

## HCPC approval process report

Education provider	University of East Anglia
Name of programme(s)	Doctorate in Educational Psychology - EdPsyD, Full time
Approval visit date	24-25 April 2018
Case reference	CAS-12901-J6T5R2

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### Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the approval process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

## Section 1: Our regulatory approach

### Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

### How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation of the visitors, inclusive of conditions and recommendations. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

### HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Andrew Richards	Practitioner psychologist - Educational psychologist
Robert Stratford	Practitioner psychologist - Educational psychologist
Roseann Connolly	Lay
Shaista Ahmad	HCPC executive

### Other groups involved in the approval visit

There were other groups in attendance at the approval visit as follows. Although we engage in collaborative scrutiny of programmes, we come to our decisions independently.

Nicola Spalding	Independent chair (supplied by the education provider)	University of East Anglia
Joanne Ashman	Secretary (supplied by the education provider)	University of East Anglia

Sarah Wright	BPS Representative	British Psychological Society
Ian Ascroft	BPS Representative	British Psychological Society
Richard Parker	BPS Representative	British Psychological Society
Harriet Martin	BPS Representative	British Psychological Society

## Section 2: Programme details

Programme name	Doctorate in Educational Psychology - EdPsyD
Mode of study	FT (Full time)
Profession	Practitioner psychologist
Modality	Educational psychologist
Proposed First intake	01 September 2018
Maximum learner cohort	Up to 12
Intakes per year	1
Assessment reference	APP01838

We undertook this assessment of a new programme proposed by the education provider via the approval process. This involves consideration of documentary evidence and an onsite approval visit, to consider whether the programme meet our standards for the first time.

## Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
Programme specification	Yes
Module descriptor(s)	Yes
Handbook for learners	Yes
Handbook for practice based learning	Yes
Completed education standards mapping document	Yes
Completed proficiency standards mapping document	Yes
Curriculum vitae for relevant staff	Yes
External examiners' reports for the last two years, if applicable	Not Required

We also expect to meet the following groups at approval visits:

Group	Met	Comments
Learners	Yes	
Senior staff	Yes	
Practice education providers	Yes	
Service users and carers (and / or their representatives)	No	The education provider did not arrange for the visitors to meet with this group.
Programme team	Yes	
Facilities and resources	Yes	

## Section 4: Outcome from first review

### Recommendation of the visitors

In considering the evidence provided by the education provider as part of the initial submission and at the approval visit, the visitors' recommend that there was insufficient evidence to demonstrate that our standards are met at this time, but that the programme(s) should be approved subject to the conditions noted below being met.

### Conditions

Conditions are requirements that must be met before programmes can be approved. We set conditions when there is insufficient evidence that standards are met. The visitors were satisfied that a number of the standards are met at this stage. However, the visitors were not satisfied that there is evidence that demonstrates that the following standards are met, for the reasons detailed below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programmes, and then provide any further evidence to demonstrate how they meet the conditions. We set a deadline for responding to the conditions of 19 July 2018.

### 3.7 Service users and carers must be involved in the programme.

**Condition:** The education provider must demonstrate how they will involve service users and carers in the programme.

**Reason:** From a review of the documentation mapped, the visitors noted that two strategic documents were referenced as evidence for this standard. From reading these documents, the visitors noted that the education provider intends to involve service users and carers through a parent / carer group in curriculum delivery, the interview processes, assessments and programme governance. Whilst there was some detail about the intended service user and carer involvement in these documents, the visitors were unclear how the education provider would translate their intention into tangible service user and carer involvement in the programme. As the visitors were unable to meet with service users and carers as part of the visit process, the visitors did not have the opportunity to ask questions of service users and carers about their involvement in the programme. Therefore, the visitors require further evidence demonstrating that the education provider will involve service users and carers in the programme, such as a plan that will ensure their intentions are translated into meaningful service user and carer involvement

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

**Condition:** The education provider must demonstrate that there is an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

**Reason:** From a review of the documentation, the visitors learned there is currently one member of teaching staff appointed to deliver the programme and a staffing plan is in place to recruit two new staff members to the team. In discussions with the programme team, the visitors were informed that two new members of teaching staff have been appointed to the team as outlined in the presentation given at the visit. However, the education provider was unable to disclose any further details of these appointments at the visit due to confidentiality. As there are, only a small number of teaching staff involved in the programme, the visitors considered that it is paramount that the staff are in place for the start of the programme. The visitors considered that if for any reason this recruitment did not happen, there would be implications for the programme, including a strain on staff resources. Therefore, the visitors require further evidence to demonstrate that the education provider has an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

### **3.10 Subject areas must be delivered by educators with relevant specialist knowledge and expertise.**

**Condition:** The education provider must provide further evidence to demonstrate that subject areas are taught by staff with relevant specialist knowledge and expertise.

**Reason:** From a review of the documentation, the visitors noted that at present there is currently one member of teaching staff appointed to deliver the programme and plans were in place to recruit two new teaching staff members with relevant knowledge and expertise. In discussions with the programme team, the visitors learned that the education provider is currently in the process of recruiting these staff members. As there is one member of staff currently involved in the teaching of the programme, the visitors noted that the proposed staff members are necessary in order to ensure that subject areas are delivered by educators with relevant specialist knowledge and expertise. Therefore, the visitors require evidence, which demonstrates that the education provider has staff members in place with the requisite specialist knowledge and experience to deliver the programme.

### **3.18 The education provider must ensure learners, educators and others are aware that only successful completion of an approved programme leads to eligibility for admission to the Register.**

**Condition:** The education provider must demonstrate that learners, educators and others are aware that only successful completion of the programme leads to the eligibility to apply for admission onto the Register.

**Reason:** The visitors noted that there was some inaccurate information contained within the documentation regarding HCPC requirements. Within the programme specification on page 4, it states, "Once the approval and accreditation process is completed, graduates from this course will be eligible to apply for Chartered Membership with the BPS and eligible to register as a practitioner psychologist

(educational psychology) with the HCPC”. However, this is not accurate as successful completion of the programme gives the learner the eligibility to apply for registration, not the entitlement to register with the HCPC. Consequently, the visitors require that the documentation is amended to reflect the correct information. In this way, the visitors will be able to determine that learners and educators are provided with accurate information about HCPC requirements, to ensure that applicants, learners, educators and the public understand who is eligible to apply for registration with us.

### **3.18 The education provider must ensure learners, educators and others are aware that only successful completion of an approved programme leads to eligibility for admission to the Register.**

**Condition:** The education provider must provide revised documentation to ensure that exit awards from the programme do not contain an HCPC protected title.

**Reason:** From a review of the documentation, the visitors noted that exit awards for this programme include a “Postgraduate Diploma in Educational Psychology. In discussion with the programme team, the visitors established that this exit award would not confer eligibility for the learner to apply to register with the HCPC. Programmes which do not provide eligibility for learners to apply for HCPC registration must not contain any reference to the HCPC protected title, ‘educational psychologist’ (along with the other eight protected titles from the practitioner psychologist profession), in the programme title. As such, the visitors require the education provider to amend the documentation and the exit award programme title so they do not contain reference to a protected title. In this way, the visitors can establish whether this standard is met.

### **4.9 The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions.**

**Condition:** The education provider must articulate what interprofessional learning there will be on the programme, and how they will ensure that learners will learn with, and from professionals in other relevant professions.

**Reason:** For this standard, the visitors were directed to the professional practice module (objective 5), which states, “to develop an awareness and competently practise within multi-disciplinary teams and services as appropriate”. From the information provided the visitors could not determine whether these sessions enabled learners to learn with and from other relevant professions, or when it took place in the programme. In discussions with the programme team, the visitors were told that they were considering ‘opportunities for interprofessional learning’ including timetabling sessions with speech and language therapists. This was still in the planning process and was not confirmed by the education provider. From the information provided, it was difficult to determine the full involvement of learners in interprofessional teaching sessions and how this would work in practice. Therefore, the education provider is required to articulate what interprofessional learning there will be on the programme, and how they will ensure that learners will learn with, and from professionals in other relevant professions. In this way, the visitors will be able to determine whether this standard is met.

### **6.3 Assessments must provide an objective, fair and reliable measure of learners' progression and achievement.**

**Condition:** The education provider must demonstrate that the assessment methods are realistic and fit for purpose.

**Reason:** From a review of the documentation, the visitors noted that there was a range of formative and summative assessment embedded into the programme. The visitors noted that the number of summative assessments through the programme could be burdensome for learners. The visitors considered that having a large number of summative assessments may have an impact on learners' progression and achievement, as they will have to complete a number of assignments within short timeframes. This could have an impact on their ability to progress and achievement within the programme. In discussions with the programme team, the visitors were informed that this had been pointed out to them in meetings held when putting the programme together and they were considering amending the number of summative assessments. As such, the visitors require evidence to demonstrate that the assessment methods are realistic and fit for purpose. In this way, the visitors will be able to determine the assessment provides a realistic and accurate picture of learning progression and achievement.

### **6.7 The education provider must ensure that at least one external examiner for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.**

**Condition:** The education provider must ensure that their external examiners will be appropriately qualified and experienced and, unless other arrangements are appropriate on the relevant part of the Register.

**Reason:** From reviewing the documentation, the visitors noted that currently an external examiner has not been appointed for the programme and this would be completed once the documentation had been submitted to HCPC. In discussions with the programme team, the visitors learned that two external examiners have been appointed but they are currently awaiting to be confirmed. This standard requires that the education provider has an appropriate policy in place that ensures they select an external examiner to ensure they have the appropriate qualifications and professional experience and, unless other arrangements are appropriate, are on the relevant part of the Register. Therefore, the visitors require evidence to demonstrate that the education provider this policy in place, thus ensuring the external examiner(s) are appropriate for this programme.

**Observations on the Visitors’ Report for the Doctorate in Educational Psychology – 24 & 25 April 2018**

We would like to take this further opportunity to thank you and the HCPC panel for your careful review of the information that we submitted and for the very constructive and supportive feedback with which we have been provided. We would like to submit the following observations for consideration by the Education and Training Committee alongside the report.

UEA is grateful to the Panel for the recommendations arising from the visit which are contained within the report. Work has already commenced on addressing the issues raised with us at the end of the visit.

Condition outlined in the report	Observation
<p>3.7 Service users and carers must be involved in the programme</p> <p>Condition: The education provider must demonstrate how they will involve service users and carers in the programme.</p>	<p>Our relationship with regional Service Users and Carers, outlined to the panel in the documentation and during the visit, is continuing to develop and strengthen. We were disappointed that the timing of the visit meant that we were unable to arrange for the panel to meet with the parents and carers with whom we had been in contact during the development of the programme and welcome the opportunity to provide further evidence of the involvement of Service Users and Carers to a future meeting of the Education and Training Committee (as set out in HCPC procedures).</p>
<p>3.9 There must be an adequate number of appropriately qualified and</p>	

<p>experienced staff in place to deliver an effective programme</p> <p>Condition: The education provider must demonstrate that there is an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.</p>	<p>As discussed with the panel, we are now in a position to provide further detailed information on the two members of academic staff who have been appointed to join the team in August 2018: Imogen Gorman (Senior Educational Psychologist) and Andrea Honess (Educational Psychologist). It was not appropriate to provide the names of these individuals at the time of the visit on the basis that although they had formally accepted offers of employment, they had not yet had a full opportunity to inform colleagues. The Visitors were provided with the job description and person specification for these posts, which set out the qualifications and experience required by the successful candidates.</p>
<p>3.10 Subject areas must be delivered by educators with relevant specialist knowledge and expertise.</p> <p>Condition: The education provider must provide further evidence to demonstrate that subject areas are taught by staff with relevant specialist knowledge and expertise</p>	<p>As discussed with the panel, we are now in a position to provide further detailed information on the two members of academic staff who have been appointed to join the team in August 2018: Imogen Gorman (Senior Educational Psychologist) and Andrea Honess (Educational Psychologist). It was not appropriate to provide the names of these individuals at the time of the visit on the basis that although they had formally accepted offers of employment, they had not yet had a full opportunity to inform colleagues. The Visitors were provided with the job description and person specification for these posts, which set out the qualifications and experience required by the successful candidates.</p> <p>The timetable has been finalised and existing staff as well as external specialist speakers allocated to the sessions. All existing staff have expertise appropriate to the sessions that they will be delivering, including research methods training. We will provide evidence in due course.</p>
<p>3.18 The education provider must ensure learners, educators and others are aware that only successful completion of an approved programme leads to eligibility for admission to the Register.</p>	<p>Course documentation has been amended to reflect the correct wording with reference to standard 3.18.</p>

<p>Condition: The education provider must demonstrate that learners, educators and others are aware that only successful completion of the programme leads to the eligibility to apply for admission onto the Register.</p>	
<p>3.18 The education provider must ensure learners, educators and others are aware that only successful completion of an approved programme leads to eligibility for admission to the Register.</p> <p>Condition: The education provider must provide revised documentation to ensure that exit awards from the programme do not contain an HCPC protected title.</p>	<p>Approval has been given by the appropriate UEA Committees for an amended title for the exit award, with reference to the condition relating to standard 3.18.</p>
<p>4.9 The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions.</p> <p>Condition: The education provider must articulate what interprofessional learning there will be on the programme, and how they will ensure that learners will learn with, and from professionals in other relevant professions.</p>	
<p>6.3 Assessments must provide an objective, fair and reliable measure of learners' progression and achievement.</p> <p>Condition: The education provider must demonstrate that the assessment methods are realistic and fit for purpose.</p>	<p>The feedback provided to the course team by the Panel and the British Psychological Society Partnership panel in respect of assessment design was extremely helpful and the process of revising the assessment framework is in progress and the new framework will be in place for the start of the course.</p>
<p>6.7 The education provider must ensure that at least one external examiner for the programme is appropriately qualified and experienced</p>	<p>The appointment of an external examiner is in process (as required by UEA internal regulations, submitted to the Visitors, as well as the HCPC).</p>

and, unless other arrangements are appropriate, on the relevant part of the Register.

Condition: The education provider must ensure that their external examiners will be appropriately qualified and experienced and, unless other arrangements are appropriate on the relevant part of the Register.