCPEs as there was no direct teaching about the SCPEs. As such the education provider is required to provide further evidence to demonstrate that the curriculum ensures that students understand the implications of the HCPC's SCPEs.

4.6 The delivery of the programme must support and develop autonomous and reflective thinking.

Condition: The education provider is required to provide further evidence to demonstrate that the delivery of the programme will support and develop autonomous and reflective thinking.

Reason: For this standard the visitors were directed to the SETs mapping document which stated that students would be required to provide a portfolio which demonstrated

previous professional practice, specifically how the applicant can demonstrate autonomous and reflective thinking. However in the documentation the visitors could not find any information about the requirements about providing a clinical portfolio or how the programme team would assess a professional portfolio. As such the visitors could not determine how the programme team would be able to use a clinical portfolio to ensure that a student could demonstrate autonomous and reflective thinking. Therefore the education provider is required to provide further evidence to demonstrate that the delivery of the programme will support and develop autonomous and reflective thinking.

4.7 The delivery of the programme must encourage evidence based practice.

Condition: The education provider is required to provide further evidence to demonstrate that the delivery of the programme will encourage evidence based practice.

Reason: For this standard the visitors were directed to the SETs mapping document which stated that students would be required to provide a portfolio which demonstrated previous professional practice, specifically how the applicant can demonstrate evidence based practice. However in the documentation the visitors could not find any information about the requirements about providing a clinical portfolio or how the programme team would assess a professional portfolio. As such the visitors could not determine how the programme team would be able to use a clinical portfolio to ensure that a student could demonstrate evidence based practice. Therefore the education provider is required to provide further evidence to demonstrate that that the delivery of the programme will encourage evidence based practice.

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

Condition: The education provider is required to provide further evidence to demonstrate how the range of learning and teaching approaches used are appropriate to the effective delivery of the curriculum.

Reason: For this standard the visitors were directed to the module guides and student handbook which stated that the programme was an aptitude test and students were expected to prepare for the test by self-directed learning. During the meeting with the programme team it was confirmed that the programme had no element of directed teaching or learning, as such students were expected to be able to prepare themselves for the test. However, during the visit the visitors were shown the online module which as part of the test had a teaching and learning element before the student took the online test. It was also stated that students would be able to contact the teaching staff to ask any questions about the content. The visitors consider this to be learning and teaching approaches, however from the documentation they could not determine how they learning and teaching approaches used were appropriate to the effective delivery of the curriculum and require further evidence to demonstrate how the standard is 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 is required to provide further evidence to demonstrate how the assessment strategy and design ensures that the student who

successfully completes the programme has met the standards of proficiency for their part of the Register.

Reason: For this standard the visitors were directed to the module guides which stated the learning outcomes and associated assessment strategy and design. The visitors noted that there was one learning outcome which related to the standards of proficiency (SOPs), which read as follows:

“Demonstrate clear awareness of HCPC Standards and Guidance

- Standards of Proficiency for Hearing Aid Dispensers”

From this evidence the visitors could not determine how one learning outcome for all the SOPs would be delivered and assessed in order for the programme team to ensure that those who successfully complete the programme meet all of the SOPs for their part of the Register. Furthermore the visitors note that it is unclear in the context of the learning outcomes and the teaching methods how the student would be able to demonstrate that they meet all of SOPs and be assessed by the programme team as meeting this requirement. As such the education provider is required to provide further evidence to demonstrate how the assessment strategy and design ensures that students who successfully complete the programme meet the standards of proficiency for their part of the Register.

6.2 All assessments must provide a rigorous and effective process by which compliance with external-reference frameworks can be measured.

Condition: The education provider is required to provide further evidence to demonstrate that all assessments provide a rigorous and effective process by which compliance with external-reference frameworks can be measured.

Reason: For this standard the visitors were directed to the module guides. From this evidence the visitors could not determine how the assessments comply with any external-reference frameworks or meet the requirements of a certificate. During the visit the programme stated that an external examiner and academic advisor provided the external reference frameworks ensuring that the programme meet the requirements of a certificate. From the submission provided the visitors could not see any evidence to support this involvement of the external examiner and academic advisor in supplying the external-reference frameworks. As such the visitors require further evidence to demonstrate that all assessments provide a rigorous and effective process by which compliance with external-reference frameworks can be measured.

6.3 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement setting.

Condition: The education provider is required to provide further evidence to demonstrate that professional aspects of practice are integral to the assessment procedures in both the education setting and practice placement setting.

Reason: For this standard the visitors were directed to the module guides which outlined the assessment procedures used in the education setting. During the visit the education provider tabled the multiple choice exam paper and the online module exam which provided more detail about the assessment procedures, however the visitors

noted that these exams focused on competencies and knowledge of a HAD, rather than professional aspects of practice. From this evidence the visitors could not determine how professional aspects of practice such as independence and the need to be able to justify actions, values and ethics and understanding professional regulation were integral to the assessment procedures. Therefore the education provider is required to provide further evidence to demonstrate that professional aspects of practice are integral to the assessment procedures in both the education setting and practice placement setting.

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

Condition: The education provider is required to provide further evidence to demonstrate that the assessment methods employed measure the learning outcomes.

Reason: For this standard the visitors were directed to the module guides which stated the learning outcomes and the associated assessment methods. During the visit the visitors were shown the online learning module which involved additional assessments that were not included in the documentary evidence provided prior to the visit. The visitors were also unclear what place this online learning module had in the programme and therefore what elements of the programme would be delivered online and which would be delivered face to face. As such the visitors were unable to determine, from the evidence provided, the assessment methods used in the programme. Therefore the education provider is required to provide further evidence to demonstrate how the assessment methods employed measure the learning outcomes.

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

Condition: The education provider is required to revise the documentation to demonstrate the correct assessment methods employed that measure the learning outcomes.

Reason: For this standard the visitors were directed to the module guides which stated the assessment methods employed. The visitors noted that in the multiple choice question (MCQ) module there was a practical element of assessment as well as the written MCQ exam. During the visit the programme clarified that this was an inaccuracy and that there was no practical element in the module. As such the visitors could not determine that the learning outcomes measured the learning outcomes. Therefore the education provider is required to revise the documentation to demonstrate the correct assessment methods employed that measure the learning outcomes.

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

Condition: The education provider is required to provide further evidence to demonstrate that the measurement of student performance is objective and ensures fitness to practise.

Reason: For this standard the visitors were directed to the module guides which stated the learning outcomes and the associated assessment methods. During the visit the visitors were shown the online learning module which involved additional learning outcomes and assessments that were not included in the documentary evidence provided prior to the visit. The visitors were also unclear what place this online learning

module had in the programme and therefore what elements of the programme would be delivered online and which would be delivered face to face. As such the visitors were unable to determine, from the evidence provided, that the measurement of student performance would be objective and ensure fitness to practice. Therefore the education provider is required to provide further evidence to demonstrate how the measurement of student performance is objective and ensures fitness to practise.

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 is required to provide further evidence to demonstrate the requirements for the appointment of at least one external examiner who is appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.

Reason: For this standard the visitors were directed to the candidate handbook which stated that there would be an external examiner on the programme. During the visit the programme team stated that the external examiner would be required to have HCPC registration as a HAD. However the document did not state the requirements for the external examiner, including the requirement for HCPC registration. As such the education provider is required to provide further evidence to demonstrate that the assessment regulations clearly specify requirements for the appointment of at least one external examiner who is appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.

Recommendations

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

Recommendation: It is recommended that the education provider considers developing a mechanism to ensure that student progression throughout the programme is monitored to ensure the correct student is taking the online module.

Reason: In meeting this standard the visitors were directed to the candidate handbook which stated that the student is required to complete the first module before progressing onto the second module. The visitors noted that the requirements for student progression are clear. However the visitors noted that the first module consists of one online test and that there was no mechanism in place to ensure that the student taking the test is the correct student, and that there is the potential opportunity for a student to get someone to take their test on their behalf. The programme team stated that they were aware of this potential situation and that they would monitor results across the whole programme to ensure that they are consistent as a means to ensure that the correct student is taking the test. The visitors note that as the only assessment method for the module there is potential for a student to progress to the next stage of the programme without completing the first module themselves and therefore not meeting the SOPs for a HAD. Therefore it is recommended that the education provider considers developing a mechanism to ensure that student progression throughout the programme is monitored to ensure the correct student is taking the online module.

Standards of education and training not applicable to the programme

5.1 Practice placements must be integral to the programme.

Reason: The education provider has submitted documentation for the programme in which the case has been made that standards under SET 5 are not applicable to the programme because the programme does not incorporate practice placements. The visitors discussed this with the programme team and it was indicated that expected applicants to the programme would be practitioners returning to work, competent with working with service users but needing to update their clinical skills. The visitors were satisfied that if the programme meets all conditions in this report, practice placements would not need to be integral to this programme. The visitors therefore recommend this standard is not applicable to the programme.

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.

Reason: The education provider has submitted documentation for the programme in which the case has been made that standards under SET 5 are not applicable to the programme because the programme does not incorporate practice placements. The visitors discussed this with the programme team and it was indicated that expected applicants to the programme would be practitioners returning to work, competent with working with service users but needing to update their clinical skills. The visitors were satisfied that if the programme meets all conditions in this report, practice placements would not need to be integral to this programme. The visitors therefore recommend this standard is not applicable to the programme.

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

Reason: The education provider has submitted documentation for the programme in which the case has been made that standards under SET 5 are not applicable to the programme because the programme does not incorporate practice placements. The visitors discussed this with the programme team and it was indicated that expected applicants to the programme would be practitioners returning to work, competent with working with service users but needing to update their clinical skills. The visitors were satisfied that if the programme meets all conditions in this report, practice placements would not need to be integral to this programme. The visitors therefore recommend this standard is not applicable to the programme.

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

Reason: The education provider has submitted documentation for the programme in which the case has been made that standards under SET 5 are not applicable to the programme because the programme does not incorporate practice placements. The visitors discussed this with the programme team and it was indicated that expected applicants to the programme would be practitioners returning to work, competent with working with service users but needing to update their clinical skills. The visitors were satisfied that if the programme meets all conditions in this report, practice placements

would not need to be integral to this programme. The visitors therefore recommend this standard is not applicable to the programme.

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.

Reason: The education provider has submitted documentation for the programme in which the case has been made that standards under SET 5 are not applicable to the programme because the programme does not incorporate practice placements. The visitors discussed this with the programme team and it was indicated that expected applicants to the programme would be practitioners returning to work, competent with working with service users but needing to update their clinical skills. The visitors were satisfied that if the programme meets all conditions in this report, practice placements would not need to be integral to this programme. The visitors therefore recommend this standard is not applicable to the programme.

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

Reason: The education provider has submitted documentation for the programme in which the case has been made that standards under SET 5 are not applicable to the programme because the programme does not incorporate practice placements. The visitors discussed this with the programme team and it was indicated that expected applicants to the programme would be practitioners returning to work, competent with working with service users but needing to update their clinical skills. The visitors were satisfied that if the programme meets all conditions in this report, practice placements would not need to be integral to this programme. The visitors therefore recommend this standard is not applicable to the programme.

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

Reason: The education provider has submitted documentation for the programme in which the case has been made that standards under SET 5 are not applicable to the programme because the programme does not incorporate practice placements. The visitors discussed this with the programme team and it was indicated that expected applicants to the programme would be practitioners returning to work, competent with working with service users but needing to update their clinical skills. The visitors were satisfied that if the programme meets all conditions in this report, practice placements would not need to be integral to this programme. The visitors therefore recommend this standard is not applicable to the programme.

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

Reason: The education provider has submitted documentation for the programme in which the case has been made that standards under SET 5 are not applicable to the programme because the programme does not incorporate practice placements. The visitors discussed this with the programme team and it was indicated that expected applicants to the programme would be practitioners returning to work, competent with working with service users but needing to update their clinical skills. The visitors were

satisfied that if the programme meets all conditions in this report, practice placements would not need to be integral to this programme. The visitors therefore recommend this standard is not applicable to the programme.

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

Reason: The education provider has submitted documentation for the programme in which the case has been made that standards under SET 5 are not applicable to the programme because the programme does not incorporate practice placements. The visitors discussed this with the programme team and it was indicated that expected applicants to the programme would be practitioners returning to work, competent with working with service users but needing to update their clinical skills. The visitors were satisfied that if the programme meets all conditions in this report, practice placements would not need to be integral to this programme. The visitors therefore recommend this standard is not applicable to the programme.

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

Reason: The education provider has submitted documentation for the programme in which the case has been made that standards under SET 5 are not applicable to the programme because the programme does not incorporate practice placements. The visitors discussed this with the programme team and it was indicated that expected applicants to the programme would be practitioners returning to work, competent with working with service users but needing to update their clinical skills. The visitors were satisfied that if the programme meets all conditions in this report, practice placements would not need to be integral to this programme. The visitors therefore recommend this standard is not applicable to the programme.

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.**

Reason: The education provider has submitted documentation for the programme in which the case has been made that standards under SET 5 are not applicable to the programme because the programme does not incorporate practice placements. The visitors discussed this with the programme team and it was indicated that expected applicants to the programme would be practitioners returning to work, competent with working with service users but needing to update their clinical skills. The visitors were satisfied that if the programme meets all conditions in this report, practice placements would not need to be integral to this programme. The visitors therefore recommend this standard is not applicable to the programme.

5.12 Learning, teaching and supervision must encourage safe and effective practice, independent learning and professional conduct.

Reason: The education provider has submitted documentation for the programme in which the case has been made that standards under SET 5 are not applicable to the programme because the programme does not incorporate practice placements. The visitors discussed this with the programme team and it was indicated that expected applicants to the programme would be practitioners returning to work, competent with working with service users but needing to update their clinical skills. The visitors were satisfied that if the programme meets all conditions in this report, practice placements would not need to be integral to this programme. The visitors therefore recommend this standard is not applicable to the programme.

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.

Reason: The education provider has submitted documentation for the programme in which the case has been made that standards under SET 5 are not applicable to the programme because the programme does not incorporate practice placements. The visitors discussed this with the programme team and it was indicated that expected applicants to the programme would be practitioners returning to work, competent with working with service users but needing to update their clinical skills. The visitors were satisfied that if the programme meets all conditions in this report, practice placements would not need to be integral to this programme. The visitors therefore recommend this standard is not applicable to the programme.

Gordon Burrow
Simon Mudie
Elizabeth Ross