![hcpc health & care professions council logo]

Visitors' report

Name of education provider	Canterbury Christ Church University
Programme name	MSc in mental health and approved mental health professional practice
Mode of delivery	Full time
Type of programme	Approved mental health professional
Date of visit	7 – 8 May 2015

Contents

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 a protected title 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.

As well as approving educational programmes for people who want to join the Register or have an annotation on their Registration record, the HCPC also approve a small number of programmes which are not linked to HCPC Registration. These programmes are for the profession of approved mental health practitioners (AMHPs) (for social workers, mental health and learning disabilities nurses, occupational therapists and practitioner psychologists).

The HCPC criteria for approving AMHP programmes set out the systems and processes an education provider is expected to have in place to deliver an AMHP programme, as well as the competencies professionals must achieve on completing the programme.

The visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. The education provider has until 26 June 2015 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 27 August 2015. At this meeting, the Committee will accept, reject or vary the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 13 August 2015. The visitors will consider this response and make a separate recommendation to the Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Committee on 24 September 2015.

Introduction

When the regulation of social workers in England transferred from the General Social Care Council (GSCC) to ourselves, we took responsibility for approving AMHP programmes in England. The Health and Social Care Act (2012) gives us powers to set criteria for approving AMHP programmes. A decision was made by the Education and Training Committee to visit all existing AMHP programmes. This visit is to assess the programmes against the criteria for approving AMHP programmes and professionals who complete it will be able to achieve the criteria for approved mental health professionals

This visit was an HCPC only visit. The education provider and awarding body 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	Graham Noyce (Approved mental health professional)
	Nicholas Drey (Lay visitor)
	David Abrahart (Approved mental health professional)
HCPC executive officer (in attendance)	Amal Hussein
Proposed student numbers	15 per cohort per year
First approved intake	September 2015
Chair	Ian Felstead (Canterbury Christ Church University)
Secretary	Lauren Smyth (Canterbury Christ Church University)

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	☒	☐	☐
Descriptions of the modules	☒	☐	☐
Mapping document providing evidence of how the education provider has met the criteria for approving AMHP programmes	☒	☐	☐
Practice placement handbook	☒	☐	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External examiners' reports from the last two years	☒	☐	☐

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	☒	☐	☐
Programme team	☒	☐	☐
Placements providers and educators / mentors	☒	☐	☐
Students	☒	☐	☐
Service users and carers	☒	☐	☐
Learning resources	☒	☐	☐
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	☒	☐	☐

Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the criteria for approving AMHP programmes and professionals who complete it will be able to achieve the criteria for approved mental health professionals

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 30 of the criterion have been met and that conditions should be set on the remaining 20 criterion.

Conditions are requirements that the education provider must meet before the programme can have its ongoing approval reconfirmed. Conditions are set when certain criteria have not been met or there is insufficient evidence of the criterion 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 can have its ongoing approval reconfirmed. Recommendations are made to encourage further enhancements to the programme, normally when it is felt that the particular criterion has been met at, or just above the threshold level.

Conditions

A.3 The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms

Condition: The education provider must revisit the admissions information to clarify the accreditation for prior (experiential) learning (AP(E)L) policy for the programme.

Reason: From the information provided in the documentation, the visitors noted the that the education provider has information regarding their AP(E)L policy on their university website, the policy outlined is a generic institution wide policy approach to AP(E)L. From a review of the information provided, the visitors were unable to locate any clear detailed information regarding AP(E)L within the information provided to applicants to this programme. Discussion with the programme team clarified the policy was not regularly used. The programme team spoke of the support they provided applicant through this process. However, there is little information about it in the admissions information in relation to this programme. The visitors were unclear as to how the programme applied the generic AP(E)L policy and how potential applicants were made aware of what constitutes as criteria for AP(E)L. The visitors were also unable determine how the programme team actively monitor the AP(E)L process against the AMHP competencies set out in Section 2 of Approval criteria for approved mental health professionals. The visitors therefore require the education provider to revise the admissions and programme documentation to explain the process in place.

B.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 a review of the documentation the visitors noted that the education provider did not include a business plan or any evidence to suggest that this programme is secure with the education provider. During the visit, the visitors heard that the faculty which the programme sits in, has recently had a restructure as well as the appointment of a new School Head. As a result, the education provider is currently developing a 3 year business plan. However, the visitors also heard that this programme is scheduled for a major review next year which could determine whether this programme continues to run. It was also revealed to the visitors, that last year academic this programme did not actually run, according to the education provider this is a result of the University choosing not to recruit students onto the programme as well as other variables cited by the Senior Management Team. The visitors heard that this will be looked into during the major review assessment and a decision will be made regarding this programme. From all the discussions held at the visit, the visitors were unable to see if the programme was secure within the education provider's business plan. The visitors were also unable to see if the programme was viable or had enough support. Therefore the visitors require further evidence of how the programme fits into the education providers' business plan to ensure that this criterion continues to be met.

B.2 The programme must be effectively managed

Condition: The education provider must provide further evidence of the programme management structure, highlighting the lines of responsibility of everyone involved in the day to day management of the programme.

Reason: Prior to the visit, the visitors were provided with staff curriculum vitae (CVs) for members of the team responsible for the delivery and management of the programme. However, from the information provided, it was not clear which members of the programme team would be responsible for which aspects of the programme management and who would be delivering specific areas of the programme. Also, it was not clear to the visitors whether some staff were full time or part time members of the programme team and how they contributed to the management of the programme. In addition, it was clear from the discussions at the visit, that the programme is predominately managed by the programme director. The visitors noted, however, that the programme director, is seconded for one day a week from Kent County Council to run this programme. It was evident from the discussions with the placement providers and students that the programme director is the main contact for everyone. However, the visitors were unsure how this programme is managed when the programme director is in post at another job for the remainder of the 4 working days of the week It was clear from the discussions, beside the programme director, that the placement providers would not know who they could contact within the programme team for any issues relating to this programme. The visitors therefore require further information regarding the structure for the day to day management of the programme, particularly when the programme director is away, the lines of responsibility of the teaching team, and how this is conveyed to students to ensure that they can refer to this information, and have a clear understanding regarding which members of the team will deliver each area of the programme. In this way the visitors can determine how the management of the programme will work in practice, and how students will be supported through the programme by members of the programme team when the programme director is away.

B.2 The programme must be effectively managed

Condition: The visitors require further evidence of the memorandum of agreement between the education provider and employer and further evidence of when it will be finalised.

Reason: The programme documentation submitted prior to the visit indicated this programme will be delivered in accordance with a partnership arrangement that will be detailed within a memorandum of agreement between the education provider and the employer. This memorandum of agreement will then provide the template for the effective management of the programme, including the distinct responsibilities for the different aspects of the programme and how these will be managed by the partner organisations. However, the visitors were not provided with a copy of the memorandum for Medway Council prior to the visit and were made aware at the visit that the memorandum is still in the process of being agreed and finalised. In order to determine if this programme is effectively managed between the parties, the visitors require details of the indicative content of the memorandum of agreement which may include details of placement capacity or the process for either of the partner

organisations to withdraw from the programme. In this way the visitors can determine how the programme can meet this criterion.

B.3 The programme must have regular monitoring and evaluation systems in place

Condition: The education provider must revise the documentation to clearly articulate the feedback mechanisms in place for programme monitoring and evaluation.

Reason: From the documentation provided prior to the visit, the visitors could not determine if there are regular monitoring and evaluation systems in place for this programme. During the visit, the visitors discussed the monitoring and evaluation of several aspects of the programme with the programme team. However, these systems were not always clearly reflected in the programme documentation. From the documentation the visitors were unclear about several aspects of the feedback systems in place. In particular, how student feedback is considered by the programme team, how any changes initiated by this feedback are implemented, and how any changes to the programme following feedback are communicated to students. The visitors heard that students are the only group to be given feedback forms. From this, the visitors were unclear how practice placement feedback is considered by the programme team, how any changes initiated by the practice placement providers are implemented, and how any changes to the programme following feedback are communicated back to practice placement providers and students. The visitors were therefore unable to determine if this criterion is met. The visitors require information which clearly articulates student feedback mechanisms and practice placement feedback mechanisms in place for programme monitoring and evaluation.

B.5 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme

Condition: The education provider must provide further evidence to 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 CV's submitted prior to the visit, the visitors noted that some that were included belong to staff members who taught on the social work programme. In reviewing the CV's, the visitors were unable to determine who the teaching staff would be for this programme as the visitors were not provided with any information on how these staff members would be involved in delivering this programme. Furthermore, due to the lack of clarity in who would be delivering the different aspects of the programme, the visitors were unable to determine if there is an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme. The visitors therefore require further evidence to demonstrate that there is, or will be, an adequate number of appropriately qualified and experienced staff in place to deliver this programme effectively.

B.6 Subject areas must be taught by staff with relevant specialist expertise and knowledge

Condition: The education provider must provide details of the module leaders and where contributions made from external or associate tutors will be.

Reason: From the review of the documentation submitted prior to the visit, the visitors were unable to identify who the module leaders were for this programme. During discussions with the programme team, the visitors heard that the programme director would be the module leader for majority of the subjects delivered. From this information, the visitors were unable to determine how subject areas will be taught by staff with relevant specialist expertise and knowledge. In order to be assured there is enough profession specific input to the programme to ensure subject areas will be taught by staff with the relevant specialist expertise and knowledge, the visitors require further evidence. The visitors therefore require details of the module leaders and where contributions made from external or associate tutors will be, in order to determine how this criterion can be met by the programme.

B.14 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place

Condition: The education provider must identify where students' attendance is mandatory and how the attendance mechanisms are effectively communicated and monitored.

Reason: From a review of the documentation, the visitors could not identify the attendance requirements for students or how students were informed about the mandatory elements of the programme. From the practice learning handbook, page 7 the visitors noted that "A record of attendance must be kept by the PE". In discussion with the students there was some confusion regarding understanding of the attendance policy and the associated monitoring mechanisms for this programme. The visitors also discussed the attendance policy with the programme team. It was highlighted that students are required to complete a minimum of 35 days of placements, however, it was clear students were not aware of this requirement or what would happen if they did not meet this minimum requirement. The visitors therefore were unable to determine how the programme team monitor attendance and are able to intervene if attendance became an issue. The visitors could not see where attendance requirements are communicated to students. The visitors therefore require further evidence demonstrating how this criterion is met.

D.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 programme team must provide further clarification of the formal processes used to allocate placements and ensure that all students get the experience they need to achieve the required learning outcomes.

Reason: Prior to the visit, the visitors were provided with Section 2 approval criteria for approving mental health professionals mapping document for the programme which linked the learning outcomes associated with practice placements to relevant standards of competencies. However, from the evidence provided at the visit it was clear that the local authorities as the placement providers, are responsible for providing suitable placements for students, rather than the staff team at the education provider. It was also highlighted in the meeting with the programme team that the outcomes of each of the placements is negotiated between the student and the placement provider at the first placement meeting. From the information provided the

visitors could not determine how the education provider ensures that the local authorities will provide placements to students that will be of sufficient quality, length and variety for them to meet the competencies required. From the documentation provided, the visitors could also not determine how the education provider will ensure that the allocation of placements will be equitable and provide all students with sufficient placement experience to meet the required competencies in Section 2: Approved mental health professionals. The visitors therefore require further evidence of how the allocation of placements work in practice and how the education provider will ensure that the number, duration and range of these placements ensures that all students will be provided with the opportunity to meet the required learning outcomes. In this way the visitors can determine how the programme may meet this criterion.

D.3 The practice placement settings must provide a safe and supportive environment

Condition: The education provider must provide further information clarifying how students are supported in working out of hours whilst on placement.

Reason: The visitors noted through meetings with students and placement educators that students may be required to work out of hours whilst on placement. This would most often be the case where mental health assessments are started during or after normal working hours and extend through to and past midnight. The visitors heard that both the local authorities that offer placements are moving to a 24/7 service or have already done so. In such circumstances, the visitors were unclear what support a student should expect to receive from the education provider and placement provider.

The visitors therefore require further information regarding the support mechanisms available to students on placement, specifically in relation to out of hours work. Any evidence should clearly address what support mechanisms are available from the education provider and placement provider and how this information is communicated to the student.

D.3 The practice placement settings must provide a safe and supportive environment

Condition: The education provider must provide further evidence to clearly articulate the mechanisms which will be in place to ensure a safe and supportive environment at all placement settings.

Reason: The visitors noted a number of different documents submitted by the education provider to demonstrate how the programme meets this criterion. The visitors also noted the student complaints procedure document, page 1, "Complaints relating to a placement may be better resolved within the workplace". From the documentation, the visitors were unsure how the education provider ensures all practice placements provide students with a safe and supportive environment, particularly if students may be expected to seek resolution at their placement without the support of the education provider. From the discussions at the visit, the visitors heard in great detail the efforts taken by the practice placement provider to ensure that all their placements are safe and supportive for students. However, the visitors were unable to determine the steps taken by the education provider to ensure that all placements are safe and supportive. Therefore, the visitors could not determine what the education provider's system for approving and monitoring placements are and

how, through using this system, they ensure that all practice placement settings provide a safe and supportive environment for students to learn in. To ensure this criterion is met, the visitors require further evidence to show what steps the education provider takes to ensure that practice placement settings provide a safe and supportive environment for students.

D.4 The education provider must maintain a thorough and effective system for approving and monitoring all placements

Condition: The education provider must submit evidence to demonstrate how they maintain a thorough and effective system of approving and monitoring all placements.

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 placements. When this was discussed with the programme team, the visitors remained unclear as to how the education provider would maintain overall responsibility for the approval and monitoring of practice placements. 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 placements, and how they are put into practice, to ensure this standard is met. In particular, the visitors require further evidence of the criteria used to approve placement providers and settings, the overall process for the approval and on-going monitoring of placements, and how information gathered from placement providers at approval, or during a placement experience is considered and acted upon.

D.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

Condition: The education provider must provide evidence of how they ensure equality and diversity policies are in place within practice placements.

Reason: The documentation submitted prior to the visit included the procedures for approving and monitoring practice placement providers, as well as the education provider's equality and diversity policies. The visitors reviewed this information but were unable to determine from this how the education provider ensures that practice placement providers have equality and diversity policies in place in relation to students. Discussions with the programme team indicated that there is a process in place to ensure practice placement providers have equality and diversity policies in place, but the visitors were unsure what these processes were and how this process formed part of the auditing and approving of all placements. In order to determine how the programme continues to meet this standard the visitors require the education provider to provide evidence to demonstrate how they ensure practice placement providers have equality and diversity policies in place.

D.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting

Condition: The education provider must provide further evidence to demonstrate how they ensure all placement settings have an adequate number of appropriately qualified, experienced and, where required, registered staff

Reason: From the initial documentation and information provided regarding the approval and monitoring of placements, the visitors could not determine how the education provider ensures that practice placements have an adequate number of appropriately qualified and experienced staff. In scrutinising evidence, such as the 'Practice Placement Arrangement' documentation provided and in discussions with the programme team and the practice placement provider, the visitors learnt that the local authorities hold a database of staff that can act as placement educators. Due to the evidence provided and discussions, the visitors were unclear how much responsibility the education provider has and would continue to have for ensuring that the placement settings have an adequate number of appropriately qualified, experienced and, where required, registered staff in place. The visitors were therefore unable to make a judgment about whether this criterion is met, and require further evidence as to how the education provider ensures practice placements have an adequate number of appropriately qualified and experienced staff.

D.7 Practice placement educators must have relevant knowledge, skills and experience

Condition: The education provider must provide further evidence to demonstrate how they ensure all practice placement educators have the relevant knowledge, skills and experience.

Reason: From the documentation received, the visitors could not determine how the education provider ensures that practice educators have the relevant knowledge, skills and experience. For this standard, the education provider referenced the submission document in their SETs mapping document. The visitors had the opportunity to meet with the practice placement providers who spoke in detail about the steps they take to ensure their practice educators have the relevant knowledge, skills and experience. During discussions with the programme team, the visitors heard that there is a record kept by the programme team which records the qualification and experience of practice placement educators. However, the visitors were not presented with the record discussed. The visitors therefore had insufficient evidence to make a judgment about whether this criterion is met, and require further information to demonstrate how the education provider will ensure all practice placement educators have the relevant knowledge, skills and experience to supervise students from this programme.

D.8 Practice placement educators must undertake appropriate practice placement educator training

Condition: The programme team must provide further evidence to demonstrate how they ensure that practice placement educators have undertaken the appropriate placement educator training.

Reason: From the initial documentation and information provided regarding the approval and monitoring of placements, the visitors could not determine how the education provider ensures that practice placement educators have relevant knowledge, skills and experience to supervise students from this programme. The

visitors had the opportunity to meet with the practice placement educators, who revealed that they have not attended practice placement educator training in a number of years. Without training the visitors were unable to determine how practice placement educators are prepared to deliver both formative and summative assessment as well as how this is consistent across placements. The visitors heard that practice placement providers ensure that their own practice educators had undergone their own in house training. But they were unclear about the steps taken by the education provider to ensure that suitably trained placement educators were in place for students. From the discussions at the visit, it was clear that no formal training was available to practice placement educators. As such the visitors had insufficient evidence to make a judgment about whether this criterion is met, and require further evidence of that practice placement educators are undergoing appropriate training and have access to regular follow up training.

D.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed

Condition: The education provider must provide further evidence of their processes to ensure placement educators are appropriately registered.

Reason: From the initial documentation provided, the visitors could not determine how the education provider ensures practice placement educators are appropriately registered, or agree other arrangements. During discussions with the programme team, the visitors heard that registration of practice educators are held with the local authorities. From this evidence the visitors could not determine what process the education provider had in place to ensure that all placement educators will be appropriately registered and what other arrangements would be agreed if this was not possible. During discussions at the visit, the visitors heard that a register of all practice placement educators will be held by local authorities and that this register will record the practice placement educators' registration status. However, the visitors were unclear as to how the education provider would maintain responsibility for ensuring placement educators are appropriately registered if the registration of practice educators are held by the local authorities. They were also unclear as to the role of the education provider in agreeing other arrangements should appropriately registered practice placement educators not be available at certain placement sites. To ensure that this standard is met, the visitors require further evidence of the process in place which ensures that placement educators are appropriately registered and what arrangements will be put in place should registered placement educators not be available.

D.10 There must be regular and effective collaboration between the education provider and the practice placement provider

Condition: The programme team must provide further evidence of regular and effective collaboration between the education provider and the practice placement provider.

Reason: In the documentation submitted by the education provider, the visitors noted the collaborative arrangements described in the documentation. However, from the description the visitors were unsure if the collaborative arrangements involved, included regular meetings or other methods of communication between the education

provider and the placement provider. In discussions at the visit with the practice placement providers and practice educators, the visitors heard that there is no formal communication channel operating between the placement providers and the education provider. The placement provider and practice educators expressed concerns around their relationship with the education provider, in particular that there is no system in place where they can comment on their experience of supervising students on placement, influence the structure of practice placement or provide feedback on the programme's planning and design. From the discussions at the visit, the visitors noted that this programme has no formal mechanism in managing the collaborative relationship between the practice placement providers, educators and the education provider. Therefore, the visitors were unable to find evidence from the documentation and discussions to determine how the education provider will ensure regular and effective collaboration with the practice placement providers and consequently how this criterion is met. The visitors require further evidence to show this standard is met.

D.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:
- **the learning outcomes to be achieved;**
- **the timings and the duration of any placement experience and associated records to be maintained;**
- **expectations of professional conduct;**
- **the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and**
- **communication and lines of responsibility.**

Condition: The programme team must provide further information as to how the education provider ensures placement educators and students are fully prepared for placements.

Reason: The visitors could not determine from the evidence provided how the education provider ensures that students, practice placement providers and educators are fully prepared for placement. In particular they could not identify how they were made aware of the students' ability and expected scope of practice while on placement and what the expectations of both the students and practice placement educators should be at each individual placement to ensure that students gain the experience they require. During the discussions at the visit, the visitors heard that the practice provider and educators often felt unprepared to take on students. This was confirmed to the visitors by the students, who described their experience of placement where often it seemed that practice educator or the placement provider were not aware that they were coming for placement. The visitors therefore require information about the mechanisms in place, which demonstrate how the education provider ensures students are fully prepared for placement. 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 students and practice placement educators at placement are managed to ensure that students get the experience they require to meet the relevant learning outcomes. Therefore, the visitors require further evidence to demonstrate how placement providers, practice placement educators and students will be prepared for placements by the education provider.

E.6 There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment

Condition: The education provider must submit appropriate programme documentation to clearly demonstrate how they have effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment.

Reason: The visitors reviewed the assessment strategy as outlined in the programme documentation, but were unable to determine from the evidence provided, the process in place to ensure appropriate standards in assessment. In discussion at the visit the programme team gave a brief outline of the marking strategy specific to this programme which indicated that assessment would be doubled marked generally by academics but there may be some aspects of the assessment undertaken by individuals outside of the academic programme team, such as local authority partners. In addition, the visitors heard that there is a practice moderation panel that ensures consistency in marking. The visitors could not find detail in the documentation as to these arrangements, or how people outside the programme team would be trained for involvement in assessment. They were also not clear on the details of moderation for the assignments within the academic team, and therefore were unable to determine a clear internal moderation strategy in relation to this programme. The visitors therefore require further evidence as to the marking procedures and internal moderation processes in place to ensure that appropriate standards of assessment are met.

E.8 Assessment regulations must clearly specify that any requirements for an aegrotat award which may be made will not lead to eligibility to be approved as an AMHP

Condition: The education provider must submit further evidence that assessment regulations clearly specify requirements for an aegrotat award not to provide eligibility to apply to a local authority to be approved as an AMHP.

Reason: From the documentation provided the visitors could not identify where it is clearly stated that aegrotat awards do not provide eligibility to apply to a local authority to be approved as an AMHP. The visitors were also unclear as to how this information is clearly communicated to students. The visitors therefore require further evidence to demonstrate where in the programme documentation it is clearly stated that aegrotat awards do not provide eligibility to apply to a local authority to be approved as an AMHP.

E.10 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 an appropriate professional register

Condition: The education provider must provide further evidence which makes clear in the programme documentation that at least one external examiner for the programme will be from the relevant part of an appropriate professional register, unless other arrangements are agreed.

Reason: In the documentation submitted by the education provider there was insufficient detail about the external examiner recruitment policy. It was not evident that there was an explicit requirement for at least one of the external examiners to be from the relevant part of an appropriate professional register. In order to determine this

criterion is met, the visitors require further evidence of the HCPC requirements regarding external examiners within the programme documentation.

Recommendations

B.10 The learning resources, including IT facilities, must be appropriate to the curriculum and must be readily available to students and staff

Recommendation: The programme team should keep under review the length of time it takes for students gain a library card, and to gain access to learning resources for the programme including IT facilities, to continue to be appropriate to the curriculum, and readily available to students.

Reason: From discussion with the students it was apparent that they were satisfied with the resources associated with this programme. However, some students spoke of difficulties in registering with the library, in particular delays in receiving a library card. The visitors noted that without a library card, students are unable to access the resources including IT facilities. The visitors would like to encourage the programme team to keep under review the length of time it takes for students to gain a library card, and in turn access to the learning resources they need for the programme and to ensure that resources continue to be readily available to all students going forward.

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