

## Visitors' report

<b>Name of education provider</b>	University of Brighton
<b>Programme name</b>	Post Graduate Diploma Approved Mental Health Practice
<b>Mode of delivery</b>	Part time
<b>Type of programme</b>	Approved mental health professional
<b>Date of visit</b>	11 – 12 March 2014

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## Executive summary

The Health and Care Professions Council (HCPC) approve educational programmes in the UK which health and care professionals must complete before they can apply to be registered with us. We are a statutory regulator and our main aim is to protect the public. We currently regulate 16 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using 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 professionals (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. This recommended outcome was accepted by the Education and Training Committee (Committee) on 15 May. At the Committee meeting, the ongoing approval of the programme was re-confirmed. This means that the education provider has met the condition(s) outlined in this report and that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

## 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 did not validate or review the programme at the visit and the professional body did not consider their endorsement of the programme. The education provider supplied an independent chair and secretary for the visit.

## Visit details

Name of HCPC visitors and visitor role	David Abrahart (Approved mental health professional) Robert Goemans (Approved mental health professional)
HCPC executive officer (in attendance)	Louise Devlin
Proposed student numbers	19 per year
First approved intake	May 2014
Chair	Phil Mandy (University of Brighton)
Secretary	Shoshana Ormonde (University of Brighton)

## Sources of evidence

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

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

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

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

## Recommended outcome

To recommend a programme for 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 48 of the criterion have been met and that conditions should be set on the remaining two criteria.

Conditions are requirements that the education provider must meet before the programme can be recommended for approval. Conditions are set when certain criteria have not been met or there is insufficient evidence of the criteria being met.

The visitors have also made a recommendation for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular criterion has been met at, or just above the threshold level.

## Conditions

### **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 provide further evidence of the follow up actions that are taken if students do not attend either the practice or taught elements of the programme, specifically regarding what would trigger procedures for poor attendance, and how students are informed of this.

**Reason:** From a review of the course handbook, the visitors noted that “students are required to attend ALL teaching, tutorial and practice learning sessions” (page 61), and a register is kept to monitor attendance in taught sessions. However, it was not clear from the documentation, or in discussions at the visit, the follow up actions that are taken if a student has poor attendance on the programme. As such, the visitors could not see if students were required to inform the programme or placement team if they were not able to attend sessions, how students were made aware of the follow up process, and any consequences of missing practice or taught elements for the student. The visitors therefore require further evidence of the process in place if student attendance falls below the requirement of 100 per cent that is stated in the course handbook, and how students are informed of this process.

### **E.7 Assessment regulations must clearly specify requirements for student progression and achievement within the programme**

**Condition:** The education provider must provide further evidence of the requirements for student progression and achievement within the programme, with regards to the process that would be followed if a student were failing placement.

**Reason:** In discussion with the programme team and the placement team at the visit, the visitors were given examples of actions that would be taken if a student was failing their placement. This included the tutor visiting the placement, and various discussions that would take place between the programme team, placement team and student. However, from a review of the documentation, the visitors could not see evidence of a formal process in place that the programme team would follow, if a student were failing their placement. As such, the visitors could not see where the requirements for student progression within placement, and in particular what would prevent a student progressing on placement, were clearly specified. The visitors therefore require further evidence of the requirements for student progression on placement, how students are informed of the process that is followed if they do not pass their placement, and how students are made aware of the options available to them in this case.

## Recommendations

### **D.12 Learning, teaching and supervision must encourage safe and effective practice, independent learning and professional conduct**

**Recommendation:** The education provider should consider including a minimum requirement for the amount of supervision that students should receive on placement.

**Reason:** The visitors were satisfied that student supervision on placement encourages safe and effective practice, independent learning and professional conduct and therefore that this standard is met. However, in discussion with the students and the placement team at the visit, the visitors noted that there were differences in the amount of supervision, and how often students were supervised, between the various local authorities in the partnership. Whilst the visitors appreciate that there is a need for flexibility in regards to how students are supervised on placement on a programme of this nature, the visitors would like to recommend that the programme team consider including a minimum requirement for the amount of supervision that students should receive on placement. This will ensure that going forward, all parties, including students, have a clear understanding of the education provider's expectations regarding supervision, and therefore that this standard continues to be met.

David Abrahart  
Robert Goemans