

HCPC approval process report

Education provider	Aston University
Name of programme(s)	PG Cert Health Psychology Professional Practice, Full time
Approval visit date	09 November 2017
Case reference	CAS-12036-Q8R5D4

Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	3
Section 3: Requirements to commence assessment.....	3
Section 4: Outcome from first review.....	4
Section 5: Outcome from second review.....	16
Section 6: Visitors' recommendation	22

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:

Gareth Roderique-Davies	Practitioner psychologist - Health psychologist
Mohammed Jeewa	Lay
Ruth Baker	Practitioner psychologist - Clinical psychologist
Amal Hussein	HCPC executive
Shaista Ahmad	HCPC executive (observer)

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.

Trevor Knight	Independent chair (supplied by the education provider)	Aston University
Olivia Knowler	Secretary (supplied by the education provider)	Aston University

Jason Rowbottom	Partnership and Accreditation Officer for BPS Accreditation Team	British Psychological Society
Vicki Staples	Member of BPS Accreditation Team	British Psychological Society
Caroline Limbert	Convenor of BPS Accreditation Team	British Psychological Society

Section 2: Programme details

Programme name	PG Cert Health Psychology Professional Practice
Mode of study	FT (Full time)
Profession	Practitioner psychologist
Modality	Health psychologist
First intake	01 September 2018
Maximum learner cohort	Up to 8
Intakes per year	4
Assessment reference	APP01758

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	Reason(s) for non-submission
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	As this is not yet an approved programme, the education provider was not required to submit this.

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

Group	Met	Comments
Learners	Yes	As this is not yet an approved programme, we met with potential trainees for the programme currently on the doctorate in Health Psychology.
Senior staff	Yes	
Practice education providers and educators	Yes	
Service users and carers (and / or their representatives)	Yes	
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 01 February 2018.

2.1 The admissions process must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.

Condition: The education provider must provide evidence of the information applicants will be provided with at the admissions stage, to ensure that they can make an informed choice about whether to take up a place on the programme.

Reason: From the initial documentation provided, the visitors could not determine how the education provider ensures pertinent admissions information relating to the programme will be communicated to potential applicants in order for them to make an informed choice about whether to take up a place on the programme. For this standard, the education provider stated that 'entry requirements will be published on the website and in the postgraduate prospectus', in their SETs mapping document. After scrutinising the evidence provided, the visitors were unable to find the admissions information relating to this programme on the website or in the postgraduate prospectus. In discussion with the programme team, the visitors noted that the education provider intends to provide information about the entry requirements, admissions processes and additional costs on the programme website. However, because the visitors did not have sight of this the visitors could not determine how this information would be appropriately communicated to prospective applicants. In particular how the education provider intends to communicate the following information to prospective applicants:

- the requirement for and process associated with any Disclosure and Barring Service or health requirements and any associated costs to the learner;
- any additional costs learners may incur over and above the usual programme fee;
- the elements of the programme to which accreditation of prior (experiential) learning can be applied;
- the expectation that learners will travel to placements at their own expense and that this is an additional cost for the learners;
- how the doctorate in Health Psychology and this programme are linked;
- IELTSs 6.5 is required; learners may be able to source their own practice-based learning and;
- that there is no exit award for this programme.

The visitors therefore require further information showing how prospective applicants are provided with the information they need to make an informed choice about whether to apply for a place on the programme.

2.4 The admissions process must assess the suitability of applicants, including criminal conviction checks.

Condition: The programme team must provide further information about the admissions procedures and how they ensure that successful applicants meet the education provider's requirements regarding Disclosure and Barring Service checks.

Reason: From the information provided in the documentation and in discussion at the visit, the visitors were clear that all learners must undergo a Disclosure and Barring Service (DBS) check as part of the admissions process to the programme. The visitors

were provided with a statement regarding DBS checks in the SETs mapping document, which states 'questions regarding health conditions are asked on the application form'. From this information the visitors were unable to determine how the DBS check is applied and how policies are structured to deal with any issues that would arise as a result of the check. The visitors were also unable to determine who makes the final decision about accepting a learner onto the programme if any issue does arise. Therefore, the visitors require further information about the DBS checks that are applied at the point of admission. In particular the visitors require further evidence of the education provider's process and clarification of who makes the final decision about accepting an applicant onto the programme if an issue arises.

2.5 The admissions process must ensure that applicants are aware of and comply with any health requirements.

Condition: The programme team must provide further information about the admissions procedures and how they ensure that successful applicants meet the education provider's health requirements.

Reason: From the information provided in the documentation and in discussion at the visit, the visitors were clear that all learners must complete a health declaration as part of the admissions process to the programme. The visitors were provided with a statement regarding health clearance in the SETs mapping document, which states 'questions regarding health conditions are asked on the application form'. From this information, the visitors were unable to determine the education provider's process for determining what adjustments could or could not reasonably be made if health conditions were disclosed. As such, the visitors did not see evidence of the process in place for managing health declarations. From the initial documentation, the visitors could not determine how the admissions procedures apply the health declarations or how any issues that may arise would be dealt with. In particular, the visitors could not determine who makes the final decision about accepting a learner if adjustments would be required. Therefore, the visitors require further information about the health declarations that are applied at the point of admission and evidence about who makes the final decision about accepting an applicant onto the programme if adjustments are required.

2.6 There must be an appropriate and effective process for assessing applicants' prior learning and experience.

Condition: The education provider must demonstrate how their admissions process appropriately and effectively assesses applicants' prior learning.

Reason: From their review of the documentation, the visitors were not clear what the process for recognition of prior learning will be for this programme. From discussions at the visit, the visitors understood there is a process in place for assessing applicants' prior learning, however there is limited information in the documentation about how this process works. During the visit, the visitors heard that the recognition of prior learning process would be applied at the point of application and would be assessed through a series of documents, which would be completed as part of the application process. However, the visitors were not clear about the criteria that would be used to make judgements about prior learning, how any policy would be applied to applicants to the programme, or how this policy would be made available to applicants and the staff who would apply it. As such, the education provider will need to clearly define the process

for assessing applicants' prior learning, and how this will be reflected in relevant programme documentation, in order for the visitors to make a judgement about whether this standard is met.

3.1 The programme must be sustainable and fit for purpose.

Condition: The education provider must demonstrate that the future plans for the programme are sustainable.

Reason: Prior to the visit the visitors understood there would be seven learners per cohort with two annual intakes, as per the visit request form. At the visit, the programme team confirmed that there would be a maximum of ten learners per cohort with four annual intakes spread out through the academic year. The senior team also noted that they could take more learners in one year, and less in another, and that the maximum of ten learners per year would be on a full time equivalent (FTE) basis, and therefore apply across both full time and part time programmes.

The visitors also noted that the education provider will be providing a doctorate in Health Psychology alongside this programme. The visitors were not clear if or how the doctorate in Health Psychology would impact on the resources for this programme. For example, they were not clear how the education provider will staff the doctorate in Health Psychology, or whether the intended learner numbers discussed above included learners currently on the doctorate in Health Psychology.

The visitors did not see a plan in place to explain the staffing and learners numbers on the programme and how this would work alongside the doctorate in Health Psychology. The visitors were also unable to see information which demonstrates that the staff-student ratio will remain at their desired level, once the programme has been running for several years. Therefore, the education provider will need to demonstrate how they will ensure that the learner and staff numbers for the programme are managed, to ensure it is sustainable in the long term.

3.3 The education provider must ensure that the person holding overall professional responsibility 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 demonstrate that they have an effective process in place for identifying and appointing an appropriately qualified and experienced person holding overall professional responsibility for the programme.

Reason: From discussions with the senior team, the visitors were aware of the individuals who will have overall professional responsibility for the programme. The visitors noted that the staff identified were appropriately qualified and experienced and, on the relevant part of the Register. However, from the review of the programme documentation, the visitors were not clear about the process for appointing the person(s) holding overall professional responsibility for the programme. In discussion with the senior team, the visitors heard that there is a process in place to ensure that they identify and appoint an appropriately qualified and experienced person(s) holding overall professional responsibility for the programme. However, the visitors did not have sight of this evidence therefore the visitors could not determine how the education provider appoints or approves a suitable person and, if it becomes necessary, a suitable

replacement. As such, the visitors require the education provider to demonstrate that they have an effective process for ensuring that the person with overall professional responsibility for the programme is appropriately qualified and experienced.

3.5 There must be regular and effective collaboration between the education provider and practice education providers.

Condition: The education provider must demonstrate that there is regular and effective collaboration with practice education providers.

Reason: The visitors were able to discuss the existing arrangements for collaboration between the education provider and practice education providers relating to MSc in Health Psychology provision. They were given verbal reassurances by the programme team that collaboration has taken place in the development of this programme, but they were not able to see from the evidence provided the nature or extent of this collaboration. In their mapping document, the education provider referred to the 'Placement Handbook' which gives more of a narrative of responsibilities of the education provider and practice education providers relating to collaboration for this programme, but the visitors considered that this did not provide evidence of regular and effective collaboration itself. In discussion with practice education providers, the visitors were informed that some practice educators considered that collaboration with the education provider was not regular. The visitors understood that such collaboration tended to be driven by existing relationships between individuals rather than by a formal process, and that it tended to be reactive. It was not clear to the visitors whether formal records were kept of meetings and communications between the education provider and practice education providers. They were also unable to determine from the evidence provided and from discussions the level of input that practice education providers had had into the development of the new programme. They therefore require the education provider to demonstrate how they will ensure that there is regular and effective collaboration with practice education providers.

3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.

Condition: The education provider must demonstrate that there is an effective process in place to ensure access to practice-based learning for all learners.

Reason: From a review of the documentation, the visitors noted that the SETs mapping document (SET 3.6) submitted by the education provider stated 'the learning & teaching rationale for each module is outlined in the module descriptor'. However, this standard is about the processes in place that ensure that all learners on the programme have access to practice-based learning which meets their learning needs. In discussions with the programme team, the visitor heard learners could either undergo a placement provided by the education provider or source their own placement for this programme. From these discussions, the visitors were unsure of the process the education provider has taken to ensure availability and capacity of practice-based learning for all learners including future learners. From the evidence provided, the visitors were unable to identify whether there is an effective process in place for ensuring that there is sufficient availability and capacity of practice-based learning for all learners. The visitors therefore require the education provider to demonstrate how they will ensure that all learners are enabled to secure practice-based learning and that there is an effective process in place to ensure access to practice-based learning for all learners.

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 the information provided in the documentary submission, the visitors were unclear how the education provider involves service users and carers in the programme. The visitors were provided with a statement regarding service users and carers in the SETs mapping document, which states 'service users and carers have been consulted in the development of the programme through our existing connections and partnerships in the NHS and in the community'. At the visit, the visitors met with representatives from specialist health organisations who deliver interventions workshops for service users and carers. During discussion, the visitors learned that the representatives themselves do not consider themselves to be service users and carers but as individuals who provide and deliver health workshops to service users and carers. From the documentation and discussion, the visitors saw no formalised information to demonstrate how service users and carers are involved in the programme currently, or will be involved in the programme going forward. The visitors therefore cannot determine the following:

- who the service users and carers are (or will be);
- how they will be involved in the programme;
- how their involvement is appropriate; and
- how the programme team will support them appropriately in undertaking this role.

The visitors therefore require the education provider to provide further evidence demonstrating that service users and carers will be involved in the programme and their strategy for supporting the continued involvement of service users and carers in the programme.

4.1 The learning outcomes must ensure that learners meet the standards of proficiency for the relevant part of the Register.

Condition: The education provider must demonstrate how the learning outcomes ensure that those who successfully complete the programme meet the standards of proficiency (SOPs) for practitioner psychologists.

Reason: The documentation provided prior to the visit included module descriptors, together with a mapping document giving information about how learners who successfully complete the programme meet the SOPs. However, the SOPs mapping made broad references, rather than specific references to the modules and not the learning outcomes. Therefore, the visitors were unclear how each of the module learning outcomes linked to each of the SOPs, to ensure that learners completing the programme can meet the SOPs for practitioner psychologists. From discussions with the programme team the visitors heard that the necessary learning outcomes were in place but were yet to be finalised throughout the documentation. Therefore, the visitors did not have sufficient evidence to demonstrate that this standard was met. The visitors therefore require further documentation to clearly evidence how the learning outcomes that will ensure that learner can meet the relevant SOPs on successful completion of the programme. The visitors therefore require the education provider to submit further evidence, such as revised documentation, to clearly define the link between the learning

outcomes associated with all aspects of this programme and how these outcomes will ensure that learners completing the programme can meet all of the relevant SOPs for practitioner psychologists.

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 demonstrate how learners will be able to learn with, and from, professionals and learners in other relevant professions.

Reason: In a review of the documentation, the visitors found limited information related to this standard. The SETs mapping document referenced a 'Health Psychology workshop series held monthly for all academic staff, practitioners, researchers, and learners involved in health psychology work'. The visitors noted that the optional nature of these workshops would not ensure that learners are able to learn with, and from, professionals and learners in other relevant professions. At the visit, the programme team noted that there would be many other opportunities for shared teaching and shared learning, but that no further formal plans have been put in place for ensuring learners could learn with and from other professionals and learners from relevant professions. Therefore, in order for the visitors to make a judgment about whether this standard is met, the education provider must demonstrate how they will ensure learners are able to learn with, and from, professionals and learners in other relevant professions on this programme.

4.10 The programme must include effective processes for obtaining appropriate consent from service users and learners.

Condition: The education provider must provide evidence of the formal process in place for obtaining appropriate consent from service users and carers.

Reason: From a review of the documentation, the visitors noted that the SETs mapping document (SET 4.10) submitted by the education provider stated that the process for obtaining appropriate consent from learners and service users was contained in the placement handbook. In a review of this documentation, the visitors were unable to locate the information regarding this standard in relation to learners or service users. As such, the visitors did not see evidence of the formal protocols to obtain consent from learners and service users. In particular the visitors were unclear how the education provider manages situations where learners decline from participating as service users in practical sessions. To ensure this standard is met, the visitors require evidence of the formal protocols for obtaining consent from learners and service users and carers. They also require evidence that demonstrates how learners and service users are informed about the requirement for them to participate, and how records are maintained to indicate consent has been obtained. In particular, the visitors require evidence to show what alternative learning arrangements will be put in place where learners do not consent to participating as a service user.

4.11 The education provider must identify and communicate to learners the parts of the programme where attendance is mandatory, and must have associated monitoring processes in place.

Condition: The education provider must define where attendance is mandatory, demonstrate that associated monitoring processes are in place, along with how these requirements are communicated to learners on the programme.

Reason: From review of the documentation, the visitors were unclear on the parts of the programme where attendance is mandatory, or what the consequences would be for learners that do not attend parts of the programme. In the documentation, there is an eighty percent attendance requirement, however, it is not clear exactly how this applies across the programme (for example, in the academic and / or practice setting), or how this is monitored. In discussion with the programme team, the visitors could not establish how the team would apply this requirement, or which parts of the programme could not be missed. Therefore, the education provider must define what the requirements are, how attendance is monitored, and how this is communicated to learners.

5.2 The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.

Condition: The education provider must demonstrate how they will ensure that all learners have access to practice-based learning of appropriate structure, duration and range to support the achievement of the learning outcomes.

Reason: From a review of the documentation, the visitors were unclear how learners have access to practice-based learning of appropriate structure, duration and range to support the achievement of the learning outcomes. In discussions with the programme team, the visitors heard that the education provider intends to make use of a wide variety of practice-based learning settings, and that this could be considered appropriate for a health psychologist trainees. However, it was not clear to the visitors how the education provider ensures that the structure, duration and range of practice-based learning will support the achievement of the learning outcomes and standards of proficiency for each learner. Additionally, the placement handbook gave a narrative briefly explaining some of the details of practice-based learning on the programme. However, it did not give any detailed information about the expected structure, duration or range of practice-based learning. In discussions with the programme team, the visitors were informed practice-based learning for each trainee will look different but the programme team are in the process of developing individual placement plans for each learner. However, they were not able to view evidence of the individualised plan or how this would integrate with the rest of the programme schedule, and how achievement of learning outcomes and standards of proficiency would be ensured. Therefore visitors were not able to determine whether the education provider's approach to ensuring an appropriate structure, duration and range of practice-based learning was sufficient, as they could not see information about what this approach was. They therefore require the education provider to submit further evidence demonstrating how they will ensure an appropriate structure, duration and range of practice-based learning for all learners to determine whether this standard it met.

5.3 The education provider must maintain a thorough and effective system for approving and ensuring the quality of practice-based learning.

Condition: The education provider must demonstrate that there is an effective system in place for approving and ensuring the quality of practice-based learning.

Reason: The visitors noted a number of different documents submitted by the education provider to demonstrate how the programme meets this standard. However, in considering the programme documentation and discussions held at the visit, the visitors could not find sufficient evidence of any overarching policies, systems and procedures in place regarding the approval and monitoring of practice-based learning. When this was discussed with the programme team, the visitors remained unclear how the education provider will effectively approve and ensure the quality of practice-based learning for this programme particularly for those learner who sourced their own placement. Additionally, the visitors could not determine the criteria used by the programme team to assess a placement and what the overall process would be to approve it, as well as what activities would feed into any quality monitoring of placements. The visitors therefore require further evidence of the overarching policies, systems and procedures in place regarding the approval and monitoring of practice-based learning, and how they are put into practice, to ensure this standard is met. In particular, the visitors require further evidence in the following:

- the criteria used to approve practice-based learning and settings;
- the overall process for the approval and ongoing monitoring of placements; and
- how information gathered from practice-based learning at approval, or during a placement experience is considered and acted upon.

This condition links to the conditions for SET 5.4, 5.5, 5.6 and 5.7.

5.4 Practice-based learning must take place in an environment that is safe and supportive for learners and service users.

Condition: The education provider must demonstrate how they will ensure that all practice-based learning will provide a safe and supportive environment for learners and service users

Reason: The visitors understand that learners could either attend a placement provided by the education provider or source their own placement. As the education provider has not demonstrated there is an effective process in place for approving and monitoring practice-based learning, the visitors cannot make a judgement at this stage that the education provider can ensure that all practice-based learning will provide a safe and supportive environment for learners and service users. Specifically, the education provider has not demonstrated there is a process in place for identifying suitable practice-based learning staff, including the criteria that they will use to make this judgement. The visitors cannot make a judgement about whether the education provider has a system for ensuring that the practice-based learning settings provide a safe and supportive environment for learners and service users. As such, the education provider will need to demonstrate what systems they have in place to ensure the practice-based learning setting provides a safe and supportive environment for learners and service users.

5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

Condition: The education provider must demonstrate that there will be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

Reason: The visitors understood that learners could either attend a placement provided by the education provider or source their own placement. As the education provider has not demonstrated there is an effective process in place for approving and monitoring practice-based learning, the visitors cannot make a judgement at this stage that the education provider will have an adequate number of appropriately qualified and experienced staff involved in practice-based learning. Specifically, the education provider has not demonstrated there is a process in place for identifying suitable practice-based learning staff, including the criteria that they will use to make this judgement. In order for the visitors to determine whether this standard is met, the education provider must demonstrate there is a process in place for identifying an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register.

Condition: The education provider must demonstrate how the system for approving all practice-based learning on this programme will ensure that practice educators have relevant knowledge, skills and experience.

Reason: The visitors understand that learners could either attend a placement provided by the education provider or source their own placement. As the education provider has not demonstrated there is an effective process in place for approving and monitoring practice-based learning, the visitors cannot make a judgement at this stage that the education provider has a suitable process for ensuring that practice educators will have relevant knowledge, skills and experience. Specifically, the education provider has not demonstrated there is a process in place for identifying suitable practice-based learning staff, including the criteria that they will use to ensure that these individuals have relevant knowledge, skills and experience. In order for the visitors to make a judgement about whether this standard has been met; the education provider must demonstrate there is a process in place for ensuring practice educators have the relevant knowledge, skills and experience to support safe and effective learning.

5.7 Practice educators must undertake regular training which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.

Condition: The education provider must demonstrate how they ensure that practice educators undertake regular training, which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.

Reason: Prior to the visit, the visitors were unclear on what training would be provided for practice educators, or when the training would be provided. At the visit, during the programme team meeting the visitors learned that the education provider would have links with the practice education providers once a learner applies for the programme. The programme team noted that at this point they would ascertain what training the practice educator may need to support the trainee. However, it is not clear what criteria the education provider will use to determine what training individuals will need, or an indication of the content of training. The visitors are also unclear what training is required of placement staff, for example, when initial training would need to be completed, how frequently refresher training would need to be completed, or about the

content of this training. Therefore, the visitors require evidence to demonstrate how the education provider ensures that all practice educators undertake regular training which is appropriate to their role, the learners' needs and the delivery of the learning outcomes.

5.8 Learners and practice educators must have the information they need in a timely manner in order to be prepared for practice-based learning.

Condition: The education provider must provide further information as to how the education provider ensures learners and practice educators are fully prepared for practice-based learning.

Reason: The visitors could not determine from the evidence provided how the education provider ensures that learners and practice educators are fully prepared for practice-based learning. In particular, they could not identify how they were made aware of the learners' ability and expected scope of practice while on placement and what the expectations of both the learners and practice educators should be at each individual placements to ensure that learners gain the experience they require. In the meeting with the practice educators, it was clear that discussions regarding information needed for practice-based learning has yet not been discussed or finalised. As such, the visitors were unable to determine the process in place for ensuring learners and practice educators have the information they need in a timely manner in order to be prepared for practice-based learning. The visitors therefore require information about the mechanisms in place, which demonstrates how the education provider ensures learners are fully prepared for practice-based learning. In particular, this should demonstrate how practice educators are made aware of students' experience and expected scope of practice for each placement and how the expectation of both the learners and practice educators at practice-based learning are managed to ensure that learners get the experience they require to meet the relevant learning outcomes. Therefore, the visitors require further evidence to demonstrate how learners and practice educator will be fully prepared for practice-based learning and in a timely manner.

6.1 The assessment strategy and design must ensure that those who successfully complete the programme meet the standards of proficiency for the relevant part of the Register.

Condition: The education provider must demonstrate how the assessments of learning outcomes ensure that those who successfully complete the programme meet the standards of proficiency (SOPs) for practitioner psychologists.

Reason: The documentation provided prior to the visit included module descriptors, together with a mapping document giving information about how the assessment procedures for the programme will ensure that students who successfully complete the programme meet the SOPs. However, the SOPs mapping made broad references, rather than specific references to the modules and not the learning outcomes. Therefore, the visitors were unclear how the assessment of each module and the associated learning outcomes were linked to each of the SOPs, to ensure that a student completing the programme has demonstrated that they meet the SOPs for practitioner psychologists. From discussions with the programme team, the visitors heard that the necessary learning outcomes and associated assessments were in place but were yet to be finalised throughout the documentation. Therefore, the visitors did not have sufficient evidence to demonstrate that this standard was met. The visitors therefore

require further documentation to clearly evidence how the assessment of the learning outcomes that will ensure that students meet the relevant SOPs on successful completion of the programme. The visitors therefore require the education provider to submit further evidence, such as revised documentation, to clearly define the link between the assessment of students associated with all aspects of this programme and how these assessments will ensure that students completing the programme have demonstrated that they have meet all of the relevant SOPs for practitioner psychologists.

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

Condition: The education provider must demonstrates how the assessments provide an objective, fair and reliable measure of learners' progression and achievement.

Reason: For this standard, the visitors were directed to various documents including the assessment summaries and details of assessment in all modules. Following a review of the documentation, the visitors were unclear on how some of the assessment methods adopted will provide an objective, fair and reliable measure of learners' progression and achievement. In addition, the visitors were unable to determine the following:

- the journey through the award particular in relation to assessment;
- whether all the modules run in parallel and if so, would it be possible for learner sit all of the assessments at the end of the programme;
- how progressions is assessed and;
- How does performance on the modules influence progression onto other modules?

In discussion with the programme team, the visitors heard that there are assessment criteria that the education provider will use to ensure that the assessments employed provide an objective, fair and reliable measure of learners' progression and achievement. However, the visitors were not provided with the assessment criteria or the process in place to make sure that the assessments in the programme are object, fair and reliable. The education provider therefore, must provide evidence to demonstrate how the assessments provide an objective, fair and reliable measure of learners' progression and achievement.

6.4 Assessment policies must clearly specify requirements for progression and achievement within the programme.

Condition: The education provider must provide further evidence which clearly articulates the reassessment opportunities on this programme.

Reason: For this standard, the visitors were directed to learner handbook and programme specification. From a review of the documentation the visitors could not identify how many resit opportunities learners will have for this programme. In discussions with the programme team, the visitors confirmed that the assessment regulation specifies that all learners have the opportunity of one resit and all resits will be capped at 40 per cent. This information, however, was not contained in the documentation, as such the visitors were unsure how this pertinent information will be communicated to learners, so that they can progress and achieve within the

programme. Therefore, the visitors require further evidence to demonstrate how the assessment regulations, particularly information about the number of resit attempts, will be communicated to students. In this way the visitors can make determinations about whether the programme meets this standard.

6.5 The assessment methods used must be appropriate to, and effective at, measuring the learning outcomes.

Condition: The education provider must further evidence that the assessment methods employed appropriate to, and effective at, measuring the learning outcomes.

Reason: The visitors reviewed the programme module descriptors prior to the visit. They noted that for several modules, for example 'Psychological interventions' had five learning outcomes but only one assessment method in this case an 'individual assignment' worth 100 per cent. From this information, the assessments employed did not appear to measure the corresponding learning outcomes specified in the relevant section of the module descriptor. In discussion with the programme team, the visitors were still unclear on how the chosen assessment methods are in line with the learning outcomes of each modules. As such, the visitors did not have sufficient evidence to demonstrate that this standard was met. Therefore, the visitors were unable to determine how the marking scheme ensures that that it is not possible to pass the assessment if not all of the learning outcomes have been met. They therefore require the programme team to provide evidence, which demonstrates how they ensure that the assessment methods employed for each module area to appropriate to, and effective at, measuring the learning outcomes.

Section 5: Outcome from second review

Second response to conditions required

The education provider responded to the conditions set out in section 4. Following their consideration of this response, the visitors were satisfied that the conditions for several of the standards were met. However, they were not satisfied that the following conditions were met, for the reasons detailed below. Therefore, in order for the visitors to be satisfied that the following conditions are met, they require further evidence.

2.6 There must be an appropriate and effective process for assessing applicants' prior learning and experience.

Condition: The education provider must demonstrate how their admissions process appropriately and effectively assesses applicants' prior learning.

Reason condition not met at this time: From a review of the response to conditions, the visitors reviewed the education provider's process for assessing applicants' prior learning and experience. The visitors noted that an MSc in Health Psychology is a pre-requisite to apply to the programme and several of the SOPs are met through the MSc in Health Psychology. Therefore, the education provider is relying on judgements made by other institutions when making decisions that an individual meets the SOPs and it fit to practice. Therefore, in effect, every applicant will be subjected to a process of recognition of prior learning. However, from the narrative provided in the response to conditions, the visitors could not see what appropriate and effective process is used to assess the applicant's achievement of those SOPs through prior learning. Therefore,

the visitors were unable to get a clear understanding of how potential applicants' prior learning would be assessed against the necessary learning and achievement outcomes and SOPs that would need to have been achieved to gain entry to the programme.

Suggested documentation: Further evidence to demonstrate that the admissions process appropriately and effectively assesses applicants' prior learning. For example, a document mapping prior learning to programme learning outcomes and SOPs or the process for assessing prior learning.

3.3 The education provider must ensure that the person holding overall professional responsibility 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 demonstrate that they have an effective process in place for identifying and appointing an appropriately qualified and experienced person holding overall professional responsibility for the programme.

Reason condition not met at this time: For this standard, the visitors were provided with a narrative of the process in place for identifying and appointing an appropriately qualified and experienced person holding overall professional responsibility for the programme. The education provider, as part of their response, stated, "the Job Description and Person Specification are designed for an appointment at this level". However, the education provider did not provide the job description and/or person specification, therefore the visitors could not determine how the education provider ensures that the person holding overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.

Suggested documentation: Job description and/or person specification mentioned as part of the response.

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 demonstrate how learners will be able to learn with, and from, professionals and learners in other relevant professions.

Reason condition not met at this time: From a review of the response to the condition, the visitors noted that the education provider intends to run a 'research in practice' module, which involves "mandatory attendance at monthly workshops which involve members of academic staff, research staff, and PhD students in psychology". Whilst the visitors note that this module is mandatory, however the visitors were unable to determine why the professions selected were relevant and how learners will be able to learn with, and from, professionals and learners in other relevant professions. In addition, the visitors were aware that learners will be able to attend "research seminars involving presentations and discussions with members of academic and research staff and PhD students in a range of disciplines including pharmacy, audiology, biomedical sciences". However, the visitors noted that the optional nature of these seminars. In order for the visitors to make a judgment about whether this standard is met, the education provider must demonstrate how they will ensure learners are able to learn

with, and from, professionals and learners in other relevant professions on this programme.

Suggested documentation: Further evidence, which clearly outlines why the professions chosen are relevant and how the education providers will ensure learners, will be able to learn with, and from, professionals and learners in other relevant professions

5.2 The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.

Condition: The education provider must demonstrate how they will ensure that all learners have access to practice-based learning of appropriate structure, duration and range to support the achievement of the learning outcomes.

Reason condition not met at this time: To evidence this condition, the visitors were provided with a narrative of the structure, duration and range of practice-based learning available for this programme as well as an updated placement handbook (appendix 4). Upon reviewing the placement handbook, the visitors noted that the key documentation mentioned as part of the narrative was omitted from the handbook. In particular, the visitors did not have sight of the following documentation:

- Placement planning form,
- Supervisor placement report,
- Workplace supervisor placement report and;
- Student placement report.

Without these key documentations, the visitors were unable to determine whether all learners will have access to practice-based learning of appropriate structure, duration and range to support the achievement of the learning outcomes. As such, the visitors require further evidence of the relevant documentation, which supports the process described in the 'response to HCPC approval process report'.

Suggested documentation: Documentation which demonstrates that the structure, duration and range of practice-based learning supports achievement of the learning outcomes such as placement planning form, supervisor placement report, workplace supervisor placement report and student placement report.

5.3 The education provider must maintain a thorough and effective system for approving and ensuring the quality of practice-based learning.

Condition: The education provider must demonstrate that there is an effective system in place for approving and ensuring the quality of practice-based learning.

Reason condition not met at this time: To evidence this condition, the visitors were provided with a narrative of the process in place for approving and ensuring the quality of practice-based learning as well as an updated placement handbook (appendix 4). Upon reviewing the placement handbook, the visitors noted that the key documentation mentioned as part of the process were omitted from the handbook. In particular, the visitors did not have sight of the following documentation:

- Placement planning form,
- Supervisor placement report,
- Workplace supervisor placement report and;

- Student placement report.

Without these key documentations, the visitors were unable to determine how the education provider maintains an effective system for approving and ensuring the quality of practice-based. As such, the visitors require further evidence of the relevant documentation, which supports the process described in the 'response to HCPC approval process report'.

Suggested documentation: Documentation which demonstrates that there is an effective system in place for approving and ensuring the quality of practice-based learning, such as placement planning form, supervisor placement report, workplace supervisor placement report and student placement report.

5.4 Practice-based learning must take place in an environment that is safe and supportive for learners and service users.

Condition: The education provider must demonstrate how they will ensure that all practice-based learning will provide a safe and supportive environment for learners and service users

Reason condition not met at this time: To evidence this condition, the visitors were provided with a narrative of how the education provider ensures that practice-based learning is safe and supportive as well as an updated placement handbook (appendix 4). Upon reviewing the placement handbook, the visitors noted that the key documentation mentioned as part of the process were omitted from the handbook. particular, the visitors did not have sight of the following documentation:

- Placement planning form,
- Supervisor placement report,
- Workplace supervisor placement report and;
- Student placement report.

Without these key documentations, the visitors were unable to determine how the education provider ensures that all practice-based learning will provide a safe and supportive environment for learners and service users. As such, the visitors require further evidence of the relevant documentation, which supports the process described in the 'response to HCPC approval process report'.

Suggested documentation: Documentation, which demonstrates that all practice-based learning will provide a safe and supportive environment for learners and service users, such as placement planning form, supervisor placement report, workplace supervisor placement report and student placement report.

5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

Condition: The education provider must demonstrate that there will be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

Reason condition not met at this time: To evidence this condition, the visitors were provided with a narrative of how the education provider ensures there will be an adequate number of appropriately qualified and experienced staff involved in practice-

based learning as well as an updated placement handbook (appendix 4). Upon reviewing the placement handbook, the visitors noted that the key documentation mentioned as part of the process were omitted from the handbook. In particular, the visitors did not have sight of the following documentation:

- Placement planning form,
- Supervisor placement report,
- Workplace supervisor placement report and;
- Student placement report.

Without these key documentations, the visitors were unable to determine how the education provider ensures that there will be an adequate number of appropriately qualified and experienced staff involved in practice-based learning. As such, the visitors require further evidence of the relevant documentation, which supports the process described in the 'response to HCPC approval process report'.

Suggested documentation: Documentation, which demonstrates that there will be an adequate number of appropriately qualified and experienced staff involved in practice-based learning such as placement planning form, supervisor placement report, workplace supervisor placement report and student placement report.

5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register.

Condition: The education provider must demonstrate how the system for approving all practice-based learning on this programme will ensure that practice educators have relevant knowledge, skills and experience.

Reason condition not met at this time: To evidence this condition, the visitors were provided with a narrative of the audit system and how it ensure that practice educators have relevant knowledge, skills and experience as well as an updated placement handbook (appendix 4). Upon reviewing the placement handbook, the visitors noted that the key documentation mentioned as part of the process were omitted from the handbook. In particular, the visitors did not have sight of the following documentation:

- Placement planning form,
- Supervisor placement report,
- Workplace supervisor placement report and;
- Student placement report.

Without these key documentations, the visitors were unable to determine how the education provider ensures that practice educators have relevant knowledge, skills and experience. As such, the visitors require further evidence of the relevant documentation, which supports the process described in the 'response to HCPC approval process report'.

Suggested documentation: Documentation, which demonstrates that practice educators have relevant knowledge, skills and experience such as placement planning form, supervisor placement report, workplace supervisor placement report and student placement report.

5.7 Practice educators must undertake regular training which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.

Condition: The education provider must demonstrate how they ensure that practice educators undertake regular training, which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.

Reason condition not met at this time: To evidence this condition, the visitors were provided with a narrative of how the education provide intends to ensure that all practice educators have regular training, which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme. From the narrative, the visitors understood that the training will include "information on the training route, the SOPs and SETs, assessments, the type of placement activities required, the role of the placement supervisor, professional practice, professional ethics and safeguarding issues, and any issues specific to that placement". However, beyond these broad areas, the visitors did not see the content of the training. As such, the visitors were unable to determine whether the training is appropriate to practice educators' roles and learners' needs. The visitors therefore require further detail of the training provided to practice educators in order to determine whether the training is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.

Suggested documentation: Further detail of the training provided to practice educators.

5.8 Learners and practice educators must have the information they need in a timely manner in order to be prepared for practice-based learning.

Condition: The education provider must provide further information as to how the education provider ensures learners and practice educators are fully prepared for practice-based learning.

Reason condition not met at this time: To evidence this condition, the visitors were provided with a narrative of how learners and practice educators will be prepared for practice based learning as well as an updated placement handbook (appendix 4). Upon reviewing the placement handbook, the visitors noted that the key documentation mentioned as part of the process were omitted from the handbook. In particular, the visitors did not have sight of the following documentation:

- Placement planning form,
- Supervisor placement report,
- Workplace supervisor placement report and;
- Student placement report.

Without these key documentations, the visitors were unable to determine how the education provider ensures learners and practice educators are fully prepared for practice-based learning. As such, the visitors require further evidence of the relevant documentation, which supports the process described in the 'response to HCPC approval process report'.

Suggested documentation: Documentation, which demonstrates that learners and practice educators are fully prepared for practice-based learning, such as placement

planning form, supervisor placement report, workplace supervisor placement report and student placement report.

Section 6: Visitors' recommendation

Considering the education provider's response to the conditions set out in section 4, and the request for further evidence set out in section 5, the visitors are satisfied that the conditions are met and recommend that the programme(s) are approved.

This report, including the recommendation of the visitors, will be considered at the 05 July 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).