

## Visitors' report

<b>Name of education provider</b>	University of East London
<b>Programme name</b>	Professional Doctorate in Occupational Psychology
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Practitioner psychologist
<b>Relevant modality / domain</b>	Occupational psychologist
<b>Date of visit</b>	8 – 9 October 2013

## Contents

Executive summary .....	2
Introduction.....	3
Visit details .....	3
Sources of evidence .....	4
Recommended outcome .....	5
Conditions.....	6
Recommendations.....	11

## Executive summary

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

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. This recommended outcome was accepted by the Education and Training Committee (Committee) on 15 May. At the Committee meeting, the programme was approved. 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

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

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

## Visit details

Name of HCPC visitors and profession	Stephen Fisher (Occupational psychologist) Rosemary Schaeffer (Occupational psychologist)
HCPC executive officer (in attendance)	Hollie Latham
HCPC observer	Jamie Hunt
Proposed student numbers	12
Proposed start date of programme approval	September 2014
Chair	William Munday (University of East London)
Members of the joint panel	Lucy Kerry (British Psychological Society) Matthew Jelis (British Psychological Society) Michal Tombs (British Psychological Society)

## Sources of evidence

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

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

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

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"/>

The HCPC met with students from similar programme in the school as the programme seeking approval currently does not have any students enrolled on it.

## Recommended outcome

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

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

The visitors agreed that 45 of the SETs have been met and that conditions should be set on the remaining twelve SETs.

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

The visitors have also made a recommendation for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme 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 standard of education and training has been met at, or just above the threshold level.

## Conditions

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

**Condition:** The education provider must revise the admissions procedures and programme documentation to clearly articulate the procedures for criminal convictions checks for the programme.

**Reason:** From the documentation provided prior to the visit, the visitors could not identify whether information was provided to applicants about who would fund criminal conviction checks. It was also unclear if the admissions procedures had protocols in place to deal with declared criminal convictions. In discussions with the programme team, they stated that criminal conviction checks would be funded by the education provider and that there were appropriate protocols in place should a conviction arise through the admissions process, but did not state what the protocols were. The visitors require evidence to show how funding arrangements are communicated to students prior to taking up a place on the programme, and the policy in place if an applicant declares a criminal conviction.

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

**Condition:** The education provider must identify relevant health requirements in the information it makes available to applicants and formalise the process for dealing with any health issues that are declared.

**Reason:** Documentation provided prior to the visit outlined the need for applicants to disclose any health issues. However, no clear information for applicants of how health is considered through application was set out in the programme documentation and there was no information about how relevant health issues would be addressed. When speaking with students, the visitors heard that they were not aware of any clear health requirements prior to taking up a place on the programme. The visitors require further evidence to demonstrate how the admissions procedures include consideration of applicants' health, and to demonstrate that potential applicants and students are fully aware of the requirements of the programme.

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

**Condition:** The education provider must revisit all of the programme documentation, and any advertising materials, to ensure that the terminology in use is accurate when referencing the Health and Care Professions Council (HCPC).

**Reason:** The visitors noted that elements of the programme documentation submitted by the education provider were not accurate when referencing the HCPC, for example: "...including the Health Professional Council (HCPC)..." (Programme Handbook, page 62). In particular, there were instances of referring to the HCPC by its previous name, for example: "...and the statutory regulator (HPC)." (Placement Handbook, page 50). The visitors considered that the incorrect use of terminology could be misleading to applicants and students and therefore require all programme documentation, including advertising materials, to be amended to remove any instance of incorrect terminology.

### **3.14 Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.**

**Condition:** The education provider must ensure that where students participate as service users in practical teaching, or partake in discussions involving personal information, appropriate protocols are used to obtain and document their consent.

**Reason** From discussions with the students, the visitors noted that they participate in group discussions based on personal experiences. However, the visitors were unable to determine from the documentation if there were any protocols for gaining and documenting students' consent. From discussions with the programme team, the visitors learnt that verbal consent is obtained during group discussions and that participation is not mandatory, however, there is no clear system in place to evidence this. The visitors therefore require the education provider to provide evidence of appropriate protocols for gaining students' informed consent and that students have been informed of their right to confidentiality.

### **3.16 There must be a process in place throughout the programme for dealing with concerns about students' profession-related conduct.**

**Condition:** The education provider must provide evidence that sets out the procedures for identifying and addressing concerns about students' profession-related conduct, including how this procedure will be communicated to students and practice placement educators.

**Reason:** Discussion with the programme team included how concerns about students' profession related conduct would be managed and how practice placement educators were made aware of this. It was mentioned that the practice placement educator would be informed, in training, that they could contact any member of the programme team to discuss their concerns whilst a student was on placement. However, the visitors could find only limited information in the programme documentation about the process used for dealing with any issues around professional related conduct whilst on placement. Due to the different aspects of managing concerns around students' fitness to practise the visitors were unclear as to how the education provider and practice placement providers would work together. As the visitors were unclear about how students' profession-related conduct would be dealt with while students are on placement, they require further evidence to demonstrate that this standard is met.

### **4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.**

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

**Reason:** The documentation provided prior to the visit included module descriptors, together with a mapping document giving information about how students who successfully complete the programme meet the SOPs. However, the SOPs mapping made broad references, rather than specific references. Therefore, the visitors were unclear how each of the module learning outcomes linked to each of the SOPs, to ensure that a student completing the programme meets the SOPs for occupational

psychologists. From discussions with the programme team the visitors heard that the necessary learning outcomes were in place but were yet to be finalised through documentation. Therefore, the visitors were still not satisfied that this standard was met. Further documentation will be required to clearly evidence how the learning outcomes ensure that each student meets the SOPs on successful completion of the programme. The visitors have suggested that the education provider submits further documentation that clearly defines the link between the module learning outcomes and SOPs in order to meet this condition.

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

**Condition:** The education provider must provide further evidence to demonstrate how they will ensure the range of placements will be appropriate to support the achievement of the learning outcomes.

**Reason:** The documentation provided suggests that students should come prepared with their own practice placement provider secured. The visitors heard from the programme team that placements were likely to be in one, but possibly two, placement settings. The visitors also heard, in the practice placement team meeting, that the programme team are currently in the process of seeking wider placements for the programme. However, it was articulated that plans were currently in development and were only with a small number of companies. Therefore there could be a limited range of practice placement providers, and no formal arrangements have been made at this stage. The visitors were unable to determine how the programme team and the practice placement provider(s) would manage the placement to ensure that students understood the key concepts of the bodies of knowledge which are relevant to occupational psychologists alongside a range of experience in supporting how the learning outcomes are achieved. The visitors noted the importance of students gaining a wide range of learning experiences to support the delivery of learning outcomes. The visitors therefore require further evidence to demonstrate how the programme will ensure how the range of placements will be appropriate to support the students' achievement of the learning outcomes.

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

**Condition:** The education provider must provide more detail on the content of practice placement educator training to ensure that each practice placement educator will be fully prepared when they come to work with students.

**Reason:** Documentation provided prior to the visit states that practice placement educators must "...be willing to undertake and successfully complete our supervisor placement workshop...". It is unclear, however, what the content of this training is, "...which introduces them to the academic, professional and pastoral standards and responsibilities..."(Placement Handbook, page 12). Discussion with the programme team did not provide further details about the nature of the training undertaken by practice placement educators for this programme. The visitors received no information regarding the specific content and learning outcomes of such training. The visitors were therefore unclear as to how the programme team would ensure practice placement educators are appropriately prepared for the requirements of the programme. The

visitors therefore require further information regarding the content and learning outcomes of practice placement educator training to ensure they are appropriately trained to work with students from this programme.

**6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.**

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

**Reason:** The documentation provided prior to the visit included module descriptors, together with a mapping document giving information about how the assessments of students who successfully complete the programme meet the SOPs. However, the SOPs mapping made broad references, rather than specific references. Therefore, the visitors were unclear how each of the assessment of module learning outcomes linked to each of the SOPs, to ensure that a student completing the programme meets the SOPs for occupational psychologists. From discussions with the programme team the visitors heard that the necessary assessments of learning outcomes were in place but were yet to be finalised through documentation. Therefore, the visitors were still not satisfied that this standard was met. Further documentation will be required to clearly evidence how the assessment of learning outcomes ensures that each student meets the SOPs on successful completion of the programme. The visitors have suggested that the education provider submits further documentation that clearly defines the link between the assessment of module learning outcomes and SOPs in order to meet this condition.

**6.8 Assessment regulations, or other relevant policies, must clearly specify requirements for approved programmes being the only programmes which contain any reference to an HCPC protected title or part of the Register in their named award.**

**Condition:** The education provider must revisit the programme documentation to clearly articulate that any exit awards from the programme do not provide eligibility for graduates to apply for admission to the HCPC register, and do not contain any reference to an HCPC protected title or part of the Register in the award title.

**Reason:** From discussions with the programme team it is clear that they intend to provide two exit routes from the programme. However there had been no decision made at this point about the titles of these exit awards. The visitors noted that there was a possibility for confusion by students as the documentation provided did not clearly state the option of an exit award, or if such award was given, that it would not provide eligibility to apply to the HCPC Register. The visitors therefore require updated information to clarify if exit awards will be available and that the names of such exit awards do not contain any reference to an HCPC protected title or part of the Register. It will also need to be evidenced how this information is made clear to students.

**6.9 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.**

**Condition:** The education provider must ensure that the programme documentation clearly articulates that any aegrotat award given will not provide eligibility for admission to the Register.

**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 the Register. The visitors were also unclear as to how this information is clearly communicated to students. The programme team were also unclear whether aegrotat awards would be offered for the programme or not. The visitors therefore require further evidence to demonstrate that, should aegrotat awards be given, they do not provide eligibility to apply to the Register. In this way the visitors can be sure that this information is available to students and that this standard is met.

**6.11 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.**

**Condition:** The education provider must revise the assessment regulations to clearly articulate that at least one of the external examiners appointed to the programme will be HCPC registered, unless alternative arrangements are agreed with the HCPC.

**Reason:** In the documentation submitted by the education provider there was insufficient detail regarding the registration status of an external examiner in the external examiner recruitment policy specific to the programme. In discussion with the education provider it was stated that no current external examiner as in place for the programme. The visitors' therefore require the education provider to revisit the programme documentation to show evidence that HCPC requirements on the programme have been included to demonstrate that this standard has been met.

## Recommendations

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

**Recommendation:** The education provider should inform the HCPC of any future changes to the programme's curriculum, especially considering any changes made to the Division of Occupational Psychology's curriculum framework.

**Reason:** In discussions with the programme team, it was mentioned that the curriculum may change with the upcoming implementation of new guidelines from the British Psychological Society (BPS). Discussion at the visit indicated that, as part of this change, the programme team may amend the module descriptors learning outcomes and assessments. The visitors were satisfied that this standard is met currently, but they would like to remind the education provider that if these changes take place that they inform the HCPC via the major change process.

Stephen Fisher  
Rosemary Schaeffer