Visitors' report

Name of education provider	University of Bradford
Programme name	BSc (Hons) Physiotherapy
Mode of delivery	Full time
Relevant part of HPC Register	Physiotherapist
Date of visit	5 – 6 May 2011

Contents

Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Physiotherapist' or 'Physical therapist' must be registered with us. The HPC keep a register of health 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 ongoing approval of the programme. The education provider has until 5 July 2011 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 25 August 2011. At this meeting, the Committee will accept 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 27 July 2011. 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 13 October 2011.

Introduction

The HPC visited the programme at the education provider to consider major changes proposed to the programme. The major change affected the following standards – curriculum and assessment. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that 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 education provider validated the programme and the professional body considered their accreditation of the programme. The education provider, the professional body and the HPC formed a joint panel, with an independent chair and secretary, 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 HPC's recommendations on the programme only. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. Separate reports, produced by the education provider and the professional body outline their decisions on the programme's status.

Visit details

Name of HPC visitors and profession	Anthony Power (Physiotherapist) Jacqueline Waterfield (Physiotherapist)
HPC executive officer (in attendance)	Ruth Wood
Proposed student numbers	55 per cohort once a year
First approved intake	01 September 1997
Effective date that programme approval reconfirmed from	01 September 2011
Chair	Beverly Lucas (University of Bradford)
Secretary	Laura Baxter (University of Bradford)
Members of the joint panel	Vanessa Taylor (Internal Panel Member)
	Fiona MacVane (Internal Panel Member)
	Crina Oltean-Dumbrava (Internal Panel Member)
	Dean Harrington (Internal Panel Member)
	Donna Irving (Internal Panel Member)
	Carol Higgison (Internal Panel Member)
	Julia Pansini-Murrell (Internal Panel Member)
	Nina Paterson (Chartered Society of Physiotherapy)

Sources of evidence

Prior to the visit the HPC 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 SETs	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☒	☐	☐
Practice placement handbook	☒	☐	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External examiners' reports from the last two years	☒	☐	☐
Information regarding programme revisions	☒	☐	☐

During the visit the HPC 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	☒	☐	☐
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 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 ongoing approval of the programme is reconfirmed.

The visitors agreed that 52 of the SETs have been met and that conditions should be set on the remaining 5 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing 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 number of recommendations 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 ongoing 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.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

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

Condition: The programme team must revisit the programme specification document and any advertising materials, to ensure the policies of accreditation of prior (experiential) learning (APL) and prior certificated learning (APCL) are clearly articulated.

Reason: Documentation provided prior to the visit stated through education provider-wide accreditation of prior (experiential) learning (APL) or prior certificated learning (APCL) procedures, applicants could "claim up to 50% of the balance of the named award for which you enrol" (p5, Accreditation of Prior Learning Guidance). Discussion with the programme team indicated that although the education provider-wide regulations of 50% were applicable, this did not include clinical aspects of this programme as all clinical aspects needed to be completed in order to successfully complete the programme. The visitors were satisfied with this clarification however considered this to be important information for potential applicants and students on the programme and as such should be clearly articulated to them. The visitors therefore require the programme team to revisit the programme specification document and advertising materials, to ensure the areas of the programme which will not be considered for APL and APCL requests are clearly articulated.

3.9 The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.

Condition: The programme team must revisit programme documentation to clearly articulate what English language support is available to students on the programme.

Reason: Documentation provided prior to the visit included English language criteria for entry to the programme which was GCSE grade C or equivalent or an appropriate International English Language Testing System (IELTS) score of 6.5 (SETs mapping document 2.2). The visitors were aware this potentially means there could be students on the programme who struggle with their language ability. In discussion with the programme team a number of resources were highlighted which would be available to support a student if they were struggling with their language ability through the programme. These resources included courses and workshops held by the education providers' Language Centre to which any student struggling with language would be encouraged to attend. The programme team additionally mentioned that measures would be put in place to ensure the students were available at the appropriate times to attend the scheduled courses or workshops. The visitors were encouraged by these options available however felt the information provided for students lacked detail about these resources to support their learning. Therefore the visitors require the programme team to revisit programme documentation (such as the programme

handbooks) to clearly articulate what support is available for any student who would like to access the resources available to improve their use of the English language.

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 programme team must provide further information that demonstrates how the programme ensures that students will meet SOP 1b.3 upon completion the programme.

- SOP 1b.3: be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5

Reason: Documentation provided prior to the visit indicated admission criteria for entry to the programme included a "GCSE English Language Grade C or equivalent" for those applying through the Universities & Colleges Admissions Service (UCAS). International applicants must have achieved an International English Language Testing System (IELTS) score of "6.5 overall" (SETs mapping document 2.2). The visitors were aware that upon admission to the HPC Register the applicant must be able to communicate to the standard of Level 7 of the IELTS with no element less than 6.5. The visitors were unclear as to how the programme team would ensure that a student entering the programme with an IELTS score of 6.5 would be able to meet the relevant SOP upon completion of the programme.

In discussion with the programme team it was indicated there were a number of resources available held outside of the programme to support the student through the programme. Information about these additional resources was not included in the programme documentation for students.

The visitors were encouraged by these options available however considered there was the possibility the optional courses or workshops would not be attended. It is the programme teams' responsibility to ensure any issues with students English language ability be resolved and for the programme team to ensure the relevant SOP is met upon completion of the programme. The visitors suggest this condition be looked at alongside the condition for SET 3.9 and 6.1 as they both link directly to how the programme supports the required learning and ensures the students meet all SOPs upon completion of the programme.

The visitors require the programme team to clearly articulate how they will ensure that upon completion of the programme SOP 1b.3 will be met and to ensure students are informed of the support available.

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

Condition: The programme team must provide evidence they are able to monitor the 'refresher' training uptake for established practice educators and take appropriate measures to ensure some means of 'refresher' training is undertaken.

Reason: From documentation and discussions held at the visit, it was clarified that initial supervisory training for practice educators was a mandatory requirement prior to their working with students and that secondary 'refresher' training for established educators was held regularly. Discussions with the placement providers indicated there were some difficulties encountered when trying to attend the secondary training sessions. The programme works together with three other education providers in the region to provide training for placement educators.

The visitors appreciate the difficulties with fitting training around practice hours and ensuring all placement educators are informed of training sessions. With these difficulties the visitors considered it to be important to be able to track the attendance of practice educators at the 'refresher' training sessions. The visitors suggest that developing a system in addition to the Regional Education Audit Tool (REAT) would be beneficial as this would allow both initial training and 'refresher' training to be monitored.

In doing this the programme team will then be able to monitor supervisors' education and identify when refresher training has not been undertaken over a period of time. The programme team will then be able to focus efforts to ensure the practice educators remain current with updates to the programme and refresh their supervisor skills. This could be through requiring the practice educators to attend a specific session or through other means of delivering the content of the training to the practice educator such as through online support, peer support meetings or workshops, visits to the placement or practice educator self-appraisals.

The visitors therefore require the programme team to provide evidence they are able to monitor the engagement with 'refresher' training for established practice educators and take appropriate measures to ensure some means of 'refresher' training is undertaken.

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 programme team must provide further information that demonstrates how the programme ensures that students will meet SOP 1b.3 upon completion of the programme.

- 1b.3: be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5

Reason: Documentation provided prior to the visit indicated the admission criteria for entry to the programme included a "GCSE English Language Grade C or equivalent" for those applying through UCAS (Universities & Colleges Admissions Service). International applicants must have achieved an International English Language Testing System (IELTS) score of "6.5 overall" (SETs mapping document 2.2). The visitors were aware that upon admission to the HPC Register the applicant must be able to communicate to the standard of Level 7 of the IELTS with no element less than 6.5. The visitors were unclear as to how the programme would be able to assess the relevant SOP is met by students who enter the programme with an IELTS score of 6.5.

In discussion with the programme team it was indicated there were a number of resources available held outside the programme to support a student through the programme if they were struggling with their English language ability. The information about these additional resources was not provided for students in the programme documentation.

For clarification for the programme team, once an HPC approved programme has been successfully completed, upon application to the Register the applicant need not submit evidence that they meet SOP 1b.3. Their successful completion of the approved programme which meets all SETs will ensure they meet this SOP. The visitors therefore need to be sure the programme team can ensure this SOP is met by whatever means are appropriate. Options were discussed at the visit regarding how the programme team will determine how they do this, whether by holding in-house assessments, funding IELTS or other means to ensure the student can meet SOP 1b.3 upon completion of the programme. The visitors suggest this condition be looked at alongside the condition for SET 3.9 and 4.1 as they both link directly to how the programme supports the required learning and ensures the students meet all SOPs upon completion of the programme.

In light of the information above, the visitors require the programme team to clearly articulate how they will ensure that upon completion of the programme SOP 1b.3 will be met and to ensure students are informed of the support available.

Recommendations

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

Recommendation: The programme team may wish to consider expanding their consent policies in place to include other activities of the programme.

Reason: Documentation and discussions held at the visit detailed the consent policies in place for when students are required to participate as service users in practical and clinical teaching. The visitors were therefore satisfied with this information and content this standard was met. The visitors are aware that a programme such as this calls for personal reflection and includes the sharing of personal experiences as a group. The visitors also have knowledge of 'assent' policies which are signed by students to show they understand the importance of confidentiality when discussing personal reflections or experiences from clinical work. The visitors felt that in terms of the confidentiality aspects of group work an 'assent' policy and form, was a good idea. This would ensure all participants of the group work are aware of the implications of confidentiality. The visitors also felt a policy such as this would link in with the SOPs for the profession (1a.3 understand the importance of and be able to maintain confidentiality) and therefore strengthen the students understanding of the relevance of the SOPs to their clinical work. The visitors therefore recommend the programme team consider expanding their consent policies to include other activities of the programme.

4.5 The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.

Recommendation: The programme team may wish to consider including references to the HPC Guidance on conduct and ethics for students in relevant module indicative reading lists and programme documentation.

Reason: From documentation and discussions held at the visit, the visitors were content the programme's curriculum ensured the students' understood the implications of the HPC's standards of conduct, performance and ethics. The HPC has published a document specifically for students - Guidance on conduct and ethics for students. The visitors felt this document could be communicated to students alongside teaching about the HPC's standards of conduct, performance and ethics to enhance their learning and provide the students with further tools to understand what is required of them when they become practitioners.
Therefore the visitors wish to recommend the programme team include references to the HPC Guidance on conduct and ethics for students in relevant module indicative reading lists and programme documentation.

4.9 When there is interprofessional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.

Recommendation: The programme team may wish to consider reviewing how they can better present all interprofessional learning aspects of the programme to the students.

Reason: From documentation and discussions held at the visit, the visitors were satisfied this standard was met. However, the visitors felt the students were not fully aware of all of the different types of interprofessional learning in the programme. When asked about interprofessional learning the students only discussed the IPE modules they had taken (which have now been revised as Core Modules). The visitors felt the programme had other areas where shared learning experiences took place which were not recognised as interprofessional learning by the students. The visitors felt any environment where there were differing student professionals present should be thought of as an interprofessional learning experience– such as the modules taught with the occupational therapy students. The visitors considered interprofessional learning to encompass health professionals and all members of the staff team at the clinical setting. The visitors felt these aspects of interprofessional learning were not being promoted enough to the students on the programme. The visitors wish to recommend the programme team review how they can better present all interprofessional learning aspects of the programme to the students.

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

Recommendation: The programme team may wish to consider developing their Regional Education Audit Tool (REAT) so it can be used with placement settings outside of the National Health Service (NHS).

Reason: From documentation and discussions held at the visit, the visitors were satisfied this standard was met. The visitors considered the Regional Education Audit Tool (REAT) to be a useful approach to the approval and monitoring of placements across the four education providers in the region. Increasingly the programme is arranging placements outside the National Health Service (NHS) settings and additionally, at the end of year 2, there is an elective placement which the student must organise themselves, subsequently there is the option for them to choose a placement which is outside of the NHS. While these are currently dealt with on a case by case basis the visitors felt the REAT could be adapted for use with placements outside of the NHS to provide a standard process for all placements used by the programme. The visitors therefore wish to recommend to the programme team that they look to developing the REAT for use with placement settings outside of the NHS.

Anthony Power
Jacqueline Waterfield

Response from the Bradford BSc Physiotherapy Course Team

Name of HPC visitors and profession	Anthony Power (Physiotherapist) Jacqueline Waterfield (Physiotherapist)
HPC executive officer (in attendance)	Ruth Wood
Proposed student numbers	55
First approved intake	01 September 1997
Effective date that programme approval reconfirmed from	01 September 2011
Chair	Dr Beverly Lucas (University of Bradford)
Secretary	Laura Baxter (University of Bradford)

Observations:

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

The Course Team are disappointed in this with regards to their work that has resulted in the collaborative production of on-line learning materials in partnership with service users and carers, in the form of the open access virtual community of 'Bradton'. http://bradton.pbworks.com/

We believe this work to be highly innovative and original with external partnerships being key to this activity. We have worked with JISC, ALT, the HEA, national service user organisations, and a wide range of other HEI's. The outcomes of this project have been disseminated at national and international events, most notably at the Becta World Forum for e-learning, which is a 'by invitation only' governmental-level event. In addition the innovative nature of this work has been recognised through several national award schemes, most recently a 'highly commended' in the Higher Education Academy subject centre awards. The commitment to service user involvement is strengthened through participation in the regional network for service user involvement in higher education, which has resulted in divisional involvement in 2 projects that have informed the design and delivery of the programme.

The documentation submitted as the 'Periodic Monitoring Review' in the year preceding the re-approval event included extensive reporting of the success of this project. We believe the way in which the University has split the critical evaluation and re-approval processes meant that the HPC visitors were not given immediate access to this information and therefore there was insufficient time to explore the innovative nature and extent of service user involvement in the delivery of the undergraduate physiotherapy programme.

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

Condition: *The programme team must provide evidence they are able to monitor the 'refresher' training uptake for established practice educators and take appropriate measures to ensure some means of 'refresher' training is undertaken.*

Reason*: From documentation and discussions held at the visit, it was clarified that initial supervisory training for practice educators was a mandatory requirement prior to their working with students and that secondary 'refresher' training for established educators was held regularly. Discussions with the placement providers indicated there were some difficulties encountered when trying to attend the secondary training sessions. The programme works together with three other education providers in the region to provide training for placement educators.*

The visitors appreciate the difficulties with fitting training around practice hours and ensuring all placement educators are informed of training sessions. With these difficulties the visitors considered it to be important to be able to track the attendance of practice educators at the 'refresher' training sessions. The visitors suggest that developing a system in addition to the Regional Education Audit Tool (REAT) would be beneficial as this would allow both initial training and 'refresher' training to be monitored.

In doing this the programme team will then be able to monitor supervisors' education and identify when refresher training has not been undertaken over a period of time. The programme team will then be able to focus efforts to ensure the practice educators remain current with updates to the programme and refresh their supervisor skills. This could be through requiring the practice educators to attend a specific session or through other means of delivering the content of the training to the practice educator such as through online support, peer support meetings or workshops, visits to the placement or practice educator self-appraisals.

The visitors therefore require the programme team to provide evidence they are able to monitor the engagement with 'refresher' training for established practice educators and take appropriate measures to ensure some means of 'refresher' training is undertaken.

The programme team wishes to seek clarification on this condition: at the feedback meeting at the end of the two-day re-approval event, this aspect was expressed as a recommendation (noted by three different members of the team). Please confirm that this is now a condition and not a recommendation with an indication of why this was changed.

There is already a system of monitoring in place through the regional Practice Placements Unit; attendance at refresher training events is recorded from registers taken with that information being made available to HEIs. A Clinical education refresher programme is available on-line through www.mentorupdate.co.uk and the placements unit also makes data regarding uptake of this available.

As the visitors rightly point out, training for placement educators is provided in conjunction with three other education providers in the region and this institution contributes fully to the on-going development and management of clinical education as supported by the practice placements unit. We acknowledge the concerns of the visitors and have discussed this issue with clinical and HEI colleagues at the Yorkshire Physiotherapy Clinical Education Group Meeting on 25/5/11. We will continue to monitor and take steps to maximise uptake of refresher training and seek to work with our regional partners to hold a database of participants in initial and update training; however, the team feels that the condition as set would be unachievable for a single institution in the timeframe of this re-approval.

Date: 12/07/2011 20:58
Subject: University of Bradford BSc Physiotherapy

Dear Jackie and Ruth.

I have spoke with you both in the light of comments by the programme team and feel we are in accord in that:

1. We cannot commend the 'Bradton' teaching resource as although it is clearly good practice, it is not innovative as there are a number of other examples of this type of approach in operation.

2. SET 5.8 is more difficult. We did in the feedback at the end of the event list this as a recommendation but Ruth did make it clear that our comments were provisional and as such subject to reflection and review. Some of the Clinical Educators highlighted the issue of a lack of ongoing training and this being so we were right to make 5.8 a condition.

I suggest we maintain our position and let the EP take it further if they wish (presumably to the ETP)

hpc health professions council

Visitors' report

Name of education provider	British Psychological Society
Programme name	Qualification in Health Psychology (Stage 2)
Mode of delivery	Flexible
Relevant part of HPC Register	Practitioner psychologist
Relevant modality / domain	Health psychologist
Date of visit	25 – 26 May 2011

Contents

Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Practitioner psychologist' or 'Health psychologist' must be registered with us. The HPC keep a register of health 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 ongoing approval of the programme. The education provider has until 4 August 2011 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 25 August 2011. At this meeting, the Committee will accept 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 30 September 2011 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 6 December 2011.

Introduction

The HPC visited the programme at the education provider as the Practitioner psychologist profession came onto the register in July 2009 and a decision was made by the Education and Training Committee to visit all existing programmes from this profession. 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 an HPC only visit. The education provider did not validate or review the programme at the visit. The education provider supplied an independent chair for the visit.

Visit details

Name of HPC visitors and profession	Katie Thirlway (Health psychologist) Harry Brick (Clinical psychologist) Mary Ann Elston (Lay visitor)
HPC executive officer (in attendance)	Mandy Hargood
Proposed student numbers	50 (rolling cohort)
First approved intake	January 2001
Effective date that programme approval reconfirmed from	September 2011
Chair	Susan Van Scoyoc
Secretary	N/A meetings were recorded

Sources of evidence

Prior to the visit the HPC 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 SETs	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☒	☐	☐
Practice placement handbook	☒	☐	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External examiners' reports from the last two years	☒	☐	☐

During the visit the HPC 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	☒	☐	☐
Learning resources	☒	☐	☐
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	☐	☒	☐

The HPC did not see specialist teaching accommodation as the nature of the qualification does not require any specialist laboratories or teaching rooms.

Recommended outcome

To recommend a programme for ongoing 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 43 of the SETs have been met and that conditions should be set on the remaining 14 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing 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 number of recommendations 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 ongoing 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.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

2.1 The admissions procedures 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 revise all admissions documentation to clearly articulate all student fees and when these fees apply to give the applicant the information they require to take up an offer of a place on the programme.

Reason: The visitors noted in discussion with the trainees that the information regarding the fees for the programme was unclear as there were several variations in the fees trainees had to pay over the period of the programme. As a result the visitors were unclear as to how and when students' fees had to be paid which was echoed by the trainees' comments regarding payments. When this issue was raised in the programme team meeting it was accepted that the structure was not clear and that work could be done on the fee structure to make it clearer for existing trainees and applicants to the programme. In order for the visitors to be assured that this standard continues to be met they require documentation that clearly outlines the fee schedule for the programme. In this way the visitors can be sure that applicants to the programme have the information they require to take up an offer of a place on the programme.

2.1 The admissions procedures 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 revise the website and admissions information to articulate the different routes to registration as a health psychologist so that an applicant can make an informed choice about whether to take up an offer of a place on the programme.

Reason: From the documentation received prior to the visit the visitors noted that the frequently asked questions that appear on the education provider's website did not reflect the different routes available to individuals who wish to be eligible to register with the HPC. The documentation submitted indicated that there was only one route to registration. In the meeting with the programme team, the visitors were made aware that the frequently asked questions had been revised as part of a website update since reviewing the documentation. The visitors did not receive the update of the website at the visit. The visitors therefore need to receive the updated website and admissions information, which reflects the different routes available to applicants who wish to be eligible to register with the HPC. The visitors can then be assured that applicants can view the correct information to make an informed choice as to whether to take up the offer of a place on the programme.

3.2 The programme must be effectively managed.

Condition: The education provider must clearly articulate how the programme is effectively managed.

Reason: From the documentation and meetings it was evident to the visitors that the programme leader fulfilled many roles within the programme and that the programme team itself was not large. In the meeting with the programme team the visitors were informed that the issue of the programme leader's multi-faceted role in the management of the programme was an area that had come up for discussion and that there was a succession plan in place. The visitors were also told that the organisation as a whole had processes in place to ensure that the programme continued to be managed seamlessly if the programme leader was unavailable at any time. The visitors felt that due to the multi-faceted nature of the programme leader's role, there was a risk that if the programme leader was absent for any reason the management of the programme could be affected. To ensure that this standard continues to be met the visitors require further information which clearly articulates the organisational processes in place to make sure that the programme will continue to be managed effectively in the absence of the programme leader.

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

Condition: The education provider must provide evidence of how the regular monitoring and evaluation systems in place utilise feedback about the programme from trainees, placement supervisors and placement audits.

Reason: Whilst it was clear from the programme documentation that the education provider monitored and evaluated the programme, the visitors could not determine how these processes included formal feedback from trainees, placement supervisors and placement audit forms. In discussion with the programme team the visitors noted that informal trainee feedback was gathered at various events such as training days, via email and other contact mechanisms. It was also clear that the programme leader is in constant contact with trainees and that any feedback provided was input into the programme monitoring and development processes. The visitors also noted that there was a close relationship between the programme and the placement supervisors and any feedback generated through email, telephone calls and meetings also fed into the monitoring and development processes for the programme. However the visitors could not see clearly how the informal feedback was consistently used in the monitoring and evaluation of the programme to evaluate the programme's effectiveness. The visitors therefore require further evidence to determine how the feedback formerly feeds into the regular monitoring and evaluation processes of the programme.

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

Condition: The education provider must ensure the resources to support trainee learning while on placement are effectively used.

Reason: At the start of the visit the visitors received a presentation on the resources available to the trainees from the education provider. However the visitors were not clear from the presentation if trainees could access appropriate resources in their placement areas. Resources in this context may include

information technology, virtual learning environments and other specialist programmes and access to support staff.

In the meeting with the trainees it was clear that the resources available to an individual were dependent on the practice placement area. If, for example, a trainee was working in a higher education environment then they generally felt the resources were sufficient. If a trainee was on a placement in a non-education sector then the trainees generally felt that access to resources could be limited. While the trainees said that they used resources from the education provider if there was limited access whilst on placement, they were not aware of what resources should be available to them while on placement. The programme team reported in the meeting with visitors that there are quarterly meetings with the trainees where they are questioned about the adequacy of resources on placement and any issues are acted upon to ensure the trainee receives the required support to complete the programme.

However, the visitors were unable to determine the minimum requirement in terms of resources which the education provider expected to be in place for all placements. The visitors were also unable to determine how the education provider ensured that the resources were effectively used. They were therefore concerned that trainees may not be able to access appropriate resources to support their learning in placement. In order for the visitors to be assured that this standard continues to be met the visitors need to receive further documentation.

3.11 There must be adequate and accessible facilities to support the welfare and wellbeing of students in all settings.

Condition: The education provider must clearly document how they ensure that there are adequate and accessible facilities for the welfare and wellbeing of trainees in all settings.

Reason: From their reading of the documentation prior to the visit the visitors were unclear as to how the welfare and wellbeing of the trainees was assured. The programme team in the meeting with the visitors reported that supervisors receive training on how the welfare and wellbeing of trainees should be taken into account. The team also pointed out that most of the trainees were within an education setting and therefore had access to the student service system in place there. However it was possible for a trainee to be based in a non-education setting and therefore the facilities for the welfare and wellbeing of trainees might be different. In the trainees meeting it was clear that if there were any welfare or wellbeing issues then the trainees would know who to approach both at their placement area and at the education provider. The trainees reported that they knew of the various procedures within the education provider if there was a complaint to be made and if a trainee had mitigation to report. The trainees considered that they were well supported.

However, the visitors could not identify what resources or facilities to support the welfare and wellbeing the education provider expected to be in place for trainees on work placement or how the education provider then determined whether they were accessible. The visitors would therefore like to receive further information about how the education provider ensures that there are adequate and

accessible facilities to support the welfare and wellbeing of trainees in all settings.

3.12 There must be a system of academic and pastoral student support in place.

Condition: The education provider must clearly document how they ensure that there is a system of academic and pastoral support in place for trainees on the programme.

Reason: From their reading of the documentation prior to the visit the visitors were unclear as to how the academic and pastoral support of the trainees was assured.

The programme team in the meeting with the visitors reported that supervisors receive training on pastoral and academic support of trainees. The team also pointed out that most of the trainees were within an education setting and therefore had access to the student support systems in place. However it was possible for a trainee to be based in a non-education setting and therefore the system of academic and pastoral support might be different. In the trainees meeting it was clear that if there were academic and pastoral issues then the trainees would know who to approach both at their placement area and at the education provider. The trainees also reported that they knew of the various procedures within the education provider if there was a complaint to be made and if a trainee had mitigation to report. The trainees considered that they were well supported. However, the visitors could not identify what resources or facilities to support academic and pastoral support the education provider expected to be in place for trainees on work placement irrespective of where they were based or how the education provider then determined whether they were accessible. The visitors would therefore like to receive further information about how the education provider ensures that there is a system in place to support the academic and pastoral support of trainees in all settings.

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 clearly articulate the protocol that is in place to deal with the situation where a trainee does not provide consent to act as a service user in practical or clinical teaching.

Reason: The visitors noted in the documentation and through meetings with the programme team that trainees are asked to sign a consent form before they participate as service users in practical teaching. The trainees in the meeting with the visitors did not appear to have any issues regarding giving consent for any service user participation, however, they did not know what would happen if they should refuse to give consent in such situations. The consensus seemed to be that it had not happened, but the trainees assumed the programme team would seek other opportunities for them to meet the required competencies for the programme to achieve the learning outcomes. In the meeting with the programme team the visitors questioned the team on what would happen if a trainee did not provide consent. The team confirmed that if a trainee refused to provide consent to act as a service user in a practical and clinical session then

the programme team would consider alternative ways in which that trainee could meet the standards of proficiency and this would be added into the training contract.

The visitors were concerned that there were no formal protocols in place to deal with situations where trainees declined from participation. In light of this, the visitors were not satisfied the programme gained informed consent from trainees. Therefore the visitors require clarification of how trainees are informed of their right to withdraw from any activities which require them to participate as service users and of the processes in place to ensure trainees are able to meet the standards of proficiency. This is to ensure that appropriate protocols are used to obtain students' consent and that this standard continues to be met.

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 clearly articulate the process for dealing with concerns about trainee's profession-related conduct for trainees, the co-ordinating supervisor and the practice placement supervisor.

Reason: From their reading prior to the visit, the visitors noted the processes for dealing with profession-related conduct issues but they were not clear when and how the processes would be instigated and how they inter-linked with any processes on placement.

It was clear that the trainees and practice placement supervisors were aware that if the profession-related conduct could not be easily resolved or the issue was significant then it would go to a full hearing with the education provider and a trainee could be suspended from the programme. The programme team emphasised that the processes mapped in the documentation were there to support trainees and practice placement supervisors. If such instances did arise then the formal education provider process would be instigated. The visitors were satisfied that processes for dealing with profession-related conduct were in place. However the visitors considered that it was not clearly communicated within the documentation how and when the processes would be instigated and how they inter-linked with the processes applicable to placements. Due to the dispersed nature of the placements the visitors felt that this must be clearly articulated within the documentation to ensure all involved are fully aware of the processes for dealing with concerns about a trainee's profession-related conduct.

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

Condition: The education provider must ensure that the trainee is fully supported on placement.

Reason: The visitors noted that trainees had a contract with their practice placement providers which had to be agreed and signed off by the education provider. As outlined in the condition against SET 3.8 these placements could be in an education setting or non-education setting.

In the programme team meeting the programme leader said that the contracts, when used in conjunction with the placement handbook, should ensure that the roles, relationships and responsibilities of the trainee, co-ordinating practice placement supervisor and any work place supervisor were clear to all. However, the visitors felt that the contract and placement handbook did not provide trainees with the minimum expectations they could receive on placement in terms of support. For example, the visitors could not identify how many times the trainee and co-ordinating supervisor/workplace supervisor should meet; the role the education provider played in monitoring the contract; or the guidance given to the co-ordinating supervisor/workplace supervisor on how to support the trainee in terms of emotional stress or aggression from service users. Therefore to be assured that trainees are fully supported, wherever they are on placement, the visitors need to receive further documentation.

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

Condition: The education provider must ensure that the approval and monitoring of all placements is thorough and effective.

Reason: During the meeting with the programme team the visitors discussed with the team how the auditing worked and how the information gathered was used to ensure that placements were managed effectively. The programme team said that all the data and feedback gathered was used to inform the approval and monitoring process. The team received feedback via various means including emails from trainees and the practice placement supervisors. However the team informed the visitors that a new placement audit form is being rolled out from September and placements would be approved and monitored on the completion of the forms. The revised form would be used to determine the nature of the placement and there would be various sections to be completed to allow the programme team to assess if the placement was appropriate. The visitors did not receive a copy of the new placement audit form at the visit. In order for the visitors to be assured that this standard continues to be met they require further documentation, such as a copy of the new placement audit form, to show how the approval and monitoring of all placements is thorough and effective.

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

Condition: The education provider must provide revised documentation to clearly show the adequacy and experience of staff working with the trainees on practice placement.

Reason: From the programme documentation the visitors could not determine how the programme team monitored the qualifications and experience of staff in the practice placement setting within the current documentation. The programme team reported that practice placement supervisors involved in training must be HPC registered and have completed any relevant training as required by the education provider. The programme team reported that the revised form being rolled out to approve and monitor placements would require details of all staff involved in the trainee's placement and the qualifications and experience held by the staff. The visitors did not receive a copy of the new placement audit form at

the visit. The visitors therefore require the revised documentation to clearly show how the programme team ensures the adequacy and experience of staff work supervising the trainees on practice placement.

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

Condition: The education provider must provide training for work place supervisors to ensure they understand the training requirements of the trainee on placement.

Reason: The visitors read in the documentation provided for the visit that there was practice placement educator training for the practice placement supervisors who lead in the training of the trainees. However they were unsure as to how the work place supervisors were trained to understand the programme specific training requirements that a trainee on this programme would need to meet.

The visitors were clear that a practice placement supervisor may delegate some of the training of a trainee to a work place supervisor. The programme team also reported that the responsibility for the delegating to a work place supervisor was the practice placement supervisors. Advice regarding the delegating of training was given during the training sessions for the practice placement supervisor. The work place supervisor does sign off competencies that the trainee may gain in the placement and the programme team said that this was detailed in the programme training handbook. It was not clear to the visitors from the information and discussions at the visit how the training of the work place supervisors ensured that they understood the requirements that students had to meet for this programme or ensured consistency in assessment. The visitors felt written support alone could be open to interpretation and therefore was not sufficient to ensure consistency of support and approach among the different work place supervisors. Therefore in order for the visitors to be assured that this standard continues to be met they need to see documentation that clearly identifies the how training received by the work place supervisors is appropriate to the programme.

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

Condition: The education provider must clearly articulate how regular and effective collaboration between the education provider and the work place supervisor occurs.

Reason: From the meetings with the programme team and with the practice placement supervisors it was clear that there was regular and effective collaboration between the education provider and practice placement supervisors. However it was not clear if the work place supervisor had the same kind of collaborative relationship with the education provider. As the work place supervisor had an important role in the training of the trainees the visitors considered that these supervisors should have a role in the collaboration involved in the programme and the visitors could not clearly identify this. The visitors require further information to articulate how the education provider

includes regular and effective collaboration with all placement educators, including the work place supervisors used in trainee's training.

5.11 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 education provider must clearly articulate how trainees and practice placement supervisors understand what support is available for trainees failing to progress from placement and the communication that is available between the education provider and the practice placement supervisors.

Reason: From their reading of the documentation prior to the visit, the visitors could not determine what support was available to the not yet competent or failing trainee, or how this was communicated between the education provider and the practice placement supervisor. The visitors were informed by the programme team that the contract signed by the trainee and the practice placement supervisor and the placement handbook provided detail regarding failure. Should there be any issue regarding a trainee not meeting the competencies then the placement supervisors would email the programme leader. If there is a significant issue then it was considered at the Board for the programme award. There was a paper trail of evidence kept, such as emails, so that if a decision to fail was contested then evidence could be easily retrieved. The programme leader reported that where there had been issues with trainees struggling on the programme then support and communication was made available and that this was known to both the trainees and the practice placement supervisors.

The visitors did not consider that the contract clearly specifies the assessment procedures including the implications of, and any action to be taken in the case of failure to progress throughout the programme. They also considered that the handbook was not sufficiently clear to ensure that the trainee would receive the relevant support if they should be failing on the programme. Whilst the practice placement supervisors and the trainees could contact the programme leader by email, the support measures that could be put in place were not clearly detailed in the contract or the handbook.

In order for the visitors to be assured that this standard is met they require further information which clearly articulates what support is available to the not yet competent or failing trainee, and how this is communicated between the education provider and the practice placement supervisors.

Recommendations

4.5 The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.

Recommendation: The education provider should consider including references to HPC's guidance on conduct and ethics for students in relevant reading lists.

Reason: The visitors considered that reference was made to the implications of HPC's standards of conduct, performance and ethics in the documentation received by the trainees on the programme and were satisfied the standard was met. However, the visitors felt that HPC's guidance on conduct and ethics for students was a useful additional piece of information which the education provider could utilise. They felt that inclusion of this document in relevant reading lists would enhance the trainees experience throughout the course of the programme and the trainees understanding of the implications of HPC's standards of conduct, performance and ethics.

5.11 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.**

Recommendation: The education provider should review the supervisor's handbook so that it targets the responsibility of the practice placement supervisor rather than the trainee.

Reason: The visitors in their reviewing of the documentation noted in the supervisor's handbook that in places, the handbook referred to practice placement supervisors rather than trainees. The visitors felt this could lead to possible confusion in the roles and to ensure that this did not happen, the education provider should consider reassessing the supervisors' handbook to clearly separate the roles. The visitors felt that revision of supervisors' handbook would ensure that trainees and practice placement supervisors were fully prepared for placement.

5.13 A range of learning and teaching methods that respect the rights and needs of service users and colleagues must be in place throughout practice placements.

Recommendation: The education provider should consider enhancing the stakeholder group which is involved in implementing a range of teaching and learning methods throughout the placement planning.

Reason: The visitors were content that this standard was met. At the visit the visitors heard from the programme team that they were further developing their stakeholders group. The visitors observed this to be an enhancement to the programme and encouraged the education provider to continue with the implementation of the stakeholder group to maintain the learning and teaching methods that respect the rights and needs of service users and colleagues throughout the practice placements.

<div align="right">
Katie Thirlaway
Harry Brick
Mary Ann Elston
</div>

Mandy Hargood
Education Officer
Health Professions Council
Park House
184 Kennington Park Road
LONDON
SE11 4BU

26 July 2011

Dear Mandy

Draft Report on the Qualification in Health Psychology (Stage 2)

Thank you for forwarding the draft report regarding the visit to the Society's Qualification in Health Psychology (Stage 2). We have some observations which we would like you to consider before finalising the report.

In relation to the visit details on page 3 of the report, Susan van Scoyoc, who chaired the event, is listed as being affiliated with City University. This is not the case, and we therefore ask that this is deleted from the report.

In relation to the condition pertaining to SET 5.11, there is a reference to the need to clearly articulate the support available for trainees failing to progress *from placement*. The reason for the condition refers to the need to specify the support available to trainees failing to progress *throughout the programme*. Neither of these situations fully captures the nature of the Qualification in Health Psychology (Stage 2). The visiting team will be aware from the portfolio of evidence provided prior to the visit that the Qualification in Health Psychology (Stage 2) does not have ongoing assessments, in keeping with a number of professional qualifications. It would be helpful if the visitors could provide some clarification regarding this condition.

Finally, most of the conditions which have been set require fairly small changes to our documentation or the articulation in writing of processes which are already in place. However, some will require some additional changes which will take a little longer. In addition, any changes to our regulations and handbook need to go through an internal approval process before they can be confirmed. For this reason we would like to suggest a deadline of 30 September 2011 for us to meet these conditions. This would hopefully allow our response to be considered at the meeting of your Education and Training Committee scheduled for 6 December 2011 and we hope this will be acceptable to you.

We are happy for this response to be published on your website alongside your report.

With best wishes,

Yours sincerely

Dr Mark Forshaw
Chair, Health Psychology Qualifications Board

Education Provider: British Psychological
Programme: Qualification in Health Psychology (Stage 2)
Mode of Delivery: Flexible
Date of visit: 25 - 26 May 2011

Visitors Comments in response to the education provider observations

Harry Brick

I agreed to this re-write.

Harry Brick

Mary Ann Elston

Dear Mandy,

Harry and I have agreed the following as a suggested response to the BPS re condition 5.11. If you can hold acting on it until Katie is back, then we can establish that she is happy, although I think our wording is fully in line with her comment.

Your response to the other points raised by the BPS is fine with me.

Best wishes

Mary Ann

"The visitors recognise that summative examination only occurs when trainees present themselves as ready for the viva voce. Nevertheless, trainees are expected to achieve competences according to a planned timetable and supervisors, and trainees submit regular quarterly reviews of progress in completing their record of competence. There may be instances when, according to the judgement of trainee and/or supervisor, a trainee is not achieving competence at the expected rate because of problems in mastering relevant skills and understanding. The condition under 5.11 is a request for clarification of
how trainees in this situation would be supported by supervisors and the BPS, and what the BPS procedures were for reporting and monitoring concerns that supervisors might have about trainees' progress. This might be met by appropriate additions to the indicative supervisor contract and the course handbook."

Katie Thirlaway

I am happy to accept the change for the woman wrongly titled or whatever

 - in terms of the required clarification it was not about assessment post

placement it was whether problems that were recognised in supervision could be supported - perhaps with additional training or additional time in placement and how the BPS processes ensured that students who were failing were provided with scaffolding to support then become competent within the time frames, rather than be left n

This is what I understood but this is very quick and not the right words - Harry and Mary may view it differently and I hope will be able to express it better."

katie

hpc health professions council

Visitors' report

Name of education provider	British Psychological Society
Programme name	Qualification in Occupational Psychology
Mode of delivery	Flexible
Relevant part of HPC Register	Practitioner psychologist
Relevant modality / domain	Occupational psychologist
Date of visit	7 – 8 June 2011

Contents

Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Practitioner psychologist' or 'Occupational psychologist' must be registered with us. The HPC keep a register of health 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 ongoing approval of the programme. The education provider has until 19 July 2011 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 25 August 2011. At this meeting, the Committee will accept 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 10 October 2011. 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 6 December 2011.

Introduction

The HPC visited the programme at the education provider as the Practitioner psychology profession came onto the register in July 2009 and a decision was made by the Education and Training Committee to visit all existing programmes from this profession. 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 an HPC only visit. The education provider did not validate or review the programme at the visit. The education provider supplied an independent chair and secretary for the visit.

Visit details

Name of HPC visitors and profession	Peter Branston (Educational psychologist) Richard Kwiatkowski (Occupational psychologist) Jacqueline Campbell (Lay visitor)
HPC executive officer (in attendance)	Lewis Roberts
Proposed student numbers	350 candidates to be enrolled at any one time (on a continuous rolling cohort)
First approved intake	1 January 2007
Effective date that programme approval reconfirmed from	September 2011
Chair	Ian Maynard (British Psychological Society)
Secretary	Lucy Kerry

Sources of evidence

Prior to the visit the HPC 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 SETs	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☒	☐	☐
Practice placement handbook	☒	☐	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External examiners' reports from the last two years	☒	☐	☐

During the visit the HPC 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	☒	☐	☐
Learning resources	☐	☐	☒
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	☐	☐	☒

The HPC did not see the learning resources or specialist teaching accommodation as the nature of the qualification does not require any specialist laboratories or teaching rooms.

Recommended outcome

To recommend a programme for ongoing 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 52 of the SETs have been met and that conditions should be set on the remaining 5 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing 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 number of recommendations 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 ongoing 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.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

3.1 The programme must have a secure place in the education provider's business plan.

Condition: The education provider must provide evidence of business planning that demonstrates a commitment to providing enough resources to deliver the programme for the proposed total enrolment of 350 students.

Reason: From discussions with the programme team and a review of the programme documentation the visitors noted there had been a rapid growth in the number of students enrolled on the programme since its formation in 2007. The visitors noted the programme currently has 220 students enrolled and has requested approval for a total cohort of 350 students. The visitors were satisfied that the current resource provision is appropriate for the current enrolment, given the particular model of provision employed, however they require further evidence that demonstrates that the education provider is committed to providing enough resources to deliver the programme for a proposed total enrolment of up to 350 students. In particular the visitors require evidence of business planning that demonstrates a commitment to ensuring the programme has enough practice placement educators, assessors, office support and infrastructure in place.

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

Condition: The education provider must demonstrate that there is an adequate number of staff in place to deliver an effective programme for the proposed total enrolment of 350 students.

Reason: From discussions with the programme team and a review of the programme documentation the visitors noted a rapid growth in the number of students enrolled on the programme since its formation in 2007. The visitors noted the programme currently has 220 student enrolled and has requested approval for a total cohort of up to 350 students. The visitors were satisfied the current staffing provision, as conceptualised within this model of provision, is appropriate for the current enrolment, however they require further evidence that demonstrates that the education provider is committed to providing enough staff to deliver an effective programme. In particular the visitors require evidence that demonstrates a commitment to ensuring the programme has enough practice placement educators, assessors, and office support to deliver an effective programme for the proposed total enrolment of 350 students.

3.7 A programme for staff development must be in place to ensure continuing professional and research development.

Condition: The education provider must provide further evidence of a programme of staff development and information outlining any proposed staff development mechanisms, for practice placement educators, assessors and members of the programme board.

Reason: From discussions with the programme team the visitors noted the education provider is proposing to implement a number of mechanisms to ensure practice placement educators, assessors and members of the programme board can continue their professional and research development to support the delivery of the programme. The visitors in particular noted the plans to introduce an appraisal system and refresher training for practice placement educators. The visitors were not presented with evidence of a clear programme of staff development that ensures continuing professional and research development for practice placement educators, assessors and the programme board and note the particular importance of this provision because of the distance and distributed nature of provision. The visitors therefore require further evidence that a programme of staff development is in place and further details outlining any proposed staff development and evaluation mechanisms such as the planned appraisal system. Evidence may also include details of any links between appraisal systems and evaluation systems that demonstrates that a practice placement educators or assessor might have approval removed, or training needs identified.

3.9 The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.

Condition: The education provider must demonstrate how they will ensure resources are available to support student learning in all settings to effectively support the required learning and teaching activities throughout the duration of the programme.

Reason: From a review of the documentation and discussions with the programme team and students the visitors noted the current provision of journal articles is appropriate to support the required learning and teaching activities on the programme.

However, the visitors noted the current provision of journal articles is supported significantly by the 'EBSCO' electronic journal resource; the education provider was running the resource as a six month trial, and students on the programme gave very positive feedback regarding this resource.

The visitors finally noted students are required to evidence the use of journal articles in order to undertake the required learning and assessment on the programme and that an end of the trial period for the 'EBSCO' electronic journal resource could therefore impact students ability to achieve the required learning outcomes. The visitors noted that *ad* hoc arrangements with some University libraries were possible but were not satisfied that this gave sufficient access to resources to all students. The visitors require the education provider to provide evidence to demonstrate this provision or an equivalent level of electronic access to full current articles will be maintained for students throughout the duration of the programme.

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 evidence that the number, duration and range of practice placements are appropriate to support the delivery of the programme and the achievement of the learning outcomes.

Reason: From discussions with the programme team the visitors noted recent changes had been made to the 'Plan of Training' document that was presented prior to the visit. The 'Plan of Training' document was a pro forma that students were required to complete before they were able to take up a place on the programme. The visitors noted that this document only required applicants to briefly outline their planned provision of training and supervisory arrangements. Through further discussions with the programme team it was noted that the programme team have recently amended the 'Plan of Training' document to require applicants to incorporate a more extensive plan of training. The visitors note that the planning of the provision of placements for the student is dependent on the 'Plan of Training' being appropriately robust. The visitors require information that outlines the changes that have been made to the 'Plan of Training' document to demonstrate that students gain access to an appropriate number, duration and range of practice placements to support the achievement of the learning outcomes.

Recommendations

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

Recommendation: The education provider may wish to consider further emphasising to students the advantages of selecting a range of supervisory experiences throughout the course of the programme.

Reason: From discussions with students, the programme team and practice placement educators the visitors noted discussions around the range of supervisory experiences on the programme. The visitors recommend that the education provider may want to consider further emphasising to students the advantages of selecting a range of supervisory experiences throughout the programme, to encourage and further facilitate a greater depth and breadth of study and encourage further behavioural and role development for themselves. This may mean that the primary supervisor will need to consider acting more often as a training coordinator.

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

Recommendation: The education provider should consider reviewing the information contained within the 'register of approved placement supervisors' to ensure it is accurate and current.

Reason: From discussions with the students it was noted that the education provider's 'register of approved placement supervisors' contained some incorrect or out of date information. The visitors noted that several students, on a number of occasions had attempted to use this resource to arrange supervision but found that the contact details were out of date or that supervision was no longer being offered by the practice placement educator. The visitors therefore recommend that the education provider considers reviewing the information contained within the 'register of approved placement supervisors' on a regular basis to ensure it is accurate, current and effectively used.

3.9 The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.

Recommendation: The education provider should consider reviewing the mechanisms in place to further emphasise and highlight to students any additional sources of information in cognate areas of study that are available to them.

Reason: From discussions with the students the visitors noted that they were not all consistent in their response, or aware of the way they can access additional sources of information in cognate areas of study. Not all students have access to University Libraries or live within easy reach of the BPS Library in London. The visitors note the importance of students accessing a broad range of information to support the required learning on the programme. For example, other adjacent areas of research such as management, human resources and physiology may

be important for students to be able to access if they are working in, for example, organizational development, selection or ergonomics, respectively. The visitors therefore would like the education provider to consider reviewing the mechanisms in place to further emphasise and highlight to students the additional sources of information in cognate areas of study that are available to them.

3.11 There must be adequate and accessible facilities to support the welfare and wellbeing of students in all settings.

Recommendation: The education provider may wish to consider reviewing the pastoral support mechanisms in place for students.

Reason: From discussions with the practice placement supervisors and students the visitors noted that practice placement educators have a multi-faceted role including both academic and pastoral support to students. The visitors recommend the education provider may want to consider reviewing the mechanisms in place for student welfare and wellbeing to offer additional and separate sources of pastoral support for students.

4.8 The range of learning and teaching approaches used must be appropriate to the effective delivery of the curriculum.

Recommendation: The education provider may wish to consider increasing the range of learning and teaching approaches used for the programme.

Reason: From a review of the programme documentation and discussions with the students the visitors were satisfied that this standard has been met. From discussions with the students the visitors noted that the education provider has in place a Yahoo group and that the students who were aware of this resource were positive about this development. The visitors would however, like the education provider to consider formulating a more formal strategic approach to the implementation of virtual learning environments to assist with increasing the range of learning and teaching approaches used.

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

Recommendation: The visitors recommend that the education providers plan to implement mandatory refresher training for practice placement educators is taken forward.

Reason: From evidence gathered at the visit, the visitors noted initial training for practice placement educators is mandatory. The education provider additionally holds refresher training sessions. The visitors were satisfied with this information and considered this standard to be met. The visitors noted in discussion with the programme team they outlined plans to implement mandatory refresher training for practice placement educators. The visitors would like to recommend that these plans should be taken forward and implemented.

Jacqueline Campbell
Richard Kwiatkowski
Peter Branston

Lewis Roberts
Education Officer
Health Professions Council
Park House
184 Kennington Park Road
London SE11 4BU

14 July 2011

Dear Lewis,

Draft Report on the Qualification in Occupational Psychology

Thank you for forwarding the draft report regarding the visit to the Society's Qualification in Occupational Psychology. Once again, do please pass on our thanks to the visiting panel for their thorough and constructive approach to undertaking the visit.

We have some observations which we would like you to consider before finalising the report, and I have set these out below.

1. Page 3 of the report indicates that 'The education provider supplied an independent chair *and secretary* for the visit'. As you will recall, no formal secretary was appointed; however, I took on note-taking responsibilities for those meetings at which I was in attendance. I would therefore like to suggest either that my name should be recorded as secretary for the event, or the statement above should be revised.

2. The condition relating to SET 3.9 notes that the current provision of journal articles is supported significantly by the 'EBSCO' electronic journal resource, and that we are running the resource as a six month trial. The report also acknowledges the positive feedback that candidates have given on this resource. Your condition indicates that we must provide evidence to demonstrate this provision or an equivalent level of electronic access to full current articles will be maintained for candidates throughout the duration of the programme. During the meeting with the senior management team, we discussed the indicators that the Society would be using to evaluate whether the EBSCO trial should continue beyond the initial six month period. The Chief Executive reported back on the favourable feedback received from across the Society's membership in relation to the resources to which they have access through this scheme. In addition, therefore, to acknowledging candidate feedback on this issue, reference to the Chief Executive's feedback would also be welcome.

3. The recommendation relating to SET 3.8 indicates that we should consider reviewing the information contained within the 'register of approved placement supervisors' to ensure it is accurate and current. The correct name for the register is the 'Register of Applied Psychology Practice Supervisors' (RAPPS). It may also be worth noting at this point that the primary

purpose of RAPPS is to provide a register of our members who have demonstrated training and competence in supervision; it is not to provide potential candidates with a source of information as to people who are currently accepting supervisees, although in practice it does serve this purpose as well. However, it is clear that this is an obvious focus for future development, given the demand of which we are already aware, and the feedback gained at the visit, and we will be undertaking work in accordance with the visitors' recommendation.

4. The recommendation relating to SET 4.8 invites us to consider increasing the range of learning and teaching approaches used for the Qualification. I would respectfully wish to question use of the word 'teaching' in the context of our Qualification, given that it is based on the assessment of competence, and not on a traditional teaching, learning and assessment model. The recommendation also refers to the existence of a Yahoo group to which candidates have access. The Yahoo group is self-organised, rather than being something that is provided by the Society. However, we also spoke at the visit about the organisation's plans to develop the virtual learning environment that we are able to provide through our new web infrastructure, which will include responding to the visitors' recommendation as well as other developments.

I would welcome your guidance as to the date by which you would expect us to provide a formal response to the conditions of approval. Our Qualifications Standards Committee meets next on 27 September, and it would be helpful to us to be able to discuss our response with members of that Committee prior to submitting it to you; I would be grateful if you could advise whether that is likely to be acceptable to the visitors and to the Education and Training Committee.

We are happy for this response to be published on your website alongside your report.

With best wishes.

Yours sincerely,

Lucy Kerry
Education and Professional Development Manager

Education provider: British Psychological Society
Programme: Qualification in Occupational Psychology
Mode of delivery: Flexible
Date of visit: 7 – 8 June 2011

Visitor's comments in response to education provider observations

Jackie Campbell

Dear all

Here are my thoughts, for what they are worth:

Re their response point 2:

We are only concerned about the opinions of the student cohort with respect to the programme resources, not of the general membership. The CEO's comments were encouraging but not relevant to the decisions about the programme.

Point 3:

Quite happy to change the nomenclature for the register to RAPPS. They acknowledge that it is used (but not designed) to help students find supervisors so our points are valid.

Point 4:

I take the point about 'teaching' but that is the wording of the SET. I would be happy to alter the wording of the recommendation to remove the implication that the education provider was responsible for the Yahoo group.

Peter Branston

Dear Lewis,

Specifically:

2. I'm happy with a reference to CEO feedback. Can say 'we note that...'
3. Happy to amend as requested.
3. As to the reference to 3.9, surely there must be teaching and learning on this programme, even though assessment of competence is stressed, otherwise where is the value added. The Latin root of education, 'educare' is to draw out and the supervisors are surely doing this. The bottom line is that 3.9 refers specifically to teaching and learning. I'm yet to come across a course/programme where there is no teaching and learning, or teaching and learning materials. So I would wish our recommendation to stand, although I'm happy to modify that view in the light of comments by Richard and Jackie.

Richard Kwiatkowski

Very much concur with Peter's comments.

I think that the chief executive did mention positive feedback from members but I don't think there was any statement regarding the criteria that would be used to determine whether the trial would be continued. So I think the 'panel noted the Chief Executive's comment that there had been a positive response amongst BPS members to the trial' is about as far as we can go.

I am slightly puzzled by some of the comments about the list of supervisors - it was clear to us that that was the list which was used by the 'students' to try and obtain supervision, and it was inadequate and needed attention. I assume the HPC is agnostic regarding other lists that may be produced for other purposes.

Similarly agree with Peter ref 'teaching'. Of course it must go on else what's the point of the relationship? Even if a quasi-apprenticeship model is being utilised (which is perhaps another debate) something specific to the profession or trade must be being learnt else how will the 'competencies' arise? Not really sure what's behind this - if this was a University then the bureaucratic hassle of granting 'University Teacher Status' to all the supervisors might be a significant disincentive, but not here - I'm not clear what the problem is, and I think your wording should stand (unless they can make the case that teaching does not take place; for example by showing that supervision does not involve 'teaching' in any recognised way). The more I think about this the more puzzled I am - are they perhaps suggesting that their emphasis is on 'learning' solely, and that the way that that 'learning' happens is irrelevant, and somehow internal to the individual and not relational? That would be a hard case to argue. Or perhaps that the HPC focus should be on 'learning' rather than teaching? Which philosophically is a position, but the regs are what they are. But I think I'll leave this here as I'm simply speculating. Maybe it would be worth checking what they are really getting at? But agree that wording stands at present.

Once again it was good working with you all, and I continue to believe that the final report reflected our findings well.

hpc health professions council

Visitors' report

Name of education provider	London South Bank University
Programme name	BSc (Hons) Diagnostic Radiography
Mode of delivery	Full time Part time (In service)
Relevant part of HPC Register	Radiographer
Relevant modality / domain	Diagnostic radiography
Date of visit	15 – 17 June 2011

Contents

Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Radiographer' or 'Diagnostic radiographer' must be registered with us. The HPC keep a register of health 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 ongoing approval of the programme. The education provider has until 9 August 2011 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 25 August 2011. At this meeting, the Committee will accept 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 16 September 2011 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 13 October 2011.

Introduction

The HPC visited the programme at the education provider to consider major changes proposed to the programme. The major change affected the following standards - programme admissions, programme management and resources, curriculum, and assessment. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that 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 as the professional body considered their accreditation of the programme. The visit also considered the following programmes – BSc (Hons) Therapeutic Radiography, Pg Dip Therapeutic Radiography, BSc (Hons) Occupational Therapy, Pg Dip Occupational Therapy, DipHE Operating Department Practice and BSc (Hons) Operating Department Practice.

The professional bodies and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. Separate reports exist for the other programmes. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. Separate reports, produced by the professional bodies outline their decisions on the programmes' status.

Visit details

Name of HPC visitors and profession	Derek Adrian-Harris (Radiographer) Russell Hart (Radiographer)
HPC executive officer (in attendance)	Benjamin Potter
Proposed student numbers	55 Full time 12 Part time (in service)
First approved intake	1 September 2002 Full time 1 September 2007 Part time (in service)
Effective date that programme approval reconfirmed from	1 September 2011
Chair	Holly Nicholas (London South Bank University)
Secretary	Catherine Moss (London South Bank University)
Members of the joint panel	Lisa Greatrex (Internal Panel Member) Margo McBride (Society and College of Radiographers) Spencer Goodman (Society and College of Radiographers)

Sources of evidence

Prior to the visit the HPC 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 SETs	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☒	☐	☐
Practice placement handbook	☒	☐	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External examiners' reports from the last two years	☒	☐	☐

During the visit the HPC 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	☒	☐	☐
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 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 55 of the SETs have been met and that conditions should be set on the remaining 2 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing 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 number of recommendations 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 ongoing 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.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

2.1 The admissions procedures 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 ensure that the academic entry requirements are consistently stated throughout all programme documentation.

Reason: The documentation provided to the visitors prior to the approval visit articulated how academic entry standards were applied to potential applicants and gave an indication of what these standards were. However, in discussion with the senior team it was highlighted the academic standards stated in the documentation were not those which were being used to determine applicants' suitability for a place on the programme. The visitors also noted that the academic entry standards displayed on the website were different from those stated within the programme documentation. As two different sets of academic standards were stated the visitors were concerned that this could cause confusion and could lead to an applicant successfully appealing a decision if declined entry onto the programme. Therefore, the visitors require the academic entry standards to be consistently and clearly communicated to potential applicants to ensure that they have the information they require to make an informed decision about applying for a place on the programme. In this way the visitors can be sure that any applicant to the programme has the information they require to make an informed decision about applying for a place on the programme.

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 include a clear statement in the programme documentation that at least one external examiner for the programme will be from the relevant part of the register unless other arrangements are agreed.

Reason: In the documentation submitted by the education provider there was insufficient detail in the external examiner recruitment policy specific to the programme. The visitors were satisfied with the current external examiner for the programme but need to see evidence that HPC requirements regarding the external examiner on the programme have been included in the documentation to demonstrate that this standard continues to be met.

Recommendations

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

Recommendation: The education provider should consider additional monitoring of the staffing levels on the programme to ensure that the programme team can fully engage in the staff development process.

Reason: From discussion with the students and programme team the visitors are satisfied that there are sufficient numbers of appropriately qualified and experienced staff in place to deliver the programme effectively. Therefore they were satisfied this standard was met. However, in discussion with the senior team and the programme team, it was identified that the demands of programme delivery meant the programme team often had difficulty engaging with the staff development processes. The visitors therefore recommend that the education provider monitors the staffing levels on the programme to assist with identifying how the programme team can better engage with the staff development processes. In this way the programme team can take full advantage of the training on offer, develop their own practice, engage in research and enable them to further develop the programme's curriculum and delivery.

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

Recommendation: The education provider may wish to consider continuing the work being undertaken to facilitate the use of visiting lecturers, and external expertise, in the delivery of the programme.

Reason: The visitors noted in discussion at the visit that subject areas are taught by staff with relevant specialist expertise and knowledge and, where possible, external lecturers are used to deliver appropriate content. The visitors also noted that the programme team worked to include visiting lecturers in the programme and that finances had been provided by the education provider to facilitate this. Therefore the visitors were satisfied this standard is met. However, in discussion with the practice placement providers and educators the visitors noted that, despite their wish to participate, they often had difficulty gaining leave to teach on the programme. The visitors therefore recommend that the programme team continues their work to better facilitate visiting lecturers gaining leave and teaching on the programme. In this way the programme team can utilise the specialist expertise of these professionals and maintain the currency in the curriculum delivery.

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.

Recommendation: The education provider should consider re-drafting the acquisition of skills statements to better reflect the HPC standards of proficiency that students will be able to meet upon successful completion of the programme.

Reason: The visitors noted in the programme documentation the learning outcomes of the programme were mapped to the HPC standards of proficiency (SOPs) and how these learning outcomes were assessed. They were therefore satisfied this standard was met. However, the visitors noted that the 'acquisition of skills' statements (Document D, p 5-8) were at a very high level and did not articulate the key skills that students would be acquiring throughout the programme. The visitors therefore recommend that the programme team considers re-writing the 'acquisition of skills' statements to better articulate the key professional skills students would acquire through successful completion of the programme. By re-focusing these statements it would enable students to better understand how the teaching and learning activities will enable them to meet the HPC SOPs and meet the requirements for registration. In turn this may further embed in the learning and teaching the professional requirements students need to adhere to in order to be safe and effective radiographers.

5.1 Practice placements must be integral to the programme.

Recommendation: The education provider should consider monitoring the processes in place to obtain students' occupational health and criminal convictions clearances to avoid any unnecessary effect on practice placements.

Reason: The visitors noted in the programme documentation that there are a variety of facilities in place to support the wellbeing and welfare students while they are on the programme. However, in discussion with the students the visitors noted that the company engaged to undertake the students' occupational health checks, and identify if additional support may be needed for them to complete the programme, had taken longer than expected to complete these checks. It was also the case that some students had experienced difficulties in obtaining their criminal convictions clearance in the time available. As a consequence of these issues there were subsequent effects on some students' practice placements as they were unable to undertake their first placements until all of the checks and clearances had been completed and obtained. The visitors therefore recommend the programme team monitor the effectiveness of the processes in place to obtain students' criminal convictions clearances and undertake occupational health checks. In this way the programme team can identify any issues which may arise and work to rectify them or mitigate any effects they may have on a student's practice placement experience.

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

Recommendation: The education provider should consider how the upcoming engagement with the Placement Management Partnership (PMP) will impact on how the programme's placements are approved and monitored.

Reason: The visitors noted in the documentation and in discussions at the visit the programme team maintains a thorough and effective system for approving and monitoring all placements. They were therefore satisfied this standard is met. However, in discussions with the senior team, practice placement providers and the programme team it was clear that the PMP will be coming on line shortly. The visitors noted that the system was not yet sufficient for the programme team's needs and as such would not currently be affecting the system of approval and

monitoring of practice placements. However, with the development of the PMP system it was suggested this may affect how placements are approved and monitored in the future. The visitors therefore recommend that any change to how practice placements are approved and monitored as a result of the PMP system should be communicated to the HPC through the major change process. In this way any changes can be monitored to ensure that the programme continues to meet all of the standards of education and training.

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

Recommendation: The education provider should consider how best to deal with negative student feedback about practice placement centres to ensure that there is equality of student experience while on practice placements.

Reason: The visitors noted in the documentation and in discussions at the visit that the programme team maintains a thorough and effective system for approving and monitoring all placements. They were therefore satisfied this standard is met. However, in discussions with the students they noted some significant differences in students' practice placement experience. The visitors articulated that a contributory factor to this difference was the model utilised by the programme team which meant that students would spend the majority of their time at two placement centre. As a result a student would get the experience of just two organisations and their ways of working. The visitors therefore recommend that the programme team consider how best to deal with any significant issues which arise from student feedback regarding a practice placement centre. In this way they can manage any issues which arise and manage students' experience to ensure that all students on the programme get as equal an experience of practice placement as possible

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.

Recommendation: The education provider should consider re-drafting how the 'acquisition of skills' statements are assessed to better reflect the HPC standards of proficiency that students will be able to meet upon successful completion of the programme.

Reason: The visitors noted in the programme documentation the learning outcomes of the programme were mapped to the HPC standards of proficiency (SOPs) and how that learning outcomes were assessed. They were therefore satisfied that this standard was met. However, the visitors noted that the 'acquisition of skills' statements (Document D, p 5-8) were at a very high level and did not articulate the key skills that students would be acquiring throughout the programme. The visitors therefore recommend that the programme team considers re-writing the 'acquisition of skills' assessments to better articulate how the programme will ensure that students can demonstrate the key professional skills required to be a radiographer. By re-focusing how the programme's assessments will do this it will enable students to better link assessment with the acquirement of professional skills in line with the HPC SOPs. In turn this will

further embed the professional requirements students need to adhere to in order to be safe and effective practitioners.

Derek Adrian-Harris
Russell Hart

hpc health professions council

Visitors' report

Name of education provider	London South Bank University
Programme name	BSc (Hons) Therapeutic Radiography
Mode of delivery	Full time Part time (In service)
Relevant part of HPC Register	Radiographer
Relevant modality / domain	Therapeutic radiography
Date of visit	15 – 17 June 2011

Contents

Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Radiographer' or 'Therapeutic radiographer' must be registered with us. The HPC keep a register of health 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 ongoing approval of the programme. The education provider has until 9 August 2011 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 25 August 2011. At this meeting, the Committee will accept 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 16 September 2011 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 13 October 2011.

Introduction

The HPC visited the programme at the education provider to consider major changes proposed to the programme. The major change affected the following standards - programme admissions, programme management and resources, curriculum, and assessment. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that 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 as the professional body considered their accreditation of the programme. The visit also considered the following programmes –Pg Dip Therapeutic Radiography, BSc (Hons) Diagnostic Radiography, BSc (Hons) Occupational Therapy, Pg Dip Occupational Therapy, DipHE Operating Department Practice and BSc (Hons) Operating Department Practice.

The professional bodies and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. Separate reports exist for the other programmes. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. Separate reports, produced by the professional bodies outline their decisions on the programmes' status.

Visit details

Name of HPC visitors and profession	Russell Hart (Radiographer) Derek Adrian-Harris (Radiographer)
HPC executive officer (in attendance)	Benjamin Potter
Proposed student numbers	14 Full time 12 Part time (in service)
First approved intake	1 September 2007 Full time 1 September 2008 Part time (in service)
Effective date that programme approval reconfirmed from	1 September 2011
Chair	Holly Nicholas (London South Bank University)
Secretary	Catherine Moss (London South Bank University)
Members of the joint panel	Lisa Greatrex (Internal Panel Member) Margo McBride (Society and College of Radiographers) Spencer Goodman (Society and College of Radiographers)

Sources of evidence

Prior to the visit the HPC 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 SETs	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☒	☐	☐
Practice placement handbook	☒	☐	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External examiners' reports from the last two years	☒	☐	☐

During the visit the HPC 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	☒	☐	☐
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 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 53 of the SETs have been met and that conditions should be set on the remaining 4 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 number of recommendations 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 ongoing 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.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

2.1 The admissions procedures 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 clearly state what the academic entry requirements are for entry to the programme.

Reason: The documentation provided to the visitors prior to the approval visit articulated how academic entry standards were applied to potential applicants and gave an indication of what these standards were. However, in discussion with the senior team it was highlighted the academic standards stated in the documentation were not those which were being used to determine applicants' suitability for a place on the programme. The visitors also noted that the academic entry standards displayed on the website were different from those stated in the documentation. As two different sets of academic standards were stated this could cause confusion and could lead to an applicant successfully appealing a decision if declined entry onto the programme. Therefore the visitors require clarification of what the academic standards for this programme are and require them to be clearly communicated to potential applicants. In this way the visitors can be sure that any applicant to the programme has the information they require to make an informed decision about whether to apply for a place on the programme.

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

Condition: The education provider must commit to increasing the number of appropriately qualified therapeutic radiography staff in place to deliver an effective programme.

Reason: The visitors noted in the documentation provided, both prior to the visit and during the visit, that there were roughly the equivalent of 3 full time staff delivering both the BSc (Hons) Therapeutic Radiography and the Pg Dip Therapeutic Radiography programmes. In discussion with the students issues were raised about the ability of the small team to cope with any unexpected absences or staffing changes, and the team's ability to undertake visits to students at practice placement sites. These issues were also acknowledged by the programme team when they were raised by the visitors. In these discussions the visitors noted that the small number of the staff on the team caused issues when staff were unexpectedly absent and also that travel to placement sites proved difficult to balance with academic commitments. As a result of these issues the size of the programme team has had a negative effect on their ability to deliver the programme effectively both in the academic and practical settings.

The visitors require reassurance that the number of staff on the programme team delivering the therapeutic radiography programmes is appropriate to deliver an effective programme. The visitors suggest the education provider look at the staffing provision on the other allied health professions' programmes at the education provider and to consider the benefits of increasing the size of the

programme team. To provide this reassurance the visitors therefore require evidence that the education provider will commit to increasing the number of therapeutic radiography staff available to deliver this programme. In this way the visitors can be sure that there are an adequate number of appropriately qualified and experienced staff in place to effectively deliver this programme.

3.11 There must be adequate and accessible facilities to support the welfare and wellbeing of students in all settings.

Condition: The education provider must commit to increasing the number of staff delivering the programme to effectively support the welfare and wellbeing of students, particularly while they are on practice placements.

Reason: The visitors noted in the documentation provided, prior to the visit and during the visit, there was roughly the equivalent of 3 full time staff delivering both the BSc (Hons) Therapeutic Radiography and the Pg Dip Therapeutic Radiography programmes. In discussion with the students issues were raised about the teams' ability to cope with any unexpected absences or staffing changes, and the team's ability to undertake visits to students at practice placement sites. These issues were also discussed in the meeting with the practice placement providers and the programme team. In these discussions the visitors noted that the number of the staff on the team often prevented the team undertaking practice placement visits. As a result of this practice placement providers had, in some instances, stepped in to support the wellbeing and welfare of students when support from the programme team was unavailable. The visitors were pleased the students had had access to the practice educators when necessary however consider it to be the programme team's responsibility to provide adequate and accessible facilities to support the welfare and wellbeing of students in all settings. The visitors considered the size of the programme team to have had a negative effect on their ability to provide effective support to students whilst in placement and so also a negative impact on their ability to deliver the programme effectively.

The visitors require reassurance that the number of staff on the programme team currently delivering the therapeutic radiography programmes is appropriate to effectively support students in the practice placement setting and to deliver an effective programme. The visitors suggest the education provider look at the staffing provision on the other allied health professions' programmes at the education provider and to consider the benefits of increasing the size of the programme team To provide this reassurance the visitors therefore require evidence that the education provider will commit to increasing the number of therapeutic radiography staff available to deliver this programme. In this way the visitors can be sure that there are an adequate number of staff in place to deliver this programme and effectively support the welfare and wellbeing of students, particularly while they are on practice placements.

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 include a clear statement in the programme documentation that at least one external examiner for the programme will be from the relevant part of the register unless other arrangements are agreed.

Reason: In the documentation submitted by the education provider there was insufficient detail in the external examiner recruitment policy specific to the programme. The visitors were satisfied with the current external examiner arrangements for the programme but need to see evidence that HPC requirements regarding the external examiner on the programme have been included in the documentation to demonstrate that this standard continues to be met.

Recommendations

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

Recommendation: The education provider may wish to consider continuing the work being undertaken to facilitate the use of visiting lecturers, and external expertise, in the delivery of the programme.

Reason: The visitors noted in discussion at the visit that subject areas are taught by staff with relevant specialist expertise and knowledge and, where possible, external lecturers are used to deliver appropriate content. The visitors also noted that the programme team worked to include visiting lecturers in the programme and that finances had been provided by the education provider to facilitate this. Therefore the visitors were satisfied this standard is met. However, in discussion with the practice placement providers and educators the visitors noted that, despite their wish to participate, they often had difficulty gaining leave to teach on the programme. The visitors therefore recommend that the programme team continues their work to better facilitate visiting lecturers gaining leave and teaching on the programme. In this way the programme team can utilise the specialist expertise of these professionals and maintain the currency in the curriculum delivery.

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.

Recommendation: The education provider should consider re-drafting the acquisition of skills statements to better reflect the HPC standards of proficiency that students will be able to meet upon successful completion of the programme.

Reason: The visitors noted in the programme documentation the learning outcomes of the programme were mapped to the HPC standards of proficiency (SOPs) and how these learning outcomes were assessed. They were therefore satisfied this standard was met. However, the visitors noted that the 'acquisition of skills' statements (Document D, p 5-8) were at a very high level and did not articulate the key skills that students would be acquiring throughout the programme. The visitors therefore recommend that the programme team considers re-writing the 'acquisition of skills' statements to better articulate the key professional skills students would acquire through successful completion of the programme. By re-focusing these statements it would enable students to better understand how the teaching and learning activities will enable them to meet the HPC SOPs and meet the requirements for registration. In turn this may further embed in the learning and teaching the professional requirements students need to adhere to in order to be safe and effective radiographers.

5.1 Practice placements must be integral to the programme.

Recommendation: The education provider should consider monitoring the processes in place to obtain students' occupational health and criminal convictions clearances to avoid any unnecessary effect on practice placements.

Reason: The visitors noted in the programme documentation that there are a variety of facilities in place to support the wellbeing and welfare students while they are on the programme. However, in discussion with the students the visitors noted that the company engaged to undertake the students' occupational health checks, and identify if additional support may be needed for them to complete the programme, had taken longer than expected to complete these checks. It was also the case that some students had experienced difficulties in obtaining their criminal convictions clearance in the time available. As a consequence of these issues there were subsequent effects on some students' practice placements as they were unable to undertake their first placements until all of the checks and clearances had been completed and obtained. The visitors therefore recommend the programme team monitor the effectiveness of the processes in place to obtain students' criminal convictions clearances and undertake occupational health checks. In this way the programme team can identify any issues which may arise and work to rectify them or mitigate any effects they may have on a student's practice placement experience.

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

Recommendation: The education provider should consider how the upcoming engagement with the Placement Management Partnership (PMP) will impact on how the programme's placements are approved and monitored.

Reason: The visitors noted in the documentation and in discussions at the visit the programme team maintains a thorough and effective system for approving and monitoring all placements. They were therefore satisfied this standard is met. However, in discussions with the senior team, practice placement providers and the programme team it was clear that the PMP will be coming on line shortly. The visitors noted that the system was not yet sufficient for the programme team's needs and as such would not currently be affecting the system of approval and monitoring of practice placements. However, with the development of the PMP system it was suggested this may affect how placements are approved and monitored in the future. The visitors therefore recommend that any change to how practice placements are approved and monitored as a result of the PMP system should be communicated to the HPC through the major change process. In this way any changes can be monitored to ensure that the programme continues to meet all of the standards of education and training.

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

Recommendation: The education provider should consider how best to deal with negative student feedback about practice placement centres to ensure that there is equality of student experience while on practice placements.

Reason: The visitors noted in the documentation and in discussions at the visit that the programme team maintains a thorough and effective system for approving and monitoring all placements. They were therefore satisfied this standard is met. However, in discussions with the students they noted some significant differences in students' practice placement experience. The visitors articulated that a contributory factor to this difference was the model utilised by

the programme team which meant that students would spend the majority of their time at one placement centre. As a result a student would get the experience of one organisation and it's way of working. The visitors therefore recommend that the programme team consider how best to deal with any significant issues which arise from student feedback regarding a practice placement centre. In this way they can manage any issues which arise and manage students' experience to ensure that all students on the programme get as equal an experience of practice placement as possible

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.

Recommendation: The education provider should consider re-drafting how the 'acquisition of skills' statements are assessed to better reflect the HPC standards of proficiency that students will be able to meet upon successful completion of the programme.

Reason: The visitors noted in the programme documentation the learning outcomes of the programme were mapped to the HPC standards of proficiency (SOPs) and how that learning outcomes were assessed. They were therefore satisfied that this standard was met. However, the visitors noted that the 'acquisition of skills' statements (Document D, p 5-8) were at a very high level and did not articulate the key skills that students would be acquiring throughout the programme. The visitors therefore recommend that the programme team considers re-writing the 'acquisition of skills' assessments to better articulate how the programme will ensure that students can demonstrate the key professional skills required to be a radiographer. By re-focusing how the programme's assessments will do this it will enable students to better link assessment with the acquirement of professional skills in line with the HPC SOPs. In turn this will further embed the professional requirements students need to adhere to in order to be safe and effective practitioners.

Russell Hart
Derek Adrian-Harris

hpc **health professions council**

Visitors' report

Name of education provider	London South Bank University
Programme name	Pg Dip Therapeutic Radiography
Mode of delivery	Full time
Relevant part of HPC Register	Radiographer
Relevant modality / domain	Therapeutic radiography
Date of visit	15 – 17 June 2011

Contents

Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Radiographer' or 'Therapeutic radiographer' must be registered with us. The HPC keep a register of health 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 ongoing approval of the programme. The education provider has until 9 August 2011 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 25 August 2011. At this meeting, the Committee will accept 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 16 September 2011. 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 13 October 2011.

Introduction

The HPC visited the programme at the education provider to consider major changes proposed to the programme. The major change affected the following standards - programme admissions, programme management and resources, curriculum, and assessment. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that 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 as the professional body considered their accreditation of the programme. The visit also considered the following programmes – BSc (Hons) Therapeutic Radiography, BSc (Hons) Diagnostic Radiography, BSc (Hons) Occupational Therapy, Pg Dip Occupational Therapy, DipHE Operating Department Practice and BSc (Hons) Operating Department Practice.

The professional bodies and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. Separate reports exist for the other programmes. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. Separate reports, produced by the professional bodies outline their decisions on the programmes' status.

Visit details

Name of HPC visitors and profession	Russell Hart (Radiographer) Derek Adrian-Harris (Radiographer)
HPC executive officer (in attendance)	Benjamin Potter
Proposed student numbers	12 Full time
First approved intake	1 September 2007 Full time
Effective date that programme approval reconfirmed from	1 September 2011
Chair	Holly Nicholas (London South Bank University)
Secretary	Catherine Moss (London South Bank University)
Members of the joint panel	Lisa Greatrex (Internal Panel Member) Margo McBride (Society and College of Radiographers) Spencer Goodman (Society and College of Radiographers)

Sources of evidence

Prior to the visit the HPC 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 SETs	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☒	☐	☐
Practice placement handbook	☒	☐	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External examiners' reports from the last two years	☒	☐	☐

During the visit the HPC 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	☒	☐	☐
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 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 53 of the SETs have been met and that conditions should be set on the remaining 4 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 number of recommendations 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 ongoing 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.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

2.1 The admissions procedures 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 clearly state what the academic entry requirements are for entry to the programme.

Reason: The documentation provided to the visitors prior to the approval visit articulated how academic entry standards were applied to potential applicants and gave an indication of what these standards were. However, in discussion with the senior team it was highlighted the academic standards stated in the documentation were not those which were being used to determine applicants' suitability for a place on the programme. The visitors also noted that the academic entry standards displayed on the website were different to those stated in the documentation. As two different sets of academic standards were stated this could cause confusion and could lead to an applicant successfully appealing a decision if declined entry onto the programme. Therefore the visitors require clarification of what the academic standards for this programme are and require them to be clearly communicated to potential applicants. In this way the visitors can be sure that any applicant to the programme has the information they require to make an informed decision about whether to apply for a place on the programme.

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

Condition: The education provider must commit to increasing the number of appropriately qualified therapeutic radiography staff in place to deliver an effective programme.

Reason: The visitors noted in the documentation provided, both prior to the visit and during the visit, that there were roughly the equivalent of 3 full time staff delivering both the BSc (Hons) Therapeutic Radiography and the Pg Dip Therapeutic Radiography programmes. In discussion with the students issues were raised about the ability of the small team to cope with any unexpected absences or staffing changes, and the team's ability to undertake visits to students at practice placement sites. These issues were also acknowledged by the programme team when they were raised by the visitors. In these discussions the visitors noted that the small number of the staff on the team caused issues when staff were unexpectedly absent and also that travel to placement sites proved difficult to balance with academic commitments. As a result of these issues the size of the programme team has had a negative effect on their ability to deliver the programme effectively both in the academic and practical settings.

The visitors require reassurance that the number of staff on the programme team delivering the therapeutic radiography programmes is appropriate to deliver an effective programme. The visitors suggest the education provider look at the staffing provision on the other allied health professions' programmes at the education provider and to consider the benefits of increasing the size of the

programme team. To provide this reassurance the visitors therefore require evidence that the education provider will commit to increasing the number of therapeutic radiography staff available to deliver this programme. In this way the visitors can be sure that there are an adequate number of appropriately qualified and experienced staff in place to effectively deliver this programme.

3.11 There must be adequate and accessible facilities to support the welfare and wellbeing of students in all settings.

Condition: The education provider must commit to increasing the number of staff delivering the programme to effectively support the welfare and wellbeing of students, particularly while they are on practice placements.

Reason: The visitors noted in the documentation provided, prior to the visit and during the visit, there was the equivalent of 3 full time staff delivering both the BSc (Hons) Therapeutic Radiography and the Pg Dip Therapeutic Radiography programmes. In discussion with the students issues were raised about the teams' ability to cope with any unexpected absences or staffing changes, and the team's ability to undertake visits to students at practice placement sites. These issues were also discussed in the meeting with the practice placement providers and the programme team. In these discussions the visitors noted that the number of the staff on the team often prevented the team undertaking practice placement visits. As a result of this practice placement providers had, in some instances, stepped in to support the wellbeing and welfare of students when support from the programme team was unavailable. The visitors were pleased the students had had access to the practice educators when necessary however consider it to be the programme team's responsibility to provide adequate and accessible facilities to support the welfare and wellbeing of students in all settings. The visitors considered the size of the programme team to have had a negative effect on their ability to provide effective support to students whilst in placement and so also a negative impact on their ability to deliver the programme effectively.

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programme will be from the relevant part of the register unless other arrangements are agreed.

Reason: In the documentation submitted by the education provider there was insufficient detail in the external examiner recruitment policy specific to the programme. The visitors were satisfied with the current external examiner arrangements for the programme but need to see evidence that HPC requirements regarding the external examiner on the programme have been included in the documentation to demonstrate that this standard continues to be met.

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the programme team which meant that students would spend the majority of their time at one placement centre. As a result a student would get the experience of one organisation and it's way of working. The visitors therefore recommend that the programme team consider how best to deal with any significant issues which arise from student feedback regarding a practice placement centre. In this way they can manage any issues which arise and manage students' experience to ensure that all students on the programme get as equal an experience of practice placement as possible

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Russell Hart
Derek Adrian-Harris

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LONDON SOUTH BANK UNIVERSITY

Our Ref: WT/ SC

Ben Potter
Education Officer
Health Professions Council
Park House
184 Kennington Park Road
London
SE11 4BU

5th August 2011

Dear Ben,

Re: London South Bank University- Multi-professional visit – 15th-17th June 2011

Further to your email of 12 July 2011, we would like to make an observation regarding the HPC visitor's report, concerning **Condition 2.1** for the following programmes:

- BSc (Hons) Occupational Therapy
- BSc (Hons) Diagnostic Radiography
- BSc (Hons) Therapeutic Radiography
- PgDip Therapeutic Radiography
- BSc (Hons) Operating Department Practice

The main reason for the setting of this condition is given as the discrepancy between the academic entry standards displayed on the website and those stated within the programme documentation, which could cause confusion to applicants.
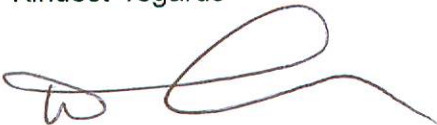
The entry requirements currently presented in the 2011 entry prospectus and on the website were agreed in July 2010 in advance of validation. The University is not permitted to place on the website the entry criteria for a programme that has not yet been approved.

The entry criteria put forward at validation will be explicitly presented to applicants in the new prospectus, both printed and online, when this prospectus is produced in September/early October 2011 following approval.

Please find enclosed for your information details concerning the entry criteria for 2011 and 2012 entry.

We are happy for this observation to be published alongside the visitor's report as detailed in your email of 12th July 2011.

Kindest regards

Dr Warren Turner,

Pro Dean Contracts and Business Enterprise
Faculty of Health and Social Care
London South Bank University

Encl: Programme entry requirements

Programme	Sept 11 Entry Requirements (Current Prospectus Entry)	Sept 12 Entry Requirements (Prospectus to be produced)
BSc Diagnostic Radiography	5 GCSEs/equivalent (C or above) to include Maths, English and Physics/ Combined Science; plus 200-240 UCAS tariff point from a minimum of two A-Levels, or BTEC ND (Merit/Merit/Merit) or BTEC NC (Distinction/Distinction) in Science or Health and Social Care or equivalent; or Pass in a QAA recognised Access to Science, Access to Health, Access to Health and Social Care and Access to Radiography course (45 credits Level 3 including 30 at merit grade)	5 GCSEs/equivalent (C or above) to include Maths, English and Physics/ Combined Science; plus 280-300 UCAS tariff point from a minimum of two A-Levels, or BTEC Level 3 extended diploma (before 2010 known as BTEC national diploma level 3) (Distinction/Merit/Merit) in Science or Health and Social Care or equivalent; or Pass in a QAA recognised Access to Science, Access to Health, Access to Health and Social Care or Access to Radiography course (45 credits Level 3 including 15 at distinction and 30 at merit grade)
BSc Therapeutic Radiography	5 GCSEs/equivalent (C or above) to include Maths, English and Physics/ Combined Science; plus 200-240 UCAS tariff point from a minimum of two A-Levels, or BTEC ND (Merit/Merit/Merit) or BTEC NC (Distinction/Distinction) in Science or Health and Social Care or equivalent; or Pass in a QAA recognised Access to Science, Access to Health, Access to Health and Social Care and Access to Radiography course (45 credits Level 3 including 30 at merit grade)	5 GCSEs/equivalent (C or above) to include Maths, English and Physics/ Combined Science; plus 280-300 UCAS tariff point from a minimum of two A-Levels, or BTEC Level 3 extended diploma (before 2010 known as BTEC national diploma level 3) (Distinction/Merit/Merit) in Science or Health and Social Care or equivalent; or Pass in a QAA recognised Access to Science, Access to Health, Access to Health and Social Care or Access to Radiography course (45 credits Level 3 including 15 at distinction and 30 at merit grade)
BSc Occupational Therapy	5 GCSEs/equivalent (C or above) to include Maths, English and Physics/ Combined Science; plus 220 UCAS tariff point from a minimum of two A-Levels, or BTEC ND (Merit/Merit/Merit) or BTEC NC (Distinction/Distinction) in Science or Health and Social Care or equivalent; or Pass in a QAA recognised Access to Science, Access to Health, Access to Health and Social Care and Access to Radiography course (45 credits Level 3 including 30 at merit grade)	5 GCSEs/equivalent (C or above) to include Maths, English and Physics/ Combined Science; plus 300 UCAS tariff point from a minimum of two A-Levels, or BTEC Level 3 extended diploma (before 2010 known as BTEC national diploma level 3) (Distinction/Distinction/Merit) in Science or Health and Social Care or equivalent; or Pass in a QAA recognised Access to Science, Access to Health, or Access to Health and Social Care course (45 credits Level 3 including 30 at distinction and 15 at merit grade)
Dip HE Operating Department Practice	160 UCAS tariff points	GCSEs/equivalent (C or above)in Maths and English; plus 160 UCAS tariff points; or Pass in a QAA recognised Access to Nursing, Access to Health or Access to Health and Social Care course (45 credits Level 3 including 15 at merit grade)
PgDip Occupational Therapy	honours degree (2:2) in any subject area and relevant experience of working in health, social care or a related area.	honours degree (2:2) in any subject area and relevant experience of working in health, social care or a related area.
PgDip Therapeutic Radiography	honours degree in a health, social care or science subject with a classification of at least 2:1.	honours degree in a health, social care or science subject with a classification of at least 2:1.

From: "Summerfield-Mann, Lynn" ███████████████████
To: ████████████████████ ██████████████████
Cc:██████████████████ █ ███████████████
Date: 15 August 2011 10:55
Subject: RE: HPC Approval visit (15-17 June 2011)- London South Bank
University - Multiprofessional visit

Dear Ben
I am happy to confirm the reason for the observations set out below.

I hope to be able to confirm the intake numbers for the BSc(Hons)
Occupational Therapy (3 year Full time) and the BSc(Hons) Operating
Department Practice (3 year Full time - 2012 entry) as soon as
possible.

Kindest regards
Lynn

-----Original Message-----
From: ████████████████████ ████████████████████████
Sent: 15 August 2011 10:23
To: Summerfield-Mann, Lynn
Subject: HPC Approval visit (15-17 June 2011) - London South Bank
University - Multiprofessional visit

Dear Lynn,

Thank you very much for your phone call to clarify why observations
are being provided around the condition placed on SET 2.1 for the
BSc(Hons)Occupational Therapy (Full time, Part time and Part time (In
service))programmes the BSc (Hons) Diagnostic Radiography (Full time and
Part time(In service)) programmes and the BSc (Hons) Therapeutic
Radiography(Full time and Part time (In service) programmes.

As you clarified the reason for the observations is that it was felt
that the reasoning supplied was previously provided at the visit during the
senior team meeting and as such the visitors should have been aware of
why the entry requirements on the website did not match up with the entry
requirements in the documentation.

If you could confirm this for me it would be much appreciated as I can
then take this written confirmation to the education and training committee
and ensure they have as full a picture as possible of why the observations
have been submitted.

As ever, if you have any questions or queries please do not hesitate
to getin contact with me.

Kind regards,

Ben

Visitors' report

Name of education provider	London South Bank
Programme name	BSc (Hons) Occupational Therapy
Mode of delivery	Full time Part time Part time (In service)
Relevant part of HPC Register	Occupational therapist
Date of visit	15 – 17 June 2011

Contents

Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Occupational therapist' must be registered with us. The HPC keep a register of health 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 ongoing approval of the programme. The education provider has until 9 August 2011 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 25 August 2011. At this meeting, the Committee will accept 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 16 September 2011 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 13 October 2011.

Introduction

The HPC visited the programme at the education provider to consider major changes proposed to the programme. The major change affected the following standards - programme admissions, programme management and resources, curriculum, and assessment. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that 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 education provider reviewed the programme and the professional body considered their accreditation of the programme. The visit also considered the following programmes – Pg Dip Occupational Therapy, BSc (Hons) Therapeutic Radiography, Pg Dip Therapeutic Radiography, BSc (Hons) Diagnostic Radiography, DipHE Operating Department Practice and the BSc (Hons) Operating Department Practice.

The professional bodies and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. Separate reports exist for the other programmes. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. Separate reports, produced by the professional bodies outline their decisions on the programmes' status.

Visit details

Name of HPC visitors and profession	Margaret Curr (Physiotherapist) Claire Brewis (Occupational therapist) Jacqueline Landman (Lay visitor)
HPC executive officer (in attendance)	Lewis Roberts
Proposed student numbers	25 (Full time) 17 (Part time) 4 (Part time (in service))
First approved intake	1 September 2008
Effective date that programme approval reconfirmed from	1 September 2011
Chair	Holly Nicholas (London South Bank University)
Secretary	Catherine Moss (London South Bank University)
Members of the joint panel	Lisa Greatrex (Internal Panel Member) Remy Reyes (College of Occupational Therapists) Caroline Grant (College of Occupational

	Therapists)
	Patricia McClure (College of Occupational Therapists)
	Clare Taylor (College of Occupational Therapists)

Sources of evidence

Prior to the visit the HPC 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 SETs	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☒	☐	☐
Practice placement handbook	☒	☐	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External examiners' reports from the last two years	☒	☐	☐

During the visit the HPC 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	☒	☐	☐
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 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 49 of the SETs have been met and that conditions should be set on the remaining 8 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing 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 did not make any recommendations 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 ongoing 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.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

2.1 The admissions procedures 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 ensure that the academic entry requirements are consistently stated throughout all programme documentation.

Reason: The documentation provided to the visitors prior to the approval visit articulated how academic entry standards were applied to potential applicants and gave an indication of what these standards were. However, in discussion with the senior team it was highlighted that the academic standards stated in the documentation were not those which were being used to determine applicants' suitability for a place on the programme. The visitors also noted that the academic entry standards displayed on the website were different to those stated within the programme documentation. As two different sets of academic standards were stated the visitors were concerned that this could cause confusion to applicants. Therefore, the visitors require the academic entry standards to be consistently and clearly communicated to potential applicants to ensure that they have the information they require to make an informed decision about applying for a place on the programme. In this way the visitors can be sure that any applicant to the programme has the information required to make an informed decision about applying for a place on the programme

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

Condition: The education provider must demonstrate how practice placement settings are monitored to ensure that any resources available to support student learning are effectively used.

Reason: From a review of the documentation the visitors found no evidence of a formal practice placement auditing tool and supporting protocols. The visitors noted, in discussions with the programme team, that there was a Placement Management Partnership (PMP) in development which would aid in the formal auditing and monitoring of placements. The visitors were also made aware of a number of informal mechanisms that were in place to audit and monitor practice placements. As the current audit and monitoring processes in place are informal this could lead to perceived inconsistencies in the quality of students' placement experience. In turn this could lead to students successfully appealing assessments associated with their practice placements and graduating from the programme with concerns around their fitness to practice. The visitors therefore require evidence of the formal mechanisms in place that demonstrate that the education provider audits and monitors the resources in practice placement settings to ensure they are appropriate and effectively used. The visitors also require clarification of the criteria used to decide if a practice placement has appropriate resources to support student learning as well as evidence of the supporting protocols that outline the process for dealing with a practice placement that does not meet these criteria.

3.9 The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.

Condition: The education provider must demonstrate how the resources in practice placement settings are monitored to ensure that the resources support the required learning and teaching activities of the programme.

Reason: From a review of the documentation the visitors found no evidence of a formal practice placement auditing tool and supporting protocols. The visitors noted, in discussions with the programme team, that there was a Placement Management Partnership (PMP) in development which would aid in the formal auditing and monitoring of placements. The visitors were also made aware of a number of informal mechanisms that were in place to audit and monitor practice placements. As the current audit and monitoring processes in place are informal this could lead to perceived inconsistencies in the quality of students' placement experience. The visitors therefore require evidence of the formal mechanisms in place that demonstrate that the education provider audits and monitors the resources in practice placement settings to ensure that they support the required learning and teaching activities of the programme. The visitors also require clarification of the criteria used to decide if a practice placement has appropriate resources to ensure that they support the required learning and teaching activities of the programme as well as evidence of the supporting protocols that outline the process for dealing with a practice placement that does not meet these criteria.

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

Condition: The education provider must demonstrate how the resources in practice placement settings are monitored to ensure that they are appropriate to the curriculum and are readily available to students.

Reason: From a review of the documentation the visitors found no evidence of a formal practice placement auditing tool and supporting protocols. The visitors noted, in discussions with the programme team, that there was a Placement Management Partnership (PMP) in development which would aid in the formal auditing and monitoring of placements. The visitors were also made aware of a number of informal mechanisms that were in place to audit and monitor practice placements. As the current audit and monitoring processes in place are informal this could lead to perceived inconsistencies in the quality of students' placement experience. In turn this could lead to students successfully appealing assessments associated with their practice placements and graduating from the programme with concerns around their fitness to practice The visitors therefore require evidence of the formal mechanisms in place that demonstrate that the education provider audits and monitors the resources, including IT facilities, in practice placement settings to ensure that they are appropriate to the curriculum and are readily available to students. The visitors also require clarification of the criteria used to decide if a practice placement has appropriate and available resources as well as evidence of the supporting protocols that outline the process for dealing with a practice placement that does not meet these criteria.

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

Condition: The education provider must revisit the programme documentation and outline the process for checking the quality of placements. The education provider must also produce guidelines on their placement requirements, articulating what they consider constitutes a safe and supportive placement environment.

Reason: From a review of the documentation the visitors found no evidence of a formal practice placement auditing tool and supporting protocols. The visitors noted, in discussions with the programme team, that there was a Placement Management Partnership (PMP) in development which would aid in the formal auditing and monitoring of placements. The visitors were also made aware of a number of informal mechanisms that were in place to audit and monitor practice placements. As the current audit and monitoring processes in place are informal this could lead to perceived inconsistencies in the quality of students' placement experience. The visitors therefore require further information to demonstrate that the education provider is responsible for placements and the management of placements in the programme. The visitors require further evidence of the auditing process and the guidelines in place to ensure that the education provider can make a judgement on whether placements are of good quality and provide safe and supportive environments.

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

Condition: The education provider must revisit the programme documentation and outline a thorough and effective system for approving and monitoring all placements.

Reason: From a review of the documentation the visitors found no evidence of a formal practice placement auditing tool and supporting protocols. The visitors noted, in discussions with the programme team, that there was a Placement Management Partnership (PMP) in development which would aid in the formal auditing and monitoring of placements. The visitors were also made aware of a number of informal mechanisms that were in place to audit and monitor practice placements. The visitors therefore did not have enough evidence that the education provider has a thorough and effective system in place for the approval and monitoring of placements and that the education provider was responsible for the placements in the programme. The visitors require the education provider to provide evidence to demonstrate that there are clear policies and procedures in place around the approval and monitoring of practice placements to ensure that this standard is met.

5.5 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, implemented and monitored within practice placements.

Reason: From a review of the documentation the visitors found no evidence of a formal practice placement auditing tool and supporting protocols. The visitors noted, in discussions with the programme team, that there was a Placement Management Partnership (PMP) in development which would aid in the formal auditing and monitoring of placements. The visitors were also made aware of a number of informal mechanisms that were in place to audit and monitor practice placements.. However, the visitors could find no evidence of a mechanism in place to ensure that practice placements have equality and diversity policies in place and that they are implemented and monitored. The visitors therefore require the education provider to provide evidence outlining how they ensure equality and diversity policies are in place, implemented and monitored within practice placements.

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

Condition: The education provider must provide evidence outlining how they ensure an adequate number of appropriately qualified and experienced staff is in place at the practice placement setting.

Reason: From a review of the documentation the visitors found no evidence of a formal practice placement auditing tool and supporting protocols. The visitors noted, in discussions with the programme team, that there was a Placement Management Partnership (PMP) in development which would aid in the formal auditing and monitoring of placements. The visitors were also made aware of a number of informal mechanisms that were in place to audit and monitor practice placements.. However, the visitors require evidence of the formal mechanisms in place that demonstrate that the education provider audits and monitors the staff within the practice placement setting to ensure that they are adequate in number and appropriately qualified and experienced. The visitors also require clarification of the criteria used to decide if a practice placement has an adequate number of appropriately qualified and experienced staff, as well as evidence of the supporting protocols that outline the process for dealing with a practice placement that does not meet these criteria.

<div align="right">
Claire Brewis
Margaret Curr
Jacqueline Landman
</div>

Our Ref: WT/ SC

Dr Warren Turner PhD, BSc (Hons)
Pro-Dean
Contracts & Business Enterprise
T: 020 7815 6147
F: 020 7815 8490
turnerw@lsbu.ac.uk

Ben Potter
Education Officer
Health Professions Council
Park House
184 Kennington Park Road
London
SE11 4BU

5th August 2011

Dear Ben,

Re: London South Bank University- Multi-professional visit – 15th-17th June 2011

Further to your email of 12 July 2011, we would like to make an observation regarding the HPC visitor's report, concerning **Condition 2.1** for the following programmes:

- BSc (Hons) Occupational Therapy
- BSc (Hons) Diagnostic Radiography
- BSc (Hons) Therapeutic Radiography
- PgDip Therapeutic Radiography
- BSc (Hons) Operating Department Practice

The main reason for the setting of this condition is given as the discrepancy between the academic entry standards displayed on the website and those stated within the programme documentation, which could cause confusion to applicants.
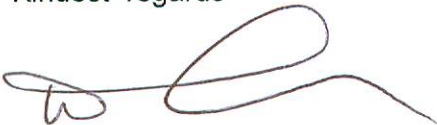
The entry requirements currently presented in the 2011 entry prospectus and on the website were agreed in July 2010 in advance of validation. The University is not permitted to place on the website the entry criteria for a programme that has not yet been approved.

The entry criteria put forward at validation will be explicitly presented to applicants in the new prospectus, both printed and online, when this prospectus is produced in September/early October 2011 following approval.

Please find enclosed for your information details concerning the entry criteria for 2011 and 2012 entry.

We are happy for this observation to be published alongside the visitor's report as detailed in your email of 12th July 2011.

Kindest regards

Dr Warren Turner,

Pro Dean Contracts and Business Enterprise
Faculty of Health and Social Care
London South Bank University

Encl: Programme entry requirements

Programme	Sept 11 Entry Requirements (Current Prospectus Entry)	Sept 12 Entry Requirements (Prospectus to be produced)
BSc Diagnostic Radiography	5 GCSEs/equivalent (C or above) to include Maths, English and Physics/ Combined Science; plus 200-240 UCAS tariff point from a minimum of two A-Levels, or BTEC ND (Merit/Merit/Merit) or BTEC NC (Distinction/Distinction) in Science or Health and Social Care or equivalent; or Pass in a QAA recognised Access to Science, Access to Health, Access to Health and Social Care and Access to Radiography course (45 credits Level 3 including 30 at merit grade)	5 GCSEs/equivalent (C or above) to include Maths, English and Physics/ Combined Science; plus 280-300 UCAS tariff point from a minimum of two A-Levels, or BTEC Level 3 extended diploma (before 2010 known as BTEC national diploma level 3) (Distinction/Merit/Merit) in Science or Health and Social Care or equivalent; or Pass in a QAA recognised Access to Science, Access to Health, Access to Health and Social Care or Access to Radiography course (45 credits Level 3 including 15 at distinction and 30 at merit grade)
BSc Therapeutic Radiography	5 GCSEs/equivalent (C or above) to include Maths, English and Physics/ Combined Science; plus 200-240 UCAS tariff point from a minimum of two A-Levels, or BTEC ND (Merit/Merit/Merit) or BTEC NC (Distinction/Distinction) in Science or Health and Social Care or equivalent; or Pass in a QAA recognised Access to Science, Access to Health, Access to Health and Social Care and Access to Radiography course (45 credits Level 3 including 30 at merit grade)	5 GCSEs/equivalent (C or above) to include Maths, English and Physics/ Combined Science; plus 280-300 UCAS tariff point from a minimum of two A-Levels, or BTEC Level 3 extended diploma (before 2010 known as BTEC national diploma level 3) (Distinction/Merit/Merit) in Science or Health and Social Care or equivalent; or Pass in a QAA recognised Access to Science, Access to Health, Access to Health and Social Care or Access to Radiography course (45 credits Level 3 including 15 at distinction and 30 at merit grade)
BSc Occupational Therapy	5 GCSEs/equivalent (C or above) to include Maths, English and Physics/ Combined Science; plus 220 UCAS tariff point from a minimum of two A-Levels, or BTEC ND (Merit/Merit/Merit) or BTEC NC (Distinction/Distinction) in Science or Health and Social Care or equivalent; or Pass in a QAA recognised Access to Science, Access to Health, Access to Health and Social Care and Access to Radiography course (45 credits Level 3 including 30 at merit grade)	5 GCSEs/equivalent (C or above) to include Maths, English and Physics/ Combined Science; plus 300 UCAS tariff point from a minimum of two A-Levels, or BTEC Level 3 extended diploma (before 2010 known as BTEC national diploma level 3) (Distinction/Distinction/Merit) in Science or Health and Social Care or equivalent; or Pass in a QAA recognised Access to Science, Access to Health, or Access to Health and Social Care course (45 credits Level 3 including 30 at distinction and 15 at merit grade)
Dip HE Operating Department Practice	160 UCAS tariff points	GCSEs/equivalent (C or above)in Maths and English; plus 160 UCAS tariff points; or Pass in a QAA recognised Access to Nursing, Access to Health or Access to Health and Social Care course (45 credits Level 3 including 15 at merit grade)
PgDip Occupational Therapy	honours degree (2:2) in any subject area and relevant experience of working in health, social care or a related area.	honours degree (2:2) in any subject area and relevant experience of working in health, social care or a related area.
PgDip Therapeutic Radiography	honours degree in a health, social care or science subject with a classification of at least 2:1.	honours degree in a health, social care or science subject with a classification of at least 2:1.

Dear Ben
I am happy to confirm the reason for the observations set out below.

I hope to be able to confirm the intake numbers for the BSc(Hons)
Occupational Therapy (3 year Full time) and the BSc(Hons) Operating
Department Practice (3 year Full time - 2012 entry) as soon as
possible.

Kindest regards
Lynn

-----Original Message-----

Dear Lynn,

Thank you very much for your phone call to clarify why observations
are being provided around the condition placed on SET 2.1 for the
BSc(Hons)Occupational Therapy (Full time, Part time and Part time (In
service))programmes the BSc (Hons) Diagnostic Radiography (Full time and
Part time(In service)) programmes and the BSc (Hons) Therapeutic
Radiography(Full time and Part time (In service) programmes.

As you clarified the reason for the observations is that it was felt
that the reasoning supplied was previously provided at the visit during the
senior team meeting and as such the visitors should have been aware of
why the entry requirements on the website did not match up with the entry
requirements in the documentation.

If you could confirm this for me it would be much appreciated as I can
then take this written confirmation to the education and training committee
and ensure they have as full a picture as possible of why the observations
have been submitted.

As ever, if you have any questions or queries please do not hesitate
to getin contact with me.

Kind regards,

Ben

hpc health professions council

Visitors' report

Name of education provider	University College London
Programme name	BSc (Hons) Audiology
Mode of delivery	Full time
Relevant part of HPC Register	Hearing aid dispensers
Date of visit	14 – 15 April 2011

Contents

Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Hearing aid dispenser' must be registered with us. The HPC keep a register of health 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 ongoing approval of the programme. The education provider has until 15 August 2011 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 25 August 2011. At this meeting, the Committee will accept 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 28 October 2011. 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 22 February 2012.

Introduction

The HPC visited the programme at the education provider as the Hearing aid dispenser profession came onto the register in April 2010 and a decision was made by the Education and Training Committee to visit all existing programmes from this profession. 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 considered their accreditation of the programme. The visit also considered the following programmes – MSc Audiological Science with Certificate in Clinical Competency (CCC) (formerly - MSc Audiology (with clinical competency certificate or certificate of audiological competence)) and Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC). The professional body and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. A separate report exist for the other programmes. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. A separate report produced by the professional body, outline their decisions on the programmes' status.

Visit details

Name of HPC visitors and profession	Tim Pringle (Hearing aid dispenser) Richard Sykes (Hearing aid dispenser)
HPC executive officer(s) (in attendance)	Lewis Roberts
Proposed student numbers	20
First approved intake	1 September 2003
Effective date that programme approval reconfirmed from	September 2011
Chair	Rob Lowe (University of Southampton)
Secretary	Robert Heller (University College London)
Members of the joint panel	Amr el-Refaie (British Academy of Audiology) Lynette Blaney Refaie (British Academy of Audiology)

Sources of evidence

Prior to the visit the HPC 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 SETs	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☒	☐	☐
Practice placement handbook	☒	☐	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External examiners' reports from the last two years	☒	☐	☐

During the visit the HPC 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	☒	☐	☐
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 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 42 of the SETs have been met and that conditions should be set on the remaining 15 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing 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 number of recommendations 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 ongoing 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.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

2.1 The admissions procedures 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 revisit all programme documentation, including advertising materials, to ensure that the HPC approved programme title is clearly stated as BSc (Hons) Audiology.

Reason: From a review of the programme documentation the visitors noted inconsistencies throughout the documentation in the way the education provider referred to the programme award title. The current HPC approved programme title is BSc (Hons) Audiology, however the visitors' noted the education provider frequently referred to the programme as 'BSc Audiology'. The visitors require the education provider to revisit the programme documentation to ensure that the award title is consistently referred to throughout the documentation. The visitors note that referring to the programme as 'BSc Audiology' could be misleading to applicants and students and therefore require all programme documentation, including advertising materials, to be amended to ensure consistency and clarity.

2.1 The admissions procedures 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 revisit the programme documentation to clearly highlight that successful completion of the programme leads to eligibility to apply for registration as a Hearing aid dispenser with the HPC. The education provider must also revisit the programme documentation to ensure that applicants and students are given further information about the option of becoming a Hearing aid dispenser and what it entails. The education provider must finally clearly highlight the role of the HPC as the statutory regulator for Hearing aid dispensers.

Reason: From a review of the programme documentation the visitors were unable to find any reference to Hearing aid dispensers and the fact that successful completion of the programme leads to eligibility to apply for registration as a Hearing aid dispenser with the HPC. The visitors were concerned that the role of a Hearing aid dispenser was not clearly highlighted within the programme documentation and that potential applicants as well as students on the programme would be unaware of the options available to them. The visitors also noted little reference to the role of the HPC as the statutory regulator for Hearing aid dispensers. The visitors require the education provider to review the programme documentation in relation to information regarding the option of becoming a Hearing aid dispenser to ensure that applicants have the information they require to make an informed choice about whether to take up an offer of a place on the programme.

2.2 The admissions procedures must apply selection and entry criteria, including evidence of a good command of reading, writing and spoken English.

Condition: The education provider must revisit all programme documentation, including advertising materials for the programme, to clearly and consistently articulate the International English Language Testing System (IELTS) standard or equivalent required for entry on to the programme.

Reason: From a review of the programme documentation the visitors were unable to determine the IELTS level for entry on to the programme. At the visit the programme team stated that the level was 6.5. The visitors require the IELTS entry level to the programme to be clearly stated in the programme documentation and advertising materials. If students enter the programme with an IELTS score of 6.5 the visitors also require evidence of how the programme team ensures at the point of registration the applicant will attain a score of IELTS 7.0, with no element below 6.5 and therefore ensure that Standard of Proficiency 1b.3 is met.

- 1b.3 – be able to communicate in English to the standard equivalent to level 7 of the international English Language Testing System, with no element below 6.5.

3.1 The programme must have a secure place in the education provider's business plan.

Condition: The education provider must provide details that outline how they will manage the planned discontinuation of the BSc (Hons) Audiology programme in September 2012. The visitors require evidence showing how students who are on the programme after September 2012 will continue to have appropriate support and demonstrate that the programme will continue to have a secure place in the education provider's business plan until the last cohort has graduated.

Reason: From discussions with the programme team the visitors noted that the education provider plans to discontinue the BSc (Hons) Audiology programme in September 2012. The education provider will therefore cease taking on further cohorts from September 2012 and this cohort will be the last to graduate on the programme. The visitors have noted that the rationale for the discontinuation is the creation of a master's level programme in response to the Modernising Scientific Careers agenda. The visitors require evidence showing how students who are on the BSc (Hons) Audiology programme after September 2012 will continue to have appropriate support in light of the creation of a new master's level qualification and also reassurance that the programme will continue to have a secure place in the education provider's business plan until the last cohort has graduated.

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 a system is in place for gaining students informed consent before they participate as service users in practical teaching.

Reason: The visitors noted through discussion with the programme team, consent was obtained verbally from students when participating as service users in clinical and practical teaching. There was no formal information regarding consent protocols in place, how records were maintained to indicate consent had been obtained or how situations where students declined from participation were managed. In light of this, the visitors were not satisfied the programme gained informed consent from students or could appropriately manage situations where students declined to participate in the practical and clinical teaching. The visitors therefore require the education provider to implement formal protocols for obtaining consent from students (such as a consent form to be signed prior to commencing the programme) and for managing situations where students decline from participating in practical and clinical teaching (such as alternative learning arrangements).

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 provide evidence that demonstrates that the learning outcomes ensure that those who successfully complete the programme meet standard of proficiency 1b.3, 2b.4 and 2c.2.

- 1b.3 – be able to communicate in English to the standard equivalent to level 7 of the international English Language Testing System, with no element below 6.5.
- 1b.3 - be able to explain the financial implications of suitable hearing aid systems.
- 2b.4 – be able to select and evaluate the most appropriate hearing aid system and performance settings and/or associated technologies for service users.
- 2c.2 – be aware of emerging technologies and new developments in hearing assistance.

Reason: From a review of the programme document and discussions with the programme team the visitors were unable to determine where in the curriculum the learning outcomes ensure that those who successfully complete the programme meet standard of proficiency 1b.3, 2b.4 and 2c.2. The visitors also noted that the education provider provided a standards of proficiency mapping document for Clinical scientists, and not Hearing aid dispensers. The visitors were therefore not clearly signposted to the standards of proficiency specific to Hearing aid dispensers. The visitors require the education provider to provide evidence that demonstrates that the learning outcomes ensure that those who successfully complete the programme meet standard of proficiency 1b.3, 2b.4 and 2c.2 and therefore that those who successfully complete the programme meet the profession specific standards of proficiency for Hearing aid dispensers.

4.5 The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.

Condition: The education provider must review the programme documentation to refer to the HPC Standards of conduct, performance and ethics and provide evidence of how these are taught throughout the programme.

Reason: In the documentation submitted the HPC Standards of conduct, performance and ethics were not referred to. The visitors require further evidence that demonstrates that the HPC Standards of conduct, performance and ethics are taught within the programme to ensure that students understand the standards and when they apply. The visitors therefore require further evidence before this standard is met.

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

Condition: The education provider must provide further evidence of the audit tool used to approve and monitor placement environments which ensures the provision of a safe and supportive environment.

Reason: The visitors noted discussions with the programme team outlining the procedure in place to check and monitor the quality of a practice placement. The visitors were not however provided with documentary evidence to support these discussions. The visitors require further evidence of the auditing process and the guidelines in place to ensure that the education provider can make a judgement on whether placements are of good quality and provide safe and supportive environments.

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

Condition: The education provider must provide evidence outlining the systems used to effectively monitor placements.

Reason: The visitors noted discussions with the programme team outlining the procedure in place for approving and monitoring placements. The visitors were not however provided with documentary evidence to support these discussions. The visitors therefore require clear written protocols that outline the systems in place to ensure that placements are approved and monitored in a thorough and effective way. Protocols might include evidence of policies and processes for approving placements and examples of how these are put into practice, details of systems for on-going monitoring and assessing placement providers, an explanation of how feedback from students is collected, analysed and acted on, details of how feedback is gained from practice placement educators and co-ordinators and evidence that shows the education provider ensures that there are clear and easy methods for communication between the parties. Evidence might also include details of how feedback is used to inform processes with copies of policies or details of processes provided for dealing with placement providers where difficulties arise.

5.5 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 outlining the systems used to ensure that placement providers have equality and diversity policies in relation to students.

Reason: The visitors noted discussions with the programme team outlining the audit procedure in place for approving and monitoring placements. The visitors were not however provided with documentary evidence to support these discussions. The visitors therefore require clear written protocols that outline the systems in place to that placement providers have equality and diversity policies in relation to students.

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

Condition: The education provider must provide evidence outlining the systems used to ensure that placement providers have an adequate number of appropriately qualified and experienced staff at the practice placement setting.

Reason: The visitors noted discussions with the programme team outlining the audit procedure in place for approving and monitoring placements. The visitors were not however provided with documentary evidence to support these discussions. The visitors therefore require clear written protocols that outline the systems in place to ensure that placement providers have an adequate number of appropriately qualified and experienced staff at the practice placement setting.

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

Condition: The education provider must provide evidence outlining the systems used to ensure that practice placement educators have the relevant knowledge, skills and experience.

Reason: The visitors noted discussions with the programme team outlining the audit procedure in place for approving and monitoring placements. The visitors were not however provided with documentary evidence to support these discussions. The visitors therefore require clear written protocols that outline the systems in place to ensure that practice placement educators have the relevant knowledge, skills and experience.

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

Condition: The education provider must clearly articulate the mechanism they use to ensure that practice placement educators undertake appropriate practice placement educator training in advance of receiving students and how they decide when practice placement educators require refresher training.

Reason: From the documents submitted and from discussions with the programme team and students the visitors noted that the education provider does offer practice placement educator training to practice placement educators. However, from discussions with the students the visitors noted that not all practice placement educators had received practice placement educator training. The programme team confirmed to the visitors that practice placement educator training was not mandatory. The visitors require further evidence to demonstrate that all practice placement educators undertake appropriate practice placement educator training in advance of receiving students. The visitors require clarification on how the education provider records and monitors the training of new practice placement educators and information on how it is determined if a practice placement educator needs refresher training and how this is articulated to the relevant parties. Therefore the visitors require further evidence to demonstrate that this standard is being met.

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 provide evidence that demonstrates that the assessment strategy and design ensure that those who successfully complete the programme meet standard of proficiency 1b.3, 2b.4 and 2c.2.

- 1b.3 – be able to communicate in English to the standard equivalent to level 7 of the international English Language Testing System, with no element below 6.5.
- 1b.3 – be able to explain the financial implications of suitable hearing aid systems.
- 2b.4 – be able to select and evaluate the most appropriate hearing aid system and performance settings and/or associated technologies for service users.
- 2c.2 – be aware of emerging technologies and new developments in hearing assistance.

Reason: From a review of the programme document and discussions with the programme team the visitors were unable to determine how the assessment strategy and design ensures that those who successfully complete the programme meet standard of proficiency 1b.3, 2b.4 and 2c.2. The visitors also noted that the education provider provided a standards of proficiency mapping document for Clinical scientists, and not Hearing aid dispensers. The visitors were therefore not clearly signposted to the standards of proficiency specific to Hearing aid dispensers and therefore were not able to see how the assessment strategy and design ensured that the relevant profession specific learning outcomes were assessed. The visitors require the education provider to provide evidence that demonstrates that the assessment strategy and design ensures that those who successfully complete the programme meet standard of proficiency 1b.3, 2b.4 and 2c.2 and that those who successfully complete the programme meet the profession specific standards of proficiency for Hearing aid dispensers.

6.5 The measurement of student performance must be objective and ensure fitness to practise.

Condition: The education provider must provide details of the training offered to clinical assessors to ensure that the measurement of student performance is objective and ensures fitness to practice.

Reason: From discussions with the programme team the visitors note that the education provider has trained up a number of senior practice placement educators to represent the education provider as clinical assessors. The visitors note that the clinical assessors are responsible for signing off a number of core proficiencies whilst students are on placement. The visitors require details of the training offered to clinical assessors to ensure that the measurement of student performance is objective and ensures fitness to practice.

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 revisit the programme documentation to clearly articulate the policy on aegrotat awards to state that they do not provide eligibility for inclusion onto the Register, and demonstrate how this information is clearly communicated to the students.

Reason: From the documentation provided the visitors found it difficult to determine the assessment regulations for the programme and how these are conveyed to students so that it is clear that aegrotat awards would not enable students to be eligible to apply to the Register. The visitors therefore require further evidence to ensure that this standard is being met.

Recommendations

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

Recommendation: The education provider should consider revisiting the mechanisms in place to ensure that specialist visiting lecturers have relevant specialist expertise and up to date knowledge and to guarantee the quality of their teaching.

Reason: The visitors noted that specialist visiting lecturers are frequently integrated into the delivery of the programme. The visitors also noted in discussions with the programme team that the role of the module coordinator is a key safeguard in monitoring the quality of specialist visiting lecturers and that specialist visiting lecturers are subject to peer review on a bi-annual cycle. The visitors recommend that the programme team may want to revisit these quality mechanisms to ensure that a specialist visiting lecturer is peer reviewed in the first session they deliver and that any teaching material is signed off to ensure that it is relevant and up to date.

3.7 A programme for staff development must be in place to ensure continuing professional and research development.

Recommendation: The education provider should consider reviewing the mechanisms in place that monitor the continuing professional and research development requirements of its practice placement educators and formulate a more strategic and holistic approach to providing opportunities.

Reason: From discussions with practice placement educators and the programme team the visitors noted that the education provider does offer some continuing professional development opportunities to its practice placement educators. However the visitors also noted discussions with practice placement educators where it was stated that these opportunities were often ad hoc in nature. The practice placement educators also noted that they were not always consulted on their continuing professional development requirements. The visitors recommend that the education provider may want to review the way it consults with its practice placement educators. A review will ensure that practice placement educators continuing professional and research development requirements are clearly communicated to the education provider and allow a more strategic planning approach to be adopted, ensuring as many practice placement educators as possible are able to access development opportunities.

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.

Recommendation: The education provider may wish to consider introducing an independent sector placement setting to help ensure students gain access to a wider range of learning experiences.

Reason: From a review of the programme documentation and from discussions with the programme team, the visitors are satisfied that the number, duration and

range of practice placements are appropriate and support the delivery of the programme and the achievement of the learning outcomes. The visitors wish to encourage the programme team to consider facilitating an independent sector placement for students so they can gain access to a wider range of learning experiences.

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

Recommendation: The education provider should consider developing a system that ensures that all practice placement educators within private practice placements are appropriately registered with the HPC.

Reason: The visitors note that the education provider does not currently use private practice placements within the programme. The visitors did however note discussions with the programme team where they discussed the possibility of using private practice placements in the future. If this is the case the visitors recommend that the education provider may want to consider setting up protocols that ensure that they check, monitor and record the HPC registration details of practice placement educators within private practice placement.

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 HPC protected title or part of the Register in their named award.

Recommendation: The education provider should consider clearly stating that the exit award, BSc (Hons) Hearing Science, does not lead to eligibility to apply to the HPC Register.

Reason: The visitors are satisfied that this standard has been met and that the exit award does not contain any reference to a HPC protected title. The visitors would however recommend that the education provider may want to consider including a clear statement, whenever reference is made to the exit award, to ensure that students are absolutely clear that this award does not lead to eligibility to apply to the HPC Register.

<div align="right">

Tim Pringle
Richard Sykes

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Visitors' report

Name of education provider	University College London
Programme name	MSc Audiological Science with Certificate in Clinical Competency (CCC) - formerly known as MSc Audiology (with clinical competency certificate or certificate of audiological competence)
Mode of delivery	Full time
Relevant part of HPC Register	Hearing aid dispensers
Date of visit	14 – 15 April 2011

Contents

Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Hearing aid dispenser' must be registered with us. The HPC keep a register of health 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 ongoing approval of the programme. The education provider has until 15 August 2011 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 25 August 2011. At this meeting, the Committee will accept 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 28 October 2011. 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 22 February 2012.

Introduction

The HPC visited the programme at the education provider as the Hearing aid dispenser profession came onto the register in April 2010 and a decision was made by the Education and Training Committee to visit all existing programmes from this profession. 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 considered their accreditation of the programme. The visit also considered the following programmes – BSc (Hons) Audiology and Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC).The professional body and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. A separate report exist for the other programmes. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. A separate report produced by the professional body, outline their decisions on the programmes' status.

Visit details

Name of HPC visitors and profession	Tim Pringle (Hearing aid dispenser) Richard Sykes (Hearing aid dispenser)
HPC executive officer(s) (in attendance)	Lewis Roberts
Proposed student numbers	14
First approved intake	1 September 2006
Effective date that programme approval reconfirmed from	September 2011
Chair	Rob Lowe University of Southampton
Secretary	Robert Heller (University College London)
Members of the joint panel	Amr el-Refaie (British Academy of Audiology) Lynette Blaney Refaie (British Academy of Audiology)

Sources of evidence

Prior to the visit the HPC 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 SETs	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☒	☐	☐
Practice placement handbook	☒	☐	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External examiners' reports from the last two years	☒	☐	☐

During the visit the HPC 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	☒	☐	☐
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 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 29 of the SETs have been met and that conditions should be set on the remaining 28 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing 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 number of recommendations 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 ongoing 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.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

2.1 The admissions procedures 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 revisit the programme documentation, including advertising materials to clearly highlight that successful completion of the MSc Audiological Science with Certificate in Clinical Competency (CCC) leads to eligibility to apply for registration as a Hearing aid dispenser with the HPC. The education provider must also revisit the programme documentation to ensure that applicants and students are given further information about the option of becoming a Hearing aid dispenser and what it entails. The education provider must finally clearly highlight the role of the HPC as the statutory regulator for Hearing aid dispensers.

Reason: From a review of the programme documentation the visitors were unable to find any reference to Hearing aid dispensers and the fact that successful completion of the MSc Audiological Science with Certificate in Clinical Competency (CCC) leads to eligibility to apply for registration as a Hearing aid dispenser with the HPC. The visitors were concerned that the role of a Hearing aid dispenser was not clearly highlighted within the programme documentation and that potential applicants as well as students on the programme would be unaware of the options available to them. The visitors also noted little reference to the role of the HPC as the statutory regulator for Hearing aid dispensers. The visitors require the education provider to review the programme documentation in relation to information regarding the option of becoming a Hearing aid dispenser to ensure that applicants have the information they require to make an informed choice about whether to take up an offer of a place on the programme.

2.1 The admissions procedures 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 revisit the programme documentation, including advertising materials to ensure that details of the length, structure, location, management and associated costs of the clinical competency certificate is clearly highlighted to applicants to ensure that they can make an informed choice about whether to take up an offer of a place on the programme.

Reason: From a review of the programme documentation and discussions with the programme team the visitors were unable to ascertain details outlining the length, structure, location, management and associated costs of the clinical competency certificate. The visitors expressed concerns that potential applicants to the programme would not be able make an informed choice about whether to take up an offer of a place on the programme because the documentation lacked clear information about the clinical competency certificate. The visitors require the education provider to revisit programme documentation, including advertising materials to ensure that details of the length, structure, location, management and associated costs of the clinical competency certificate is clearly highlighted.

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2.1 The admissions procedures 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 clearly state within the programme documentation and advertising materials that the stand alone award of MSc Audiological Science does not confer eligibility to apply to the HPC Register and only successful completion of both the MSc in Audiological Science and the Certificate in Clinical Competency (CCC) will lead to eligibility to apply to the HPC Register as a Hearing aid dispenser (MSc Audiological Science with Certificate in Clinical Competency (CCC)).

Reason: The visitors noted discussions with the programme team that highlighted that students were able to exit with the award of MSc Audiological Science after twelve months. The visitors expressed concern that applicants to the programme may not be clear about the options available to them. The visitors noted that the documentation does not clearly state that any student wishing to be eligible to apply to the HPC Register as a Hearing aid dispenser must complete the Certificate in Clinical Competency (CCC) in addition to the MSc Audiological Science. The visitors were concerned that this lack of information may lead to applicants and students believing that completion of the MSc Audiological Science confers eligibility to apply to the HPC Register as Hearing aid dispenser. The visitors require the education provider to amend the programme documentation, including advertising materials to clearly state within the programme documentation and advertising materials that the award of MSc Audiological Science does not confer eligibility to apply to the HPC Register and only successful completion of both the MSc in Audiological Science and the Certificate in Clinical Competency (CCC) - (MSc Audiological Science with Certificate in Clinical Competency (CCC)) will lead to eligibility to apply to the HPC Register as a Hearing aid dispenser.

2.1 The admissions procedures 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 revisit all programme documentation, including advertising materials, to ensure that the programme title is clearly stated as MSc Audiological Science with Certificate in Clinical Competency (CCC).

Reason: From a review of the programme documentation the visitors noted inconsistencies throughout the documentation in the way the education provider referred to the programme award title. At the time of the visit the HPC approved programme title was MSc Audiology (with clinical competency certificate or certificate of audiological competence); however within the documentation the visitors' noted the education provider also referred to the programme as 'MSc Audiological Science (with clinical competency certificate)'. The education provider has informed the HPC that the current programme title is MSc Audiological Science with Certificate in Clinical Competency (CCC). The visitors

require the education provider to revisit the programme documentation to ensure that the award title is consistently referred to throughout the documentation. The visitors note that referring to the programme with different titles could be misleading to applicants and students and therefore require all programme documentation, including advertising materials, to be amended to ensure consistency and clarity.

2.2 The admissions procedures must apply selection and entry criteria, including evidence of a good command of reading, writing and spoken English.

Condition: The education provider must revisit all programme documentation, including advertising materials for the programme, to clearly and consistently articulate the International English Language Testing System (IELTS) standard or equivalent required for entry on to the programme.

Reason: From a review of the programme documentation the visitors were unable to determine the IELTS level for entry on to the programme. At the visit the programme team stated that the level was 6.5. The visitors require the IELTS entry level to the programme to be clearly stated in the programme documentation and advertising materials. If students enter the programme with an IELTS score of 6.5 the visitors also require evidence of how the programme team ensures at the point of registration the applicant will attain a score of IELTS 7.0, with no element below 6.5 and therefore ensure that standard of proficiency 1b.3 is met.

- **1b.3** – be able to communicate in English to the standard equivalent to level 7 of the international English Language Testing System, with no element below 6.5.

3.1 The programme must have a secure place in the education provider's business plan.

Condition: The education provider must provide evidence that the MSc Audiological Science with Certificate in Clinical Competency (CCC) has a secure place in the education provider's business plan.

Reason: From a review of the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the clinical competency certificate. The visitors were therefore not able to make a judgement on the security of the MSc Audiological Science with Certificate in Clinical Competency (CCC) programme. The visitors require evidence that the MSc Audiological Science with Certificate in Clinical Competency (CCC) has a secure place in the education provider's business plan. The visitors require evidence that demonstrates that the education provider is committed to providing enough resources to deliver the programme, evidence that the risks and threats to the programme are currently very limited and evidence that the programme has a future.

3.2 The programme must be effectively managed.

Condition: The education provider must provide evidence that the MSc Audiological Science with Certificate in Clinical Competency (CCC) is effectively managed.

Reason: From a review of the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the clinical competency certificate. The visitors were therefore not able to make a clear judgement on whether the MSc Audiological Science with Certificate in Clinical Competency (CCC) programme is effectively managed. The visitors require evidence of the programme management structure, details of the lines of responsibility and the links to the management of practice placement providers, highlighting the roles and responsibilities of everyone involved paying particular reference to the management of the clinical competency certificate.

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

Condition: The education provider must provide evidence of regular monitoring evaluation systems for the MSc Audiological Science with Certificate in Clinical Competency (CCC).

Reason: From a review of the programme documentation the visitors noted monitoring and evaluation systems in place for the MSc Audiological Science. However, within the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency (CCC). The visitors were therefore not able to make a clear judgement on whether the MSc Audiological Science with Certificate in Clinical Competency (CCC) programme has regular monitoring and evaluation systems in place. The visitors therefore require evidence of regular monitoring evaluation systems for the Certificate in Clinical Competency (CCC).

3.11 There must be adequate and accessible facilities to support the welfare and wellbeing of students in all settings.

Condition: The education provider must provide evidence that there are adequate and accessible facilities to support the welfare and wellbeing for students undertaking the MSc Audiological Science with Certificate in Clinical Competency (CCC).

Reason: From a review of the programme documentation the visitors noted the facilities in place to support the welfare and wellbeing of students undertaking the MSc Audiological Science programme. However, within the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency (CCC). The visitors were therefore not able to make a clear judgement on whether the MSc Audiological Science with Certificate in Clinical Competency (CCC) programme ensures that students in all settings have access to adequate and accessible facilities that support the welfare and wellbeing of students. The visitors therefore require evidence that there are adequate and accessible facilities to support the welfare and wellbeing for students undertaking the clinical competency certificate in all settings.

3.12 There must be a system of academic and pastoral student support in place.

Condition: The education provider must provide evidence that there is a system of academic and pastoral support in place for students undertaking the MSc Audiological Science with Certificate in Clinical Competency (CCC).

Reason: From a review of the programme documentation the visitors noted a system of academic and pastoral support in place for students undertaking the MSc Audiological Science programme. However, within the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency (CCC). The visitors were therefore not able to make a clear judgement on whether the MSc Audiological Science with Certificate in Clinical Competency (CCC) programme ensures that students undertaking the Certificate in Clinical Competency (CCC) have access to a system of academic and pastoral support. The visitors therefore require evidence that there is a system of academic and pastoral support in place for students undertaking the Certificate in Clinical Competency (CCC).

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 a system is in place for gaining students informed consent before they participate as service users in practical teaching.

Reason: The visitors noted through discussion with the programme team, consent was obtained verbally from students when participating as service users in clinical and practical teaching. There was no formal information regarding consent protocols in place, how records were maintained to indicate consent had been obtained or how situations where students declined from participation were managed. In light of this, the visitors were not satisfied the programme gained informed consent from students or could appropriately manage situations where students declined to participate in the practical and clinical teaching. The visitors therefore require the education provider to implement formal protocols for obtaining consent from students (such as a consent form to be signed prior to commencing the programme) and for managing situations where students decline from participating in practical and clinical teaching (such as alternative learning arrangements).

3.15 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 attendance is mandatory throughout the course of the programme and evidence associated monitoring mechanisms.

Reason: From a review of the programme documentation the visitors noted where attendance is mandatory and evidence of attendance monitoring mechanisms for students undertaking the MSc Audiological Science programme.

However, within the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the clinical competency certificate. The visitors were therefore not able to make a clear judgement on whether the MSc Audiological Science with Certificate in Clinical Competency (CCC) programme has attendance monitoring mechanisms in place and whether the education provider had identified where attendance is mandatory. The visitors therefore require evidence that outlines where attendance is mandatory throughout the course of the programme and evidence of associated monitoring mechanisms for students undertaking the Certificate in Clinical Competency (CCC).

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 provide evidence that demonstrates that the learning outcomes ensure that those who successfully complete the programme meet standards of proficiency 1a.6, 1a.7, 1a.8, 1b.1, 1b.3, 1b.4, 2a.1, 2a.2, 2a.3, 2a.4, 2b.2, 2b.3, 2b.4, 2b.5, 2c.1 and 2c.2.

- **1a.6   be able to practise as an autonomous professional, exercising their own professional judgement**
    - be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem
    - be able to initiate resolution of problems and be able to exercise personal initiative
    - know the limits of their practice and when to seek advice or refer to another professional
    - recognise that they are personally responsible for and must be able to justify their decisions
- **1a.7   recognise the need for effective self-management of workload and be able to practise accordingly**
- **1a.8   understand the obligation to maintain fitness to practise**
    - understand the need to practise safely and effectively within their scope of practice
    - understand the need to maintain high standards of personal conduct
    - understand the importance of maintaining their own health
    - understand both the need to keep skills and knowledge up to date and the importance of career-long learning

    - understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team
    - understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals
    - be able to make appropriate referrals
- **1b.1   be able to work, where appropriate, in partnership with other professionals, support staff, service users, and their relatives and carers**

- **1b.3   be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users, their relatives and carer**
  - o 1b.3 – be able to communicate in English to the standard equivalent to level 7 of the international English Language Testing System, with no element below 6.5.
  - o be able to explain the financial implications of suitable hearing aid systems
  - o be able to recognise anxiety and stress in service users, and recognise the potential impact upon communication
  - o understand the difficulties in communication experienced by those with impaired hearing and be aware of appropriate steps to overcome communication barriers
  - o recognise the need to seek external assistance in situations where communication is ineffective for whatever reason.
- **1b.4   understand the need for effective communication throughout the care of the service user**
  - o recognise the need to use appropriate interpersonal and communication skills to facilitate effective care for those with impaired hearing
  - o understand the need to empower service users to manage their aural health and related issues
  - o recognise the need to provide advice on self treatment where appropriate
- **2a.1   be able to gather appropriate information**
  - o be able to undertake and record appropriate case histories
  - o understand the need to make and keep full and accurate records of assessment results, hearing aid prescriptions and actual settings, rehabilitation plans and outcomes
- **2a.2   be able to select and use appropriate assessment techniques**
  - o be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment
  - o be able to check that equipment is functioning accurately and with specifications and to take appropriate action in the case of faulty functioning and operation
- **2a.3   be able to undertake or arrange investigations as appropriate**
- **2a.4   be able to analyse and critically evaluate information collected**
  - o be able to interpret data arising from case history, physical examination and hearing assessments
- **2b.2   be able to draw on appropriate knowledge and skills in order to make professional judgements**
  - o be able to change their practice as needed to take account of new developments
  - o be able to demonstrate a level of skill in the use of information technology appropriate to their practice
- **2b.3   be able to formulate specific and appropriate management plans including the setting of timescales**
  - o understand the requirement to adapt practice to meet the needs of different client groups distinguished by, for example, physical, physiological, environmental, cultural or socio-economic factors

- **2b.4 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully**
    - understand the need to maintain the safety of both patients, clients and users and those involved in their care
    - ensure that the environment in which service users are seen is appropriate for the assessment, service, care and attention given
    - be able to safely use appropriate techniques and equipment to assess hearing loss and the physical condition of the ear
    - be able to select and evaluate the most appropriate hearing aid system and performance settings and/or associated technologies for service users
    - be able to plan, implement and manage appropriate rehabilitation programmes for service users to optimise outcomes
    - be able to safely and competently take impressions of the ear
    - be able to safely and competently programme and physically fit hearing aids
    - understand the need to provide service users with access to continuing care, maintenance and support
- **2b.5 be able to maintain records appropriately**
    - be able to keep accurate, legible records and recognise the need to handle these records and all other information in accordance with applicable legislation, protocols and guidelines
    - understand the need to use only accepted terminology in making records
- **2c.1 be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly**
    - be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care
    - be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user
    - recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes
    - be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately
    - be able to recognise those conditions of circumstances that require the involvement of other professionals and give the appropriate advice to service users
- **2c.2 be able to audit, reflect on and review practice**
    - 2c.2 – be aware of emerging technologies and new developments in hearing assistance.

- be able to formulate and provide appropriate advice regarding hearing aids and associated technologies and their use to facilitate informed choices by service users

Reason: From a review of the programme document and discussions with the programme team the visitors were unable to determine where in the curriculum the learning outcomes ensure that those who successfully complete the programme meet standards of proficiency 1a.6, 1a.7, 1a.8, 1b.1, 1b.3, 1b.4, 2a.1,

2a.2, 2a.3, 2a.4, 2b.2, 2b.3, 2b.4, 2b.5, 2c.1 and 2c.2. Within the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency (CCC). The visitors note that the Certificate in Clinical Competency (CCC) is in place to ensure that students develop clinical and professional competencies. Without information relating to the Certificate in Clinical Competency (CCC) the visitors were not able to determine if the standards of proficiency related to clinical and professional competencies were met.

The visitors also noted that the education provider provided a standards of proficiency mapping document for Clinical scientists, and not Hearing aid dispensers. The visitors were therefore not clearly signposted to the standards of proficiency specific to Hearing aid dispensers. The visitors require the education provider to provide evidence that demonstrates that the learning outcomes ensure that those who successfully complete the programme meet standards of proficiency listed above and therefore that those who successfully complete the programme meet the profession specific standards of proficiency for Hearing aid dispensers.

4.3 Integration of theory and practice must be central to the curriculum.

Condition: The education provider must provide evidence that demonstrates that integration of theory and practice are central to the MSc Audiological Science with Certificate in Clinical Competency (CCC) curriculum.

Reason: From a review of the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency (CCC). The visitors were therefore not able to make a clear judgement on whether the MSc Audiological Science with Certificate in Clinical Competency (CCC) curriculum integrates theory and practice. The visitors therefore require evidence in the curriculum that theory and practice are combined within both theoretical and practical parts of the programme.

4.5 The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.

Condition: The education provider must review the programme documentation to refer to the HPC Standards of conduct, performance and ethics and provide evidence of how these are taught throughout the programme.

Reason: In the documentation submitted the HPC Standards of conduct, performance and ethics were not referred to. The visitors require further evidence that demonstrates that the HPC Standards of conduct, performance and ethics are taught within the programme to ensure that students understand the standards and when they apply. The visitors therefore require further evidence before this standard is met.

4.6 The delivery of the programme must support and develop autonomous and reflective thinking.

Condition: The education provider must provide evidence that demonstrates that delivery of the MSc Audiological Science with Certificate in Clinical Competency (CCC) programme supports and develops autonomous and reflective thinking.

Reason: From a review of the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency (CCC). The visitors were therefore not able to make a clear judgement on whether the delivery of the MSc Audiological Science with Certificate in Clinical Competency (CCC) programme supports and develops autonomous and reflective thinking. The visitors therefore require evidence outlining how the delivery of the programme supports and develops autonomous and reflective thinking.

5.1 Practice placements must be integral to the programme.

Condition: The education provider must provide evidence that demonstrates that practice placements are integral to the MSc Audiological Science with Certificate in Clinical Competency (CCC) programme.

Reason: From a review of the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency (CCC). The visitors were therefore not able to make a clear judgement on whether practice placements are integral to the MSc Audiological Science with Certificate in Clinical Competency (CCC) programme. The visitors require further evidence that outlines how the structure of the programme shows that practice placements are an important part of the programme. Evidence might include how the education provider supports and encourages practice placement staff to take part in developing programmes, how the practice placement learning outcomes and progression are in line with the rest of the programme; and the reason for the placement structure.

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 evidence that demonstrates that the number, duration and range of practice placements is appropriate in supporting the delivery of the MSc Audiological Science with Certificate in Clinical Competency (CCC) programme and the achievement of the learning outcomes.

Reason: From a review of the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency. The visitors were therefore not able to make a clear judgement on whether the number, duration and range of practice placements is appropriate in supporting the delivery of the MSc Audiological Science with Certificate in Clinical Competency (CCC) programme and the achievement of the learning outcomes. The visitors require further evidence that outlines the reasons for the number, length and range of placement and demonstrate that they are appropriate to the design of the curriculum.

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

Condition: The education provider must provide further evidence of the audit tool used to approve and monitor placement environments which ensures the provision of a safe and supportive environment.

Reason: The visitors noted discussions with the programme team outlining the procedure in place to check and monitor the quality of a practice placement. The visitors were not however provided with documentary evidence to support these discussions. The visitors require further evidence of the auditing process and the guidelines in place to ensure that the education provider can make a judgement on whether placements are of good quality and provide safe and supportive environments.

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

Condition: The education provider must provide evidence outlining the systems used to effectively monitor placements.

Reason: The visitors noted discussions with the programme team outlining the procedure in place for approving and monitoring placements. The visitors were not however provided with documentary evidence to support these discussions. The visitors therefore require clear written protocols that outline the systems in place to ensure that placements are approved and monitored in a thorough and effective way. Protocols might include evidence of policies and processes for approving placements and examples of how these are put into practice, details of systems for on-going monitoring and assessing placement providers, an explanation of how feedback from students is collected, analysed and acted on, details of how feedback is gained from practice placement educators and co-ordinators and evidence that shows the education provider ensures that there are clear and easy methods for communication between the parties. Evidence might also include details of how feedback is used to inform processes with copies of policies or details of processes provided for dealing with placement providers where difficulties arise.

5.5 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 outlining the systems used to ensure that placement providers have equality and diversity policies in relation to students.

Reason: The visitors noted discussions with the programme team outlining the audit procedure in place for approving and monitoring placements. The visitors were not however provided with documentary evidence to support these discussions. The visitors therefore require clear written protocols that outline the systems in place to that placement providers have equality and diversity policies in relation to students.

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

Condition: The education provider must provide evidence outlining the systems used to ensure that placement providers have an adequate number of appropriately qualified and experienced staff at the practice placement setting.

Reason: The visitors noted discussions with the programme team outlining the audit procedure in place for approving and monitoring placements. The visitors were not however provided with documentary evidence to support these discussions. The visitors therefore require clear written protocols that outline the systems in place to ensure that placement providers have an adequate number of appropriately qualified and experienced staff at the practice placement setting.

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

Condition: The education provider must provide evidence outlining the systems used to ensure that practice placement educators have the relevant knowledge, skills and experience.

Reason: The visitors noted discussions with the programme team outlining the audit procedure in place for approving and monitoring placements. The visitors were not however provided with documentary evidence to support these discussions. The visitors therefore require clear written protocols that outline the systems in place to ensure that practice placement educators have the relevant knowledge, skills and experience.

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

Condition: The education provider must clearly articulate the mechanism they use to ensure that practice placement educators undertake appropriate practice placement educator training in advance of receiving students and how they decide when practice placement educators require refresher training.

Reason: From the documents submitted and from discussions with the programme team and students the visitors noted that the education provider does offer practice placement educator training to practice placement educators. However, from discussions with the students the visitors noted that not all practice placement educators had received practice placement educator training. The programme team confirmed to the visitors that practice placement educator training was not mandatory. The visitors require further evidence to demonstrate that all practice placement educators undertake appropriate practice placement educator training in advance of receiving students. The visitors require clarification on how the education provider records and monitors the training of new practice placement educators and information on how it is determined if a practice placement educator needs refresher training and how this is articulated to the relevant parties. Therefore the visitors require further evidence to demonstrate that this standard is being met.

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

Condition: The education provider must provide evidence that demonstrates that regular and effective collaboration is in place between the education provider and practice placement provider with reference to the MSc Audiological Science with Certificate in Clinical Competency (CCC) programme.

Reason: From a review of the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency (CCC). The visitors were therefore not able to make a clear judgement on whether regular and effective collaboration is in place between the education provider and practice placement provider with reference to the MSc Audiological Science with Certificate in Clinical Competency (CCC) programme. The visitors require further evidence that outlines how the education provider works regularly with practice placement providers and educators, and demonstrate that joint work and communication happens in both directions with specific reference to the MSc Audiological Science with Certificate in Clinical Competency (CCC) programme.

5.11 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 education provider must provide evidence that demonstrates that students, practice placement providers and practice placement educators are fully prepared for placement in terms of the learning outcomes to be achieved, the timings and duration of any placement experience, expectations of professional conduct, the assessment procedures and the communication and lines of responsibility within the MSc Audiological Science with Certificate in Clinical Competency (CCC) programme.

Reason: From a review of the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency (CCC). The visitors were therefore not able to make a clear judgement on whether students, practice placement providers and practice placement educators are fully prepared for placement. The visitors require further evidence that demonstrates that students, practice placement providers and practice placement educators are fully prepared for placement in terms of the learning outcomes to be achieved, the timings and duration of any placement experience, expectations of professional conduct, the assessment procedures and the communication and lines of responsibility within the MSc Audiological Science with Certificate in Clinical Competency (CCC) programme.

5.12 Learning, teaching and supervision must encourage safe and effective practice, independent learning and professional conduct.

Condition: The education provider must provide evidence that demonstrates that the learning, teaching and supervision encourages safe and effective practice, independent learning and professional conduct.

Reason: From a review of the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency (CCC). The visitors were therefore not able to make a clear judgement on whether learning, teaching and supervision encourages safe and effective practice, independent learning and professional conduct. The visitors require further evidence that demonstrates how the placements prepare students for entry to the Hearing aid dispenser profession.

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 provide evidence that demonstrates that the assessment strategy and design ensure that those who successfully complete the programme meet standards of proficiency 1a.6, 1a.7, 1a.8, 1b.1, 1b.3, 1b.4, 2a.1, 2a.2, 2a.3, 2a.4, 2b.2, 2b.3, 2b.4, 2b.5, 2c.1 and 2c.2.

- **1a.6 be able to practise as an autonomous professional, exercising their own professional judgement**
  - be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem
  - be able to initiate resolution of problems and be able to exercise personal initiative
  - know the limits of their practice and when to seek advice or refer to another professional
  - recognise that they are personally responsible for and must be able to justify their decisions
- **1a.7 recognise the need for effective self-management of workload and be able to practise accordingly**
- **1a.8 understand the obligation to maintain fitness to practise**
  - understand the need to practise safely and effectively within their scope of practice
  - understand the need to maintain high standards of personal conduct
  - understand the importance of maintaining their own health
  - understand both the need to keep skills and knowledge up to date and the importance of career-long learning

  - understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team

- o understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals
- o be able to make appropriate referrals
- **1b.1 be able to work, where appropriate, in partnership with other professionals, support staff, service users, and their relatives and carers**
- **1b.3 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users, their relatives and carer**
  - o 1b.3 – be able to communicate in English to the standard equivalent to level 7 of the international English Language Testing System, with no element below 6.5.
  - o be able to explain the financial implications of suitable hearing aid systems
  - o be able to recognise anxiety and stress in service users, and recognise the potential impact upon communication
  - o understand the difficulties in communication experienced by those with impaired hearing and be aware of appropriate steps to overcome communication barriers
  - o recognise the need to seek external assistance in situations where communication is ineffective for whatever reason.
- **1b.4 understand the need for effective communication throughout the care of the service user**
  - o recognise the need to use appropriate interpersonal and communication skills to facilitate effective care for those with impaired hearing
  - o understand the need to empower service users to manage their aural health and related issues
  - o recognise the need to provide advice on self treatment where appropriate
- **2a.1 be able to gather appropriate information**
  - o be able to undertake and record appropriate case histories
  - o understand the need to make and keep full and accurate records of assessment results, hearing aid prescriptions and actual settings, rehabilitation plans and outcomes
- **2a.2 be able to select and use appropriate assessment techniques**
  - o be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment
  - o be able to check that equipment is functioning accurately and with specifications and to take appropriate action in the case of faulty functioning and operation
- **2a.3 be able to undertake or arrange investigations as appropriate**
- **2a.4 be able to analyse and critically evaluate information collected**
  - o be able to interpret data arising from case history, physical examination and hearing assessments
- **2b.2 be able to draw on appropriate knowledge and skills in order to make professional judgements**
  - o be able to change their practice as needed to take account of new developments
  - o be able to demonstrate a level of skill in the use of information technology appropriate to their practice

- **2b.3   be able to formulate specific and appropriate management plans including the setting of timescales**
    - o   understand the requirement to adapt practice to meet the needs of different client groups distinguished by, for example, physical, physiological, environmental, cultural or socio-economic factors
    - o   be able to formulate and provide appropriate advice regarding hearing aids and associated technologies and their use to facilitate informed choices by service users
- **2b.4   be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully**
    - o   understand the need to maintain the safety of both patients, clients and users and those involved in their care
    - o   ensure that the environment in which service users are seen is appropriate for the assessment, service, care and attention given
    - o   be able to safely use appropriate techniques and equipment to assess hearing loss and the physical condition of the ear
    - o   be able to select and evaluate the most appropriate hearing aid system and performance settings and/or associated technologies for service users
    - o   be able to plan, implement and manage appropriate rehabilitation programmes for service users to optimise outcomes
    - o   be able to safely and competently take impressions of the ear
    - o   be able to safely and competently programme and physically fit hearing aids
    - o   understand the need to provide service users with access to continuing care, maintenance and support
- **2b.5   be able to maintain records appropriately**
    - o   be able to keep accurate, legible records and recognise the need to handle these records and all other information in accordance with applicable legislation, protocols and guidelines
    - o   understand the need to use only accepted terminology in making records
- **2c.1   be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly**
    - o   be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care
    - o   be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user
    - o   recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes
    - o   be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately
    - o   be able to recognise those conditions of circumstances that require the involvement of other professionals and give the appropriate advice to service users
- **2c.2   be able to audit, reflect on and review practice**
    - o   2c.2 – be aware of emerging technologies and new developments in hearing assistance.

Reason: From a review of the programme document and discussions with the programme team the visitors were unable to determine how the assessment strategy and design ensures that those who successfully complete the programme meet standards of proficiency 1a.6, 1a.7, 1a.8, 1b.1, 1b.3, 1b.4, 2a.1, 2a.2, 2a.3, 2a.4, 2b.2, 2b.3, 2b.4, 2b.5, 2c.1 and 2c.2. Within the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency (CCC). Without information relating to the clinical competency certificate the visitors were not able to determine if the standards of proficiency related to clinical and professional competencies were assessed.

The visitors also noted that the education provider provided a standards of proficiency mapping document for Clinical scientists, and not Hearing aid dispensers. The visitors were therefore not clearly signposted to the standards of proficiency specific to Hearing aid dispensers and therefore were not able to see how the assessment strategy and design ensured that the relevant profession specific learning outcomes were assessed. The visitors require the education provider to provide evidence that demonstrates that the assessment strategy and design ensures that those who successfully complete the programme meet standards of proficiency listed above and that those who successfully complete the programme meet the profession specific standards of proficiency for Hearing aid dispensers.

6.3 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement setting.

Condition: The education provider must provide evidence that demonstrates that professional aspects of practice are integral to the assessment procedures in both the education setting and practice placement setting within the MSc Audiological Science with Certificate in Clinical Competency (CCC) programme.

Reason: From a review of the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency (CCC). The visitors were therefore not able to make a clear judgement on whether professional aspects of practice are integral to the assessment procedures in both the education setting and practice placement setting. The visitors require further evidence that demonstrates how the assessment procedures assesses professional issues.

6.4 Assessment methods must be employed that measure the learning outcomes.

Condition: The education provider must provide evidence that demonstrates that assessment methods are employed that measure the learning outcomes within the MSc Audiological Science with Certificate in Clinical Competency (CCC)) programme.

Reason: From a review of the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency (CCC). The visitors were

therefore not able to make a clear judgement on whether assessment methods are employed that measure the learning outcomes within the Certificate in Clinical Competency (CCC). The visitors require further evidence that demonstrates how the assessment methods measure the learning outcomes within the Certificate in Clinical Competency (CCC) element of the programme.

6.5 The measurement of student performance must be objective and ensure fitness to practise.

Condition: The education provider must provide details of the training offered to clinical assessors to ensure that the measurement of student performance is objective and ensures fitness to practice.

Reason: From discussions with the programme team the visitors note that the education provider has trained up a number of senior practice placement educators to represent the education provider as clinical assessors. The visitors note that the clinical assessors are responsible for signing off a number of core proficiencies whilst students are on placement. The visitors require details of the training offered to clinical assessors to ensure that the measurement of student performance is objective and ensures fitness to practice.

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 revisit the programme documentation to clearly articulate the policy on aegrotat awards to state that they do not provide eligibility for inclusion onto the Register, and demonstrate how this information is clearly communicated to the students.

Reason: From the documentation provided the visitors found it difficult to determine the assessment regulations for the programme and how these are conveyed to students so that it is clear that aegrotat awards would not enable students to be eligible to apply to the Register. The visitors therefore require further evidence to ensure that this standard is being met.

Recommendations

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

Recommendation: The education provider should consider revisiting the mechanisms in place to ensure that specialist visiting lecturers have relevant specialist expertise and up to date knowledge and to guarantee the quality of their teaching.

Reason: The visitors noted that specialist visiting lecturers are frequently integrated into the delivery of the programme. The visitors also noted in discussions with the programme team that the role of the module coordinator is a key safeguard in monitoring the quality of specialist visiting lecturers and that specialist visiting lecturers are subject to peer review on a bi-annual cycle. The visitors recommend that the programme team may want to revisit these quality mechanisms to ensure that a specialist visiting lecturer is peer reviewed in the first session they deliver and that any teaching material is signed off to ensure that it is relevant and up to date.

3.7 A programme for staff development must be in place to ensure continuing professional and research development.

Recommendation: The education provider should consider reviewing the mechanisms in place that monitor the continuing professional and research development requirements of its practice placement educators and formulate a more strategic and holistic approach to providing opportunities.

Reason: From discussions with practice placement educators and the programme team the visitors noted that the education provider does offer some continuing professional development opportunities to its practice placement educators. However the visitors also noted discussions with practice placement educators where it was stated that these opportunities were often ad hoc in nature. The practice placement educators also noted that they were not always consulted on their continuing professional development requirements. The visitors recommend that the education provider may want to review the way it consults with its practice placement educators. A review will ensure that practice placement educators continuing professional and research development requirements are clearly communicated to the education provider and allow a more strategic planning approach to be adopted, ensuring as many practice placement educators as possible are able to access development opportunities.

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.

Recommendation: The education provider may wish to consider introducing an independent sector placement setting to help ensure students gain access to a wider range of learning experiences.

Reason: From a review of the programme documentation and from discussions with the programme team, the visitors are satisfied that the number, duration and

range of practice placements are appropriate and support the delivery of the programme and the achievement of the learning outcomes. The visitors wish to encourage the programme team to consider facilitating an independent sector placement for students so they can gain access to a wider range of learning experiences.

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

Recommendation: The education provider should consider developing a system that ensures that all practice placement educators within private practice placements are appropriately registered with the HPC.

Reason: The visitors note that the education provider does not currently use private practice placements within the programme. The visitors did however note discussions with the programme team where they discussed the possibility of using private practice placements in the future. If this is the case the visitors recommend that the education provider may want to consider setting up protocols that ensure that they check, monitor and record the HPC registration details of practice placement educators within private practice placement.

Tim Pringle
Richard Sykes

hpc health professions council

Visitors' report

Name of education provider	University College London
Programme name	Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC)
Mode of delivery	Full time
Relevant part of HPC Register	Hearing aid dispensers
Date of visit	14 – 15 April 2011

Contents

Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Hearing aid dispenser' must be registered with us. The HPC keep a register of health 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. The education provider has until 15 August 2011 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 25 August 2011. At this meeting, the Committee will accept 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 28 October 2011. The visitors will consider this response and make a separate recommendation to the Committee on the approval of the programme. It is anticipated that this recommendation will be made to the Committee on 22 February 2012.

Introduction

The HPC visited the programme at the education provider as it was a new programme which was seeking HPC 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 considered their accreditation of the programme. The visit also considered the following programmes – MSc Audiological Science with Certificate in Clinical Competency (CCC) (formerly - MSc Audiology (with clinical competency certificate or certificate of audiological competence)) and BSc (Hons) Audiology. The professional body and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. A separate report exist for the other programmes. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. A separate report produced by the professional body, outline their decisions on the programmes' status.

Visit details

Name of HPC visitors and profession	Tim Pringle (Hearing aid dispenser) Richard Sykes (Hearing aid dispenser)
HPC executive officer(s) (in attendance)	Lewis Roberts
Proposed student numbers	14 Students enrol onto MSc Audiological Science with Certificate in Clinical Competency (CCC) per cohort. Education provider anticipates that between 0 – 2 exit with the award of Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) per cohort.
Proposed start date of programme approval	1 September 2011
Chair	Rob Lowe (University of Southampton)
Secretary	Robert Heller (University College London)
Members of the joint panel	Amr el-Refaie (British Academy of Audiology) Lynette Blaney Refaie (British Academy of Audiology)

Sources of evidence

Prior to the visit the HPC 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 SETs	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☒	☐	☐
Practice placement handbook	☒	☐	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External examiners' reports from the last two years	☒	☐	☐

During the visit the HPC 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	☒	☐	☐
Learning resources	☒	☐	☐
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	☒	☐	☐

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 29 of the SETs have been met and that conditions should be set on the remaining 28 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 number of recommendations 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.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

2.1 The admissions procedures 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 revisit the programme documentation, including advertising materials to clearly highlight that successful completion of the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) leads to eligibility to apply for registration as a Hearing aid dispenser with the HPC. The education provider must also revisit the programme documentation to ensure that applicants and students are given further information about the option of becoming a Hearing aid dispenser and what it entails. The education provider must finally clearly highlight the role of the HPC as the statutory regulator for Hearing aid dispensers.

Reason: From a review of the programme documentation the visitors were unable to find any reference to Hearing aid dispensers and the fact that successful completion of the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) leads to eligibility to apply for registration as a Hearing aid dispenser with the HPC. The visitors were concerned that the role of a Hearing aid dispenser was not clearly highlighted within the programme documentation and that potential applicants as well as students on the programme would be unaware of the options available to them. The visitors also noted little reference to the role of the HPC as the statutory regulator for Hearing aid dispensers. The visitors require the education provider to review the programme documentation in relation to information regarding the option of becoming a Hearing aid dispenser to ensure that applicants have the information they require to make an informed choice about whether to take up an offer of a place on the programme.

2.1 The admissions procedures 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 revisit the programme documentation, including advertising materials to ensure that details of the length, structure, location, management and associated costs of the clinical competency certificate is clearly highlighted to applicants to ensure that they can make an informed choice about whether to take up an offer of a place on the programme.

Reason: From a review of the programme documentation and discussions with the programme team the visitors were unable to ascertain details outlining the length, structure, location, management and associated costs of the clinical competency certificate. The visitors expressed concerns that potential applicants to the programme would not be able make an informed choice about whether to take up an offer of a place on the programme because the documentation lacked clear information about the clinical competency certificate. The visitors require the education provider to revisit programme documentation, including advertising materials to ensure that details of the length, structure, location, management

and associated costs of the Certificate in Clinical Competency (CCC) is clearly highlighted.

2.1 The admissions procedures 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 clearly state within the programme documentation and advertising materials that the stand alone award of Postgraduate Diploma in Audiological Science does not confer eligibility to apply to the HPC Register and only successful completion of both the Postgraduate Diploma in Audiological Science and the Certificate in Clinical Competency (CCC) will lead to eligibility to apply to the HPC Register as a Hearing aid dispenser Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC).

Reason: The visitors noted discussions with the programme team that highlighted that students were able to exit with the award of Postgraduate Diploma in Audiological Science. The visitors expressed concern that applicants to the programme may not be clear about the options available to them. The visitors noted that the documentation does not clearly state that any student wishing to be eligible to apply to the HPC Register as a Hearing aid dispenser must complete the Certificate in Clinical Competency (CCC) in addition to the Postgraduate Diploma in Audiological Science. The visitors were concerned that this lack of information may lead to applicants and students believing that completion of the Postgraduate Diploma in Audiological Science confers eligibility to apply to the HPC Register as Hearing aid dispenser. The visitors require the education provider to amend the programme documentation, including advertising materials to clearly state within the programme documentation and advertising materials that the award of Postgraduate Diploma in Audiological Science does not confer eligibility to apply to the HPC Register and only successful completion of both the Postgraduate Diploma in Audiological Science and the Certificate in Clinical Competency (CCC) will lead to eligibility to apply to the HPC Register as a Hearing aid dispenser (Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC)).

2.1 The admissions procedures 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 revisit all programme documentation, including advertising materials, to ensure that the programme title is consistently stated.

Reason: From a review of the programme documentation the visitors noted inconsistencies throughout the documentation in the way the education provider referred to the programme award title. The visitors' noted the education provider referred to the programme as 'PgDip Audiology (with clinical competency certificate)' as well as 'PgDip Audiological Science (with clinical competency certificate)'. The education provider has informed the HPC that the current

programme title is Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC). The visitors require the education provider to revisit the programme documentation to ensure that the award title is consistently referred to throughout the documentation. The visitors note that referring to the programme with different titles could be misleading to applicants and students and therefore require all programme documentation, including advertising materials, to be amended to ensure consistency and clarity.

2.2 The admissions procedures must apply selection and entry criteria, including evidence of a good command of reading, writing and spoken English.

Condition: The education provider must revisit all programme documentation, including advertising materials for the programme, to clearly and consistently articulate the International English Language Testing System (IELTS) standard or equivalent required for entry on to the programme.

Reason: From a review of the programme documentation the visitors were unable to determine the IELTS level for entry on to the programme. At the visit the programme team stated that the level was 6.5. The visitors require the IELTS entry level to the programme to be clearly stated in the programme documentation and advertising materials. If students enter the programme with an IELTS score of 6.5 the visitors also require evidence of how the programme team ensures at the point of registration the applicant will attain a score of IELTS 7.0, with no element below 6.5 and therefore ensure that standard of proficiency 1b.3 is met.

- **1b.3** – be able to communicate in English to the standard equivalent to level 7 of the international English Language Testing System, with no element below 6.5.

3.1 The programme must have a secure place in the education provider's business plan.

Condition: The education provider must provide evidence that the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) has a secure place in the education provider's business plan.

Reason: From a review of the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency (CCC). The visitors were therefore not able to make a judgement on the security of the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) programme. The visitors require evidence that the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) has a secure place in the education provider's business plan. The visitors require evidence that demonstrates that the education provider is committed to providing enough resources to deliver the programme, evidence that the risks and threats to the programme are currently very limited and evidence that the programme has a future.

3.2 The programme must be effectively managed.

Condition: The education provider must provide evidence that the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) is effectively managed.

Reason: From a review of the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency (CCC). The visitors were therefore not able to make a clear judgement on whether the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) programme is effectively managed. The visitors require evidence of the programme management structure, details of the lines of responsibility and the links to the management of practice placement providers, highlighting the roles and responsibilities of everyone involved paying particular reference to the management of the Certificate in Clinical Competency (CCC).

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

Condition: The education provider must provide evidence of regular monitoring evaluation systems for the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC).

Reason: From a review of the programme documentation the visitors noted monitoring and evaluation systems in place for the Postgraduate Diploma in Audiological Science programme. However, within the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency (CCC). The visitors were therefore not able to make a clear judgement on whether the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) programme has regular monitoring and evaluation systems in place. The visitors therefore require evidence of regular monitoring evaluation systems for the Certificate in Clinical Competency (CCC).

3.11 There must be adequate and accessible facilities to support the welfare and wellbeing of students in all settings.

Condition: The education provider must provide evidence that there are adequate and accessible facilities to support the welfare and wellbeing for students undertaking the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC).

Reason: From a review of the programme documentation the visitors noted the facilities in place to support the welfare and wellbeing of students undertaking the Postgraduate Diploma in Audiological Science programme. However, within the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency (CCC). The visitors were therefore not able to make a clear judgement on whether the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) programme ensures that students in all settings have access to adequate and accessible facilities that support the welfare and wellbeing of students. The visitors therefore require evidence that

there are adequate and accessible facilities to support the welfare and wellbeing for students undertaking the Certificate in Clinical Competency (CCC) in all settings.

3.12 There must be a system of academic and pastoral student support in place.

Condition: The education provider must provide evidence that there is a system of academic and pastoral support in place for students undertaking the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC).

Reason: From a review of the programme documentation the visitors noted a system of academic and pastoral support in place for students undertaking the Postgraduate Diploma in Audiological Science programme. However, within the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency (CCC). The visitors were therefore not able to make a clear judgement on whether the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) programme ensures that students undertaking the clinical competency certificate have access to a system of academic and pastoral support. The visitors therefore require evidence that there is a system of academic and pastoral support in place for students undertaking the Certificate in Clinical Competency (CCC).

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 a system is in place for gaining students informed consent before they participate as service users in practical teaching.

Reason: The visitors noted through discussion with the programme team, consent was obtained verbally from students when participating as service users in clinical and practical teaching. There was no formal information regarding consent protocols in place, how records were maintained to indicate consent had been obtained or how situations where students declined from participation were managed. In light of this, the visitors were not satisfied the programme gained informed consent from students or could appropriately manage situations where students declined to participate in the practical and clinical teaching. The visitors therefore require the education provider to implement formal protocols for obtaining consent from students (such as a consent form to be signed prior to commencing the programme) and for managing situations where students decline from participating in practical and clinical teaching (such as alternative learning arrangements).

3.15 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 attendance is mandatory throughout the course of the programme and evidence associated monitoring mechanisms.

Reason: From a review of the programme documentation the visitors noted where attendance is mandatory and evidence of attendance monitoring mechanisms for students undertaking the Postgraduate Diploma in Audiological Science programme. However, within the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency (CCC). The visitors were therefore not able to make a clear judgement on whether the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) programme has attendance monitoring mechanisms in place and whether the education provider had identified where attendance is mandatory. The visitors therefore require evidence that outlines where attendance is mandatory throughout the course of the programme and evidence of associated monitoring mechanisms for students undertaking the Certificate in Clinical Competency (CCC).

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 provide evidence that demonstrates that the learning outcomes ensure that those who successfully complete the programme meet standards of proficiency 1a.6, 1a.7, 1a.8, 1b.1, 1b.3, 1b.4, 2a.1, 2a.2, 2a.3, 2a.4, 2b.2, 2b.3, 2b.4, 2b.5, 2c.1 and 2c.2.

- **1a.6   be able to practise as an autonomous professional, exercising their own professional judgement**
  - be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem
  - be able to initiate resolution of problems and be able to exercise personal initiative
  - know the limits of their practice and when to seek advice or refer to another professional
  - recognise that they are personally responsible for and must be able to justify their decisions
- **1a.7   recognise the need for effective self-management of workload and be able to practise accordingly**
- **1a.8   understand the obligation to maintain fitness to practise**
  - understand the need to practise safely and effectively within their scope of practice
  - understand the need to maintain high standards of personal conduct
  - understand the importance of maintaining their own health
  - understand both the need to keep skills and knowledge up to date and the importance of career-long learning

- o understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team
- o understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals
- o be able to make appropriate referrals
- **1b.1   be able to work, where appropriate, in partnership with other professionals, support staff, service users, and their relatives and carers**
- **1b.3   be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users, their relatives and carer**
  - o 1b.3 – be able to communicate in English to the standard equivalent to level 7 of the international English Language Testing System, with no element below 6.5.
  - o be able to explain the financial implications of suitable hearing aid systems
  - o be able to recognise anxiety and stress in service users, and recognise the potential impact upon communication
  - o understand the difficulties in communication experienced by those with impaired hearing and be aware of appropriate steps to overcome communication barriers
  - o recognise the need to seek external assistance in situations where communication is ineffective for whatever reason.
- **1b.4   understand the need for effective communication throughout the care of the service user**
  - o recognise the need to use appropriate interpersonal and communication skills to facilitate effective care for those with impaired hearing
  - o understand the need to empower service users to manage their aural health and related issues
  - o recognise the need to provide advice on self treatment where appropriate
- **2a.1   be able to gather appropriate information**
  - o be able to undertake and record appropriate case histories
  - o understand the need to make and keep full and accurate records of assessment results, hearing aid prescriptions and actual settings, rehabilitation plans and outcomes
- **2a.2   be able to select and use appropriate assessment techniques**
  - o be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment
  - o be able to check that equipment is functioning accurately and with specifications and to take appropriate action in the case of faulty functioning and operation
- **2a.3   be able to undertake or arrange investigations as appropriate**
- **2a.4   be able to analyse and critically evaluate information collected**
  - o be able to interpret data arising from case history, physical examination and hearing assessments
- **2b.2   be able to draw on appropriate knowledge and skills in order to make professional judgements**

- o be able to change their practice as needed to take account of new developments
- o be able to demonstrate a level of skill in the use of information technology appropriate to their practice
- **2b.3   be able to formulate specific and appropriate management plans including the setting of timescales**
  - o understand the requirement to adapt practice to meet the needs of different client groups distinguished by, for example, physical, physiological, environmental, cultural or socio-economic factors
  - o be able to formulate and provide appropriate advice regarding hearing aids and associated technologies and their use to facilitate informed choices by service users
- **2b.4   be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully**
  - o understand the need to maintain the safety of both patients, clients and users and those involved in their care
  - o ensure that the environment in which service users are seen is appropriate for the assessment, service, care and attention given
  - o be able to safely use appropriate techniques and equipment to assess hearing loss and the physical condition of the ear
  - o be able to select and evaluate the most appropriate hearing aid system and performance settings and/or associated technologies for service users
  - o be able to plan, implement and manage appropriate rehabilitation programmes for service users to optimise outcomes
  - o be able to safely and competently take impressions of the ear
  - o be able to safely and competently programme and physically fit hearing aids
  - o understand the need to provide service users with access to continuing care, maintenance and support
- **2b.5   be able to maintain records appropriately**
  - o be able to keep accurate, legible records and recognise the need to handle these records and all other information in accordance with applicable legislation, protocols and guidelines
  - o understand the need to use only accepted terminology in making records
- **2c.1   be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly**
  - o be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care
  - o be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user
  - o recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes
  - o be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately

- o be able to recognise those conditions of circumstances that require the involvement of other professionals and give the appropriate advice to service users
- **2c.2   be able to audit, reflect on and review practice**
  - o 2c.2 – be aware of emerging technologies and new developments in hearing assistance.

Reason: From a review of the programme document and discussions with the programme team the visitors were unable to determine where in the curriculum the learning outcomes ensure that those who successfully complete the programme meet standards of proficiency 1a.6, 1a.7, 1a.8, 1b.1, 1b.3, 1b.4, 2a.1, 2a.2, 2a.3, 2a.4, 2b.2, 2b.3, 2b.4, 2b.5, 2c.1 and 2c.2. Within the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency (CCC). The visitors note that the Certificate in Clinical Competency (CCC) is in place to ensure that students develop clinical and professional competencies. Without information relating to the Certificate in Clinical Competency (CCC) certificate the visitors were not able to determine if the standards of proficiency related to clinical and professional competencies were met.

The visitors also noted that the education provider provided a standards of proficiency mapping document for Clinical scientists, and not Hearing aid dispensers. The visitors were therefore not clearly signposted to the standards of proficiency specific to Hearing aid dispensers. The visitors require the education provider to provide evidence that demonstrates that the learning outcomes ensure that those who successfully complete the programme meet standards of proficiency listed above and therefore that those who successfully complete the programme meet the profession specific standards of proficiency for Hearing aid dispensers.

4.3 Integration of theory and practice must be central to the curriculum.

Condition: The education provider must provide evidence that demonstrates that integration of theory and practice are central to the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) curriculum.

Reason: From a review of the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency (CCC). The visitors were therefore not able to make a clear judgement on whether the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) curriculum integrates theory and practice. The visitors therefore require evidence in the curriculum that theory and practice are combined within both theoretical and practical parts of the programme.

4.5 The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.

Condition: The education provider must review the programme documentation to refer to the HPC Standards of conduct, performance and ethics and provide evidence of how these are taught throughout the programme.

Reason: In the documentation submitted the HPC Standards of conduct, performance and ethics were not referred to. The visitors require further evidence that demonstrates that the HPC Standards of conduct, performance and ethics are taught within the programme to ensure that students understand the standards and when they apply. The visitors therefore require further evidence before this standard is met.

4.6 The delivery of the programme must support and develop autonomous and reflective thinking.

Condition: The education provider must provide evidence that demonstrates that delivery of the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) programme supports and develops autonomous and reflective thinking.

Reason: From a review of the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency (CCC). The visitors were therefore not able to make a clear judgement on whether the delivery of the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) programme supports and develops autonomous and reflective thinking. The visitors therefore require evidence outlining how the delivery of the programme supports and develops autonomous and reflective thinking.

5.1 Practice placements must be integral to the programme.

Condition: The education provider must provide evidence that demonstrates that practice placements are integral to the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) programme.

Reason: From a review of the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency (CCC). The visitors were therefore not able to make a clear judgement on whether practice placements are integral to the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) programme. The visitors require further evidence that outlines how the structure of the programme shows that practice placements are an important part of the programme. Evidence might include how the education provider supports and encourages practice placement staff to take part in developing programmes, how the practice placement learning outcomes and progression are in line with the rest of the programme; and the reason for the placement structure.

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 evidence that demonstrates that the number, duration and range of practice placements is appropriate in supporting the delivery of the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) programme and the achievement of the learning outcomes.

Reason: From a review of the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency (CCC). The visitors were therefore not able to make a clear judgement on whether the number, duration and range of practice placements is appropriate in supporting the delivery of the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) programme and the achievement of the learning outcomes. The visitors require further evidence that outlines the reasons for the number, length and range of placement and demonstrate that they are appropriate to the design of the curriculum.

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

Condition: The education provider must provide further evidence of the audit tool used to approve and monitor placement environments which ensures the provision of a safe and supportive environment.

Reason: The visitors noted discussions with the programme team outlining the procedure in place to check and monitor the quality of a practice placement. The visitors were not however provided with documentary evidence to support these discussions. The visitors require further evidence of the auditing process and the guidelines in place to ensure that the education provider can make a judgement on whether placements are of good quality and provide safe and supportive environments.

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

Condition: The education provider must provide evidence outlining the systems used to effectively monitor placements.

Reason: The visitors noted discussions with the programme team outlining the procedure in place for approving and monitoring placements. The visitors were not however provided with documentary evidence to support these discussions. The visitors therefore require clear written protocols that outline the systems in place to ensure that placements are approved and monitored in a thorough and effective way. Protocols might include evidence of policies and processes for approving placements and examples of how these are put into practice, details of systems for on-going monitoring and assessing placement providers, an explanation of how feedback from students is collected, analysed and acted on, details of how feedback is gained from practice placement educators and co-ordinators and evidence that shows the education provider ensures that there are clear and easy methods for communication between the parties. Evidence might also include details of how feedback is used to inform processes with copies of

policies or details of processes provided for dealing with placement providers where difficulties arise.

5.5 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 outlining the systems used to ensure that placement providers have equality and diversity policies in relation to students.

Reason: The visitors noted discussions with the programme team outlining the audit procedure in place for approving and monitoring placements. The visitors were not however provided with documentary evidence to support these discussions. The visitors therefore require clear written protocols that outline the systems in place to that placement providers have equality and diversity policies in relation to students.

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

Condition: The education provider must provide evidence outlining the systems used to ensure that placement providers have an adequate number of appropriately qualified and experienced staff at the practice placement setting.

Reason: The visitors noted discussions with the programme team outlining the audit procedure in place for approving and monitoring placements. The visitors were not however provided with documentary evidence to support these discussions. The visitors therefore require clear written protocols that outline the systems in place to ensure that placement providers have an adequate number of appropriately qualified and experienced staff at the practice placement setting.

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

Condition: The education provider must provide evidence outlining the systems used to ensure that practice placement educators have the relevant knowledge, skills and experience.

Reason: The visitors noted discussions with the programme team outlining the audit procedure in place for approving and monitoring placements. The visitors were not however provided with documentary evidence to support these discussions. The visitors therefore require clear written protocols that outline the systems in place to ensure that practice placement educators have the relevant knowledge, skills and experience.

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

Condition: The education provider must clearly articulate the mechanism they use to ensure that practice placement educators undertake appropriate practice

placement educator training in advance of receiving students and how they decide when practice placement educators require refresher training.

Reason: From the documents submitted and from discussions with the programme team and students the visitors noted that the education provider does offer practice placement educator training to practice placement educators. However, from discussions with the students the visitors noted that not all practice placement educators had received practice placement educator training. The programme team confirmed to the visitors that practice placement educator training was not mandatory. The visitors require further evidence to demonstrate that all practice placement educators undertake appropriate practice placement educator training in advance of receiving students. The visitors require clarification on how the education provider records and monitors the training of new practice placement educators and information on how it is determined if a practice placement educator needs refresher training and how this is articulated to the relevant parties. Therefore the visitors require further evidence to demonstrate that this standard is being met.

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

Condition: The education provider must provide evidence that demonstrates that regular and effective collaboration is in place between the education provider and practice placement provider with reference to the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) programme.

Reason: From a review of the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency (CCC). The visitors were therefore not able to make a clear judgement on whether regular and effective collaboration is in place between the education provider and practice placement provider with reference to the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) programme. The visitors require further evidence that outlines how the education provider works regularly with practice placement providers and educators, and demonstrate that joint work and communication happens in both directions with specific reference to the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) programme.

5.11 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 education provider must provide evidence that demonstrates that students, practice placement providers and practice placement educators are

fully prepared for placement in terms of the learning outcomes to be achieved, the timings and duration of any placement experience, expectations of professional conduct, the assessment procedures and the communication and lines of responsibility within the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) programme.

Reason: From a review of the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency (CCC). The visitors were therefore not able to make a clear judgement on whether students, practice placement providers and practice placement educators are fully prepared for placement. The visitors require further evidence that demonstrates that students, practice placement providers and practice placement educators are fully prepared for placement in terms of the learning outcomes to be achieved, the timings and duration of any placement experience, expectations of professional conduct, the assessment procedures and the communication and lines of responsibility within the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) programme.

5.12 Learning, teaching and supervision must encourage safe and effective practice, independent learning and professional conduct.

Condition: The education provider must provide evidence that demonstrates that the learning, teaching and supervision encourages safe and effective practice, independent learning and professional conduct.

Reason: From a review of the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the clinical competency certificate. The visitors were therefore not able to make a clear judgement on whether learning, teaching and supervision encourages safe and effective practice, independent learning and professional conduct. The visitors require further evidence that demonstrates how the placements prepare students for entry to the Hearing aid dispenser profession.

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 provide evidence that demonstrates that the assessment strategy and design ensure that those who successfully complete the programme meet standards of proficiency 1a.6, 1a.7, 1a.8, 1b.1, 1b.3, 1b.4, 2a.1, 2a.2, 2a.3, 2a.4, 2b.2, 2b.3, 2b.4, 2b.5, 2c.1 and 2c.2.

- **1a.6 be able to practise as an autonomous professional, exercising their own professional judgement**
  - be able to assess a situation, determine the nature and severity of the problem and call upon the required knowledge and experience to deal with the problem
  - be able to initiate resolution of problems and be able to exercise personal initiative

- o know the limits of their practice and when to seek advice or refer to another professional
- o recognise that they are personally responsible for and must be able to justify their decisions
- **1a.7 recognise the need for effective self-management of workload and be able to practise accordingly**
- **1a.8 understand the obligation to maintain fitness to practise**
  - o understand the need to practise safely and effectively within their scope of practice
  - o understand the need to maintain high standards of personal conduct
  - o understand the importance of maintaining their own health
  - o understand both the need to keep skills and knowledge up to date and the importance of career-long learning

  - o understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team
  - o understand the need to engage service users and carers in planning and evaluating diagnostics, treatments and interventions to meet their needs and goals
  - o be able to make appropriate referrals
- **1b.1 be able to work, where appropriate, in partnership with other professionals, support staff, service users, and their relatives and carers**
- **1b.3 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users, their relatives and carer**
  - o 1b.3 – be able to communicate in English to the standard equivalent to level 7 of the international English Language Testing System, with no element below 6.5.
  - o be able to explain the financial implications of suitable hearing aid systems
  - o be able to recognise anxiety and stress in service users, and recognise the potential impact upon communication
  - o understand the difficulties in communication experienced by those with impaired hearing and be aware of appropriate steps to overcome communication barriers
  - o recognise the need to seek external assistance in situations where communication is ineffective for whatever reason.
- **1b.4 understand the need for effective communication throughout the care of the service user**
  - o recognise the need to use appropriate interpersonal and communication skills to facilitate effective care for those with impaired hearing
  - o understand the need to empower service users to manage their aural health and related issues
  - o recognise the need to provide advice on self treatment where appropriate
- **2a.1 be able to gather appropriate information**
  - o be able to undertake and record appropriate case histories

- o understand the need to make and keep full and accurate records of assessment results, hearing aid prescriptions and actual settings, rehabilitation plans and outcomes
- **2a.2   be able to select and use appropriate assessment techniques**
  - o be able to undertake and record a thorough, sensitive and detailed assessment, using appropriate techniques and equipment
  - o be able to check that equipment is functioning accurately and with specifications and to take appropriate action in the case of faulty functioning and operation
- **2a.3   be able to undertake or arrange investigations as appropriate**
- **2a.4   be able to analyse and critically evaluate information collected**
  - o be able to interpret data arising from case history, physical examination and hearing assessments
- **2b.2   be able to draw on appropriate knowledge and skills in order to make professional judgements**
  - o be able to change their practice as needed to take account of new developments
  - o be able to demonstrate a level of skill in the use of information technology appropriate to their practice
- **2b.3   be able to formulate specific and appropriate management plans including the setting of timescales**
  - o understand the requirement to adapt practice to meet the needs of different client groups distinguished by, for example, physical, physiological, environmental, cultural or socio-economic factors
  - o be able to formulate and provide appropriate advice regarding hearing aids and associated technologies and their use to facilitate informed choices by service users
- **2b.4   be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully**
  - o understand the need to maintain the safety of both patients, clients and users and those involved in their care
  - o ensure that the environment in which service users are seen is appropriate for the assessment, service, care and attention given
  - o be able to safely use appropriate techniques and equipment to assess hearing loss and the physical condition of the ear
  - o be able to select and evaluate the most appropriate hearing aid system and performance settings and/or associated technologies for service users
  - o be able to plan, implement and manage appropriate rehabilitation programmes for service users to optimise outcomes
  - o be able to safely and competently take impressions of the ear
  - o be able to safely and competently programme and physically fit hearing aids
  - o understand the need to provide service users with access to continuing care, maintenance and support
- **2b.5   be able to maintain records appropriately**
  - o be able to keep accurate, legible records and recognise the need to handle these records and all other information in accordance with applicable legislation, protocols and guidelines
  - o understand the need to use only accepted terminology in making records

- **2c.1 be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly**
    - be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care
    - be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user
    - recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes
    - be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately
    - be able to recognise those conditions of circumstances that require the involvement of other professionals and give the appropriate advice to service users
- **2c.2 be able to audit, reflect on and review practice**
    - 2c.2 – be aware of emerging technologies and new developments in hearing assistance.

Reason: From a review of the programme document and discussions with the programme team the visitors were unable to determine how the assessment strategy and design ensures that those who successfully complete the programme meet standards of proficiency 1a.6, 1a.7, 1a.8, 1b.1, 1b.3, 1b.4, 2a.1, 2a.2, 2a.3, 2a.4, 2b.2, 2b.3, 2b.4, 2b.5, 2c.1 and 2c.2. Within the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency (CCC). Without information relating to the Certificate in Clinical Competency (CCC) the visitors were not able to determine if the standards of proficiency related to clinical and professional competencies were assessed.

The visitors also noted that the education provider provided a standards of proficiency mapping document for Clinical scientists, and not Hearing aid dispensers. The visitors were therefore not clearly signposted to the standards of proficiency specific to Hearing aid dispensers and therefore were not able to see how the assessment strategy and design ensured that the relevant profession specific learning outcomes were assessed. The visitors require the education provider to provide evidence that demonstrates that the assessment strategy and design ensures that those who successfully complete the programme meet standards of proficiency listed above and that those who successfully complete the programme meet the profession specific standards of proficiency for Hearing aid dispensers.

6.3 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement setting.

Condition: The education provider must provide evidence that demonstrates that professional aspects of practice are integral to the assessment procedures in both the education setting and practice placement setting within the

Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) programme.

Reason: From a review of the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the clinical competency certificate. The visitors were therefore not able to make a clear judgement on whether professional aspects of practice are integral to the assessment procedures in both the education setting and practice placement setting. The visitors require further evidence that demonstrates how the assessment procedures assesses professional issues.

6.4 Assessment methods must be employed that measure the learning outcomes.

Condition: The education provider must provide evidence that demonstrates that assessment methods are employed that measure the learning outcomes within the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) programme.

Reason: From a review of the programme documentation the visitors were unable to find sufficient information about the length, structure, location and management of the Certificate in Clinical Competency. The visitors were therefore not able to make a clear judgement on whether assessment methods are employed that measure the learning outcomes within the Certificate in Clinical Competency. The visitors require further evidence that demonstrates how the assessment methods measure the learning outcomes within the Certificate in Clinical Competency (CCC) element of the programme.

6.5 The measurement of student performance must be objective and ensure fitness to practise.

Condition: The education provider must provide details of the training offered to clinical assessors to ensure that the measurement of student performance is objective and ensures fitness to practice.

Reason: From discussions with the programme team the visitors note that the education provider has trained up a number of senior practice placement educators to represent the education provider as clinical assessors. The visitors note that the clinical assessors are responsible for signing off a number of core proficiencies whilst students are on placement. The visitors require details of the training offered to clinical assessors to ensure that the measurement of student performance is objective and ensures fitness to practice.

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 revisit the programme documentation to clearly articulate the policy on aegrotat awards to state that they do not provide eligibility for inclusion onto the Register, and demonstrate how this information is clearly communicated to the students.

Reason: From the documentation provided the visitors found it difficult to determine the assessment regulations for the programme and how these are conveyed to students so that it is clear that aegrotat awards would not enable students to be eligible to apply to the Register. The visitors therefore require further evidence to ensure that this standard is being met.

Recommendations

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

Recommendation: The education provider should consider revisiting the mechanisms in place to ensure that specialist visiting lecturers have relevant specialist expertise and up to date knowledge and to guarantee the quality of their teaching.

Reason: The visitors noted that specialist visiting lecturers are frequently integrated into the delivery of the programme. The visitors also noted in discussions with the programme team that the role of the module coordinator is a key safeguard in monitoring the quality of specialist visiting lecturers and that specialist visiting lecturers are subject to peer review on a bi-annual cycle. The visitors recommend that the programme team may want to revisit these quality mechanisms to ensure that a specialist visiting lecturer is peer reviewed in the first session they deliver and that any teaching material is signed off to ensure that it is relevant and up to date.

3.7 A programme for staff development must be in place to ensure continuing professional and research development.

Recommendation: The education provider should consider reviewing the mechanisms in place that monitor the continuing professional and research development requirements of its practice placement educators and formulate a more strategic and holistic approach to providing opportunities.

Reason: From discussions with practice placement educators and the programme team the visitors noted that the education provider does offer some continuing professional development opportunities to its practice placement educators. However the visitors also noted discussions with practice placement educators where it was stated that these opportunities were often ad hoc in nature. The practice placement educators also noted that they were not always consulted on their continuing professional development requirements. The visitors recommend that the education provider may want to review the way it consults with its practice placement educators. A review will ensure that practice placement educators continuing professional and research development requirements are clearly communicated to the education provider and allow a more strategic planning approach to be adopted, ensuring as many practice placement educators as possible are able to access development opportunities.

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.

Recommendation: The education provider may wish to consider introducing an independent sector placement setting to help ensure students gain access to a wider range of learning experiences.

Reason: From a review of the programme documentation and from discussions with the programme team, the visitors are satisfied that the number, duration and

range of practice placements are appropriate and support the delivery of the programme and the achievement of the learning outcomes. The visitors wish to encourage the programme team to consider facilitating an independent sector placement for students so they can gain access to a wider range of learning experiences.

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

Recommendation: The education provider should consider developing a system that ensures that all practice placement educators within private practice placements are appropriately registered with the HPC.

Reason: The visitors note that the education provider does not currently use private practice placements within the programme. The visitors did however note discussions with the programme team where they discussed the possibility of using private practice placements in the future. If this is the case the visitors recommend that the education provider may want to consider setting up protocols that ensure that they check, monitor and record the HPC registration details of practice placement educators within private practice placement.

Tim Pringle
Richard Sykes

From:	"Heller, Robert" <robert.heller@ucl.ac.uk>
To:	"Lewis.Roberts@hpc-uk.org" <Lewis.Roberts@hpc-uk.org>
Cc:	"Mcalpine, David" <d.mcalpine@ucl.ac.uk>, "Osama.Ammar@hpc-uk.org" <Osama.Ammar@hpc-uk.org>
Date:	24/06/2011 16:15
Subject:	RE: HPC approval - UCL Ear Institute (additional information)

Dear Lewis,

Thank you for your email. I am sending the following response on behalf of the UCL Ear Institute, having consulted with the relevant members of academic staff.

We wish to make the following formal observations to notify the ETC of extenuating circumstances in relation to the reports on the programmes leading to the awards of:

BSc (Hons) Audiology
MSc Audiological Science with CCC
PG Diploma Audiological Science with CCC

1) The primary focus of all the programmes being considered is to provide training in Audiology to meet the needs of the NHS, specifically those that have been identified by NHS London. (Please note that the BSc Audiology is fully funded by NHS London). Within this, the appropriate education and training of students in Hearing Aid Dispensing is recognised to be a critical secondary outcome.

2) At the present time the entire structure of education and training in Audiology is in a state of flux. This is due to the rapid and ambitious implementation of Modernising Scientific Careers by the Department of Health. This is having a significant on-going impact on the programmes being considered (for instance, at present the last intake to the BSc Audiology programme in its current form will be in September 2011). As a consequence, all of the programmes being considered will need to be reviewed to ensure that they meet the identified needs of Audiology in London and the UK whilst at the same time fitting within the new, as yet not fully confirmed, education and training frameworks.

3) Having carefully considered the reports prepared by the HPC, the UCL Ear Institute has confirmed that we will seek to meet the majority of the conditions by the end of September 2011, this being the start of the new academic year and the time that many course documents, which are printed annually, are revised. We confirm that all conditions relating to the syllabus taught to students will be in place by September 2011, the start of the academic year. Further details of these can be found in the document forwarded to you on Friday 17th June.

4) However, the UCL Ear Institute believes that certain issues raised within the HPC reports, specifically in relation to Clinical Placements both in the CCC and the BSc, will most benefit from a more comprehensive review. These

aspects of the programmes directly involve a large number of additional
stakeholders including NHS London and a significant number of other NHS bodies
all of which are, at the present time, themselves undergoing radical changes
(which are independent of those taking place within education and training in
Audiology). Aspects of this review may also be informed by the impact of
Modernising Scientific Careers. The UCL Ear Institute is committed to working
closely with all stakeholders in this review. Such changes must also comply
with procedures and timelines set by UCL. Consequently, we do not feel that
it is realistic to both undertake such a review and implement the subsequent
changes with the due diligence such processes will require before the given
deadline. Furthermore, we believe that a too rapid rate of change could be to
the detriment of the programmes and, consequently, to Audiology services
within London.

5) The UCL Ear Institute notes that some of the conditions outlined in the
reports do not, within the context of the programmes seem to represent a
necessary and efficient use of limited resources. To take one example, the
HEI is required to confirm that all placement providers have a diversity
policy in place. All the Clinical Placement providers used within the
programmes are within the NHS and would therefore have such policies out of
legal necessity. Within this context, we believe that there is an argument
that requiring this to be reconfirmed could represent an inappropriate and
excessively bureaucratic use of public resources.

Please do not hesitate to contact me if you require any additional
information.

Best regards,

Robert

==
Robert Heller
Senior Teaching Administrator
UCL Ear Institute
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London WC1X 8EE

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-----Original Message-----
From: Lewis.Roberts@hpc-uk.org [mailto:Lewis.Roberts@hpc-uk.org]
Sent: 22 June 2011 13:09
To: Heller, Robert
Cc: Mcalpine, David; Osama.Ammar@hpc-uk.org
Subject: Re: HPC approval - UCl Ear Institute (additional information)

Dear Robert

Thank you for your compliance in providing the information that was requested.
I am now able to attach the reports that will go to Education and Training
Panel (ETP) on 7 July 2011. The reports have been updated in line with the
information you have provided and it is these reports that you should use as
your most up to date point of reference.

I must however stress that the date you have provided to meet conditions is
well outside of our normal operational parameters. Given the nature of the
range of conditions set, including compliance with Standard's of Proficiency
in both delivery and assessment, Panel may decide that 16 January 2012 to

meet conditions is not appropriate. Such a long deadline is rarely put in place unless extreme mitigating circumstances are presented.
The Panel may also consider a range of options including potentially suspension of further intakes until the conditions around the standards of proficiency are met.

With reference to the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC), as you are aware the HPC have no records of this programme from the transfer from the HAC and previously discussed, we consider this to be a new programme within our processes. As this programme is seeking approval for the first time, Panel will reject 16 January 2012 as the deadline is outside of our process, as all standards must be met before approval can be granted.

Without observations (formal extenuating circumstances) Panel will only be able to make a decision on the information they have been presented with. The Panel may consider a deadline of January 2012 to hold too much risk in terms of ensuring individuals who complete programmes are safe and effective to practise in line with the HPC's role to ensuring public protection.

I have copied in my colleague Osama Ammar, who is the Head of Education Development at HPC as I am away from the office on a programme visit until Tuesday 28 June. Osama will be happy to speak to you in my absence and is available on the email address above or 0207 840 9764. I must stress the importance of engaging with the HPC standards and processes, as Panel may bring in to question your ability to meet our standards and this may impact on the reputation of your organisation.

I look forward to any further correspondence and/or observations

Kindest regards

Lewis

Lewis Roberts
Education Officer
Health Professions Council
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(See attached file: 20110622cEDURPTVisitors' report – UCL – PgDip HAD FT.docx)(See attached file: 20110622gEDURPTVisitors' report – UCL – BSc (Hons) HAD FT.docx)(See attached file: 20110622iEDURPTVisitors' report – UCL – MSc HAD FT.docx)

Dear Mr Roberts,

Further to my previous email (sent at 17.32 today) and following on from our telephone conversation I can confirm that:

The UCL Ear Institute agrees to respond to conditions detailed in the reports for the following programmes by providing documentation/evidence confirming the actions taken to meet the conditions by 16th January 2012.

The reason for stipulating this date is that it may be most appropriate to meet some of the conditions by implementing changes that other aspects of the programmes that are not covered by the reports / HPC approval for HADs or which may involve other stakeholder organisations. Therefore, at the present time, we do not have all the required information to that would be required to confirm a robust earlier deadline. If, for any reason, we become aware of information that makes it clear that this deadline is unrealistic in respect of any specific conditions, we will immediately contact you to formally discuss the most appropriate course of action.

Please note, however, that the UCL Ear Institute fully intends to and expects that a majority of conditions detailed in the reports, where there have been no formal observations, will be met prior to this date.

The programmes to which this refers those leading to the awards of:

BSc (Hons) Audiology
MSc Audiological Science with Certificate of Clinical Competency (CCC)
Postgraduate Diploma in Audiological Science with Certificate of Clinical Competency (CCC)

Please do not hesitate to contact me if you require any additional information.

Best regards,

Robert

==
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council

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14 July 2011

Dear Robert,

RE: Observations on visitors' reports for the approval visit conducted on 14-15 April 2011 to the BSc (Hons) Audiology, MSc Audiological Science with Certificate in Clinical Competency (CCC) and Postgraduate diploma in Audiological Science with Certificate in Clinical Competency (CCC)

Thank you for your observations on the visitors' reports which were received on 24 June 2011. Our Education and Training Committee considered both the visitors' reports and the observations you submitted at their meeting on 7 July 2011.

The Committee made the decision to defer accepting the visitors' reports to allow you and colleagues more time to provide detailed observations. The Committee made this decision because there was insufficient information contained in the observations to indicate which specific conditions are proving challenging to meet before the commencement of cohorts. The Committee requested that for each condition, or group of conditions, they receive specific proposals for the date on which we will receive a response. In those instances where it is proposed that conditions are outstanding beyond the next cohort entry date, a rationale explaining why the standard cannot be met before new students commence the programme will be required. The Committee intends to review the reports, the observations received already and the more detailed observations at their meeting on 25 August 2011 and so in order to meet the paper submission deadline we require your response by **15 August 2011**.

The Committee also requested that in this correspondence we make our policies around meeting of conditions clear since there appears to be some misunderstanding. As the statutory regulator for hearing aid dispensers we have responsibilities to protect the public. We perform this role in setting standards for initial education and training for the professions and then quality assuring the provision. Crucially, we only approve programmes that meet all of our standards of education and training and we expect all of those standards to be met before

students commence a programme. In the case of new programmes we cannot approve programmes until a response to conditions has been received, reviewed by our visitors and a recommendation for approval has been ratified by the Committee. For currently approved programmes we normally work on the basis that all conditions are met before the commencement of the next cohort but can make exceptions. Exceptions are made by a decision of the Committee who take into the account the impact on public protection (ie what risk is there that individuals completing the programme before all conditions are met will not be able to meet all of our standards of proficiency).

In practice, this means that the Postgraduate diploma in Audiological Science with Certificate in Clinical Competency (CCC) cannot be approved until all conditions on approval have been met as this is a new programme. Anyone commencing the programme before approval is in place will be ineligible to apply to our Register as a hearing aid dispenser. Therefore, if the intention is still to submit a response to conditions in September there will be a need to reconsider the current commencement date if it is also the intention that individuals will be eligible to register with us.

In the case of the BSc (Hons) Audiology and MSc Audiological Science with Certificate in Clinical Competency (CCC) this means that we require your more detailed observations as explained above to allow the Committee to make an informed decision. Individuals currently on this programme and commencing on this programme in September 2011 remain eligible to apply to our Register upon successful completion of the programme.

Additionally, there are a number of administrative issues that need to be addressed which I have laid out below as direct questions for you to answer as part of the more detailed observations.

- Please can you confirm that the last intake date for the BSc (Hons) Audiology will be September 2011 and that new provision will be in place for September 2012.
- At the point of transfer of approved programmes from the Hearing Aid Council to HPC we were notified of the approved status of an award named **MSc Audiology (with clinical competency certificate or certificate of audiological competence)**. Throughout the visit process it came to light that this award is no longer offered and that it was replaced with the current MSc award. However, to prevent incorrect entries to the Register or unnecessary hurdles in the registration process on the basis of this historical award we require the following information:
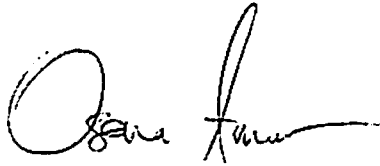
  MSc Audiology (with clinical competency certificate or certificate of audiological competence)
  - Last intake date
  - Last graduation date

MSc Audiological Science with Certificate in Clinical Competency (CCC)
- First intake date

Yours sincerely

Osama Ammar
Acting Head of Educational Development

cc David McAlpine

Dear Lewis,

In response to the letter sent by Mr Osama Ammar on 14th July 2011, please may I confirm the following information:

1) At the present time, the final intake for the BSc Audiology programme will in September 2011. I can confirm that NHS London have provided written confirmation that funding for students enrolling in 2011 will be for the full four years of the programme.The UCL Ear Institute is currently in discussion with NHS London as to whether or not provision of the BSc Audiology programme will be required in future years and whether this would be in the current format or whether the programme will be revised. No decision has been made to date. We will inform the HPC as and when there is any additional information with respect to this.

2) MSc Audiology. There is no programme of this name at the UCL Ear Institute. The correct title for the MSc programme as approved by and transferred from the HAC is "MSc Audiological Science". The information I have available would suggest that the existence of a programme entitled "MSc Audiology" on your records would most likely be due to a clerical error; this should in fact have been MSc Audiological Science.

3) Please note that, at present, the MSc Audiological Science and CCC are two separate programmes within UCL. Therefore, in order to maintain clarity and basic accuracy, UCL documentation must refer to them as such. However, we shall ensure that those parts of the programmes'documentation which refer to HPC approval and graduate registration note that the basis of such registration is the combination of both programmes. (The same will be implemented for the PG Diploma Audiological Science.)

The UCL Ear Institute is currently work towards creating a new unified programme which will include the content of both the current Audiological Science and CCC programmes. Further details of this will be forwarded shortly.

Best regards,
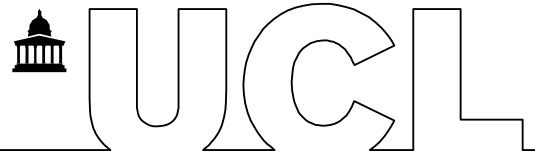
Lewis Roberts
Education Officer
Health Professions Council
Park House
184 Kennington Park Road
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SE11 4BU

12th August 2011

Dear Lewis,

RE: Approval of BSc (Hons) Audiology, MSc Audiological Science plus CCC, Postgraduate Diploma Audiological Science + CCC at the UCL Ear Institute

Thank you for your correspondence of 11th August.

1) Please find enclosed Response Documents detailing the UCL Ear Institute's plans of action for the three programmes under consideration. The documents refer to:
    -   BSc Audiology programme (leading to the award of BSc (Hons) Audiology)
    -   MSc Audiological Science plus CCC
    -   Postgraduate Diploma Audiological Science + CCC

Each document details
    -   the actions to be taken,
    -   the date by which it is intended to take each action,
    -   a rationale for this date,
    -   the date on which the Formal Response (which will provide the evidence of the actions having taken place) will be provided to the HPC.

2) We wish to make the following Formal Observation to the committee in relation to the date of submission of the Formal Response to the HPC:

    The proposed date for the main submission of the Formal Response is 28th October 2011 (exceptions are noted on the Response Documents). This date has been suggested to ensure that the actions can be implemented prior to the start of the academic year.

    It is recognised that the preparation of the Formal Response to the HPC requires the documenting the changes and how they meet the conditions. The UCL Ear Institute is keen to ensure that this additional bureaucratic procedure does not hinder the effective implementation of the changes actually required by placing unrealistic demands on the resources available.

    While the UCL Ear Institute welcomes all constructive comments and is committed to working with all relevant professional bodies to ensure that we provide optimum programmes of education and

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training, the primary focus of the three programmes under consideration is Audiology. Hearing Aid Dispensing (which is covered by the HPC) is an important and integral part of these programmes, but is ultimately a secondary aspect of the programmes. The UCL Ear Institute has a duty to students and other stakeholders (including NHS London) to reflect this priority in the allocation of limited resources and this has been taken into account when considering the date for the Formal Response.

The UCL Ear Institute also notes that formal professional accreditation was given to all the programmes being considered by the British Academy of Audiology (acting on behalf of the RCCP). This accreditation was based on the same documentation and visit as that reviewed and undertaken by the HPC.

3) The UCL Ear Institute would like to make the following Formal Observation to the committee in respect of the approval of the PG Diploma plus CCC:

> The PG Diploma is identical to the MSc programme with the single exception that it does not include the Research Project Module. It is unclear why the PG Diploma did not have approval following the transferral from the HAC but circumstantial evidence would suggest that this was a clerical oversight.

> The UCL Ear Institute acknowledges that, because the PG Diploma + CCC programme has not previously been approved on the HPC's records, the HPC's procedures would require all conditions to be reasonably met before initial approval is given. A consequence is that, given the date of response submitted by the UCL Ear Institute, the PG Diploma + CCC programme would according to HPC procedures be approved for the 2011-12 academic year.

> Therefore, two programmes which are identical with the exception of one module (noted above) which does not have any HPC conditions related to it, both of which have the same substantial Conditions in the respective HPC reports, and which are run in parallel by exactly the same staff in exactly the same manner, will have different approval status.

> The UCL Ear Institute would argue that this bizzare situation is wholly caused by a clerical issue rather than any demonstrable, fundamental concern and as such is to the unnecessary detriment of all parties concerned. Therefore, in this case, the UCL Ear Institute would argue that it would be appropriate for due professional judgement to excised to exceptionally disregard the procedure and grant approval to both the MSc + CCC and PG Diploma + CCC for the 2011-12 academic year with the Formal Response to the conditions being submitted as proposed.

4) I am currently seeking clarification about the CAC and will forward this information to you as soon as I have received the appropriate information.

Please do not hesitate to contact me if you require any additional clarification.

Yours Sincerely,

Robert Heller
Senior Teaching Administrator

EAR INSTITUTE'S RESPONSE TO HPC APPROVAL

BSc Audiology

Timetable for Action Required by HPC

DATE OF HPC VISIT: April 2011

Conditions (as stated in the HPC documentation)	Proposed Action; Date of Response; Rationale	Date of Formal Response to HPC
2.1 The admissions procedures 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 revisit all programme documentation, including advertising materials, to ensure that the HPC approved programme title is clearly stated as BSc (Hons) Audiology.	The UCL Ear Institute notes that the formal name of the programme is BSc Audiology. BSc (Hons) Audiology is the name of the degree awarded to successful applicants but is not the name of the programme. **Action:** In all documentation where the HPC approval is being discussed, it will be made clear that the HPC approval refers to the BSc (Hons) Audiology qualification which is awarded to students who successfully complete the BSc Audiology programme.	28th October 2011 *This date is given for all Actions where the date of completion is 26th September 2011.* *This is to ensure that the actions can be implemented prior to the start of the academic year.* *It is recognised that the preparation of the Formal Response to the HPC requires the documenting the changes and how they meet the conditions.* *The UCL Ear Institute is keen to ensure that this additional bureaucratic procedure does not hinder the effective implementation of the changes actually required by placing unrealistic demands on the resources available*
2.1 The admissions procedures 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 revisit the programme documentation to clearly highlight that successful completion of the programme leads to eligibility to	*Action 1:* Update course handbook for 2011-12 academic year to include information about HPC and registration as HAD as required *Date of Completion: 26th September 2011* *Rationale: Handbooks and course materials are prepared annually over the summer period for the start of term (26th September)*	28th October 2011 (see above for rationale)

apply for registration as a Hearing aid dispenser with the HPC. The education provider must also revisit the programme documentation to ensure that applicants and students are given further information about the option of becoming a Hearing aid dispenser and what it entails. The education provider must finally clearly highlight the role of the HPC as the statutory regulator for Hearing aid dispensers.		
2.2 The admissions procedures must apply selection and entry criteria, including evidence of a good command of reading, writing and spoken English. **Condition:** The education provider must revisit all programme documentation, including advertising materials for the programme, to clearly and consistently articulate the International English Language Testing System (IELTS) standard or equivalent required for entry on to the programme.	**Action** None required at present. At present the final cohort of students to enrol on the BSc Audiology programme will do so in Sept 2011 and there will be no further recruitment to the programme. This is due to government changes to education and training in Audiology (Modernising Scientific Careers). The UCL Ear Institute will inform the HPC should there be any changes to the status of recruitment to the BSc Audiology programme or any other equivalent programmes. *Date of Implementation: September 2011* *Rationale: to be implemented for applications looking to enrol in 2012*	*28th October 2011 (see above for rationale)*
3.1 The programme must have a secure place in the education provider's business plan. **Condition:** The education provider must provide details that outline how they will manage the planned discontinuation of the BSc (Hons) Audiology programme in September 2012. The visitors require evidence showing how students who are on the programme after September 2012 will continue to have appropriate support and demonstrate that the programme will continue to have a secure place in the education provider's business plan until the last cohort has graduated.	*Action* Letter of confirmation to be provided by Director of Ear Institute	
3.14 Where students participate as service users in practical and clinical teaching, appropriate	**ACTION:** Policy on student consent to be written and included in course handbooks. All students will be required to provide written consent prior to the first	*28th October 2011 (see above for rationale)*

protocols must be used to obtain their consent. **Condition:** The education provider must ensure that a system is in place for gaining students informed consent before they participate as service users in practical teaching.	practical session of the academic year. *Date of implementation: 26th September 2011* *Rationale; start of 2011-12 academic year*	
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 provide evidence that demonstrates that the learning outcomes ensure that those who successfully complete the programme meet standard of proficiency 1b.3, 2b.4 and 2c.2. • 1b.3 – be able to communicate in English to the standard equivalent to level 7 of the international English Language Testing System, with no element below 6.5. • 1b.3 - be able to explain the financial implications of suitable hearing aid systems. • 2b.4 – be able to select and evaluate the most appropriate hearing aid system and performance settings and/or associated technologies for service users. • 2c.2 – be aware of emerging technologies and new developments in hearing assistance. **6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards**	**ACTION:** Learning outcomes will be explicitly added to relevant modules and the lectures in which they are covered will be identified. The assessment strategy will be reviewed to ensure that it these learning outcomes are adequately tested. A mapping document will be produced to identify where the learning outcomes specified are to be met. Please note that, contrary to the findings of the HPC visitors, the following learning outcomes are already covered: 2b.4 is covered under the Introduction to Amplification and Aural Rehabilitation module (see learning outcomes 2, 3, 5, 8, 11, 13, 19) 2c.2 is covered under Introduction to Amplification and Aural Rehabilitation module (see learning outcomes 8, 19) Students are currently assessed using a variety of assessment strategies including online quizzes, reflective journals, essays, practical examinations and formal written examinations to the demonstrate standards of proficiency for HA Dispensers. Students are assessed as per above on the use of evidence-based practice principles which is clearly listed as a learning outcome in Introduction to Amplification and Aural Rehabilitation *(please see documentation submitted prior to visit)* and encompasses all the points mentioned under 2c.1. Emerging technologies and new developments in hearing assistance are assessed as per above and these learning outcomes are already detailed in the student handbook for Introduction to Amplification and Aural Rehabilitation and assessed accordingly. **NOTE:** The Ear Institute believes that there are strong grounds to challenge this condition. However, it is felt that it would not be an efficient or appropriate use of resources to engage with the HPC's procedures for challenging a condition at this juncture. Evidence of compliance will therefore be provided along with other Formal Responses.	*28th October 2011 (see above for rationale)*

of proficiency for their part of the Register. **Condition:** The education provider must provide evidence that demonstrates that the assessment strategy and design ensure that those who successfully complete the programme meet standard of proficiency 1b.3, 2b.4 and 2c.2. • 1b.3 – be able to communicate in English to the standard equivalent to level 7 of the international English Language Testing System, with no element below 6.5. • 1b.3 – be able to explain the financial implications of suitable hearing aid systems. • 2b.4 – be able to select and evaluate the most appropriate hearing aid system and performance settings and/or associated technologies for service users. 2c.2 – be aware of emerging technologies and new developments in hearing assistance.	*Date of implementation: 26th September* *Rationale; start of 2011-12 academic year*	
4.5 The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics. **Condition:** The education provider must review the programme documentation to refer to the HPC Standards of conduct, performance and ethics and provide evidence of how these are taught throughout the programme.	**Action:** The HPC's standards of conduct, performance and ethics will be added to the curriculum of Introduction to Amplification and Aural Rehabilitation. *Date of implementation: 26th September* *Rationale; start of 2011-12 academic year*	*28th October 2011 (see above for rationale)*
5.3 The practice placement settings must provide a safe and supportive environment. **Condition:** The education provider must	**Action:** These will fall under the remit of the new Clinical Placements Committee which will provide a structure for the implementation and monitoring of this.	*28th October 2011 (see above for rationale)*

provide further evidence of the audit tool used to approve and monitor placement environments which ensures the provision of a safe and supportive environment.	A Clinical Placements Committee will be formed with management responsibility for all aspects of the Clinical Placements including accreditation of placements, monitoring of student progress at the placements and student assessment. *Date of implementation:* *-Terms of Reference for the Committee and Standard Operating Procedures for all key functions will be completed by 26th September 2011.* *- The first meeting is scheduled to take place by 26th September 2011.* *- template spreadsheets for the recording of key data will be approved at the first meeting with data entry completed by 30th October* *Rationale: to ensure committee is functioning for the 2011-12 academic year*	
5.4 The education provider must maintain a thorough and effective system for approving and monitoring all placements. **Condition:** The education provider must provide evidence outlining the systems used to effectively monitor placements.	**Action:** These will fall under the remit of the new Clinical Placements Committee which will provide a structure for the implementation and monitoring of this. A Clinical Placements Committee will be formed with management responsibility for all aspects of the Clinical Placements including accreditation of placements, monitoring of student progress at the placements and student assessment. *Date of implementation:* *-Terms of Reference for the Committee and Standard Operating Procedures for all key functions will be completed by 26th September 2011.* *- The first meeting is scheduled to take place by 26th September 2011.* *- template spreadsheets for the recording of key data will be approved at the first meeting with data entry completed by 30th October* *Rationale: to ensure committee is functioning for the 2011-12 academic year*	*28th October 2011 (see above for rationale)*
5.5 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 outlining the systems used to ensure that placement providers have equality and diversity policies in relation to students. **5.6 There must be an adequate number of appropriately qualified and**	**Action:** All these conditions will fall under the remit of the new Clinical Placements Committee which will provide a structure for the implementation and monitoring of this. A Clinical Placements Committee will be formed with management responsibility for all aspects of the Clinical Placements including accreditation of placements, monitoring of student progress at the placements and student assessment. *Date of implementation:*	*28th October 2011 (see above for rationale)*

experienced staff at the practice placement setting. **Condition:** The education provider must provide evidence outlining the systems used to ensure that placement providers have an adequate number of appropriately qualified and experienced staff at the practice placement setting. **5.7 Practice placement educators must have relevant knowledge, skills and experience.** **Condition:** The education provider must provide evidence outlining the systems used to ensure that practice placement educators have the relevant knowledge, skills and experience. **5.8 Practice placement educators must undertake appropriate practice placement educator training.** **Condition:** The education provider must clearly articulate the mechanism they use to ensure that practice placement educators undertake appropriate practice placement educator training in advance of receiving students and how they decide when practice placement educators require refresher training.	*-Terms of Reference for the Committee and Standard Operating Procedures for all key functions will be completed by 26th September 2011.* *- The first meeting is scheduled to take place by 26th September 2011.* *- template spreadsheets for the recording of key data will be approved at the first meeting with data entry completed by 30th October* *Rationale: to ensure committee is functioning for the 2011-12 academic year*	
6.5 The measurement of student performance must be objective and ensure fitness to practise. **Condition:** The education provider must provide details of the training offered to clinical assessors to ensure that the measurement of student performance is objective and ensures fitness to practice.	**Action:** Arrange training for all clinical assessors on the core proficiencies to ensure standards are maintained yearly prior to practical assessment. These will fall under the remit of the new Clinical Placements Committee which will provide a structure for the implementation and monitoring of this. A Clinical Placements Committee will be formed with management responsibility for all aspects of the Clinical Placements including accreditation of placements, monitoring of student progress at the placements and student assessment.	*28th October 2011 (see above for rationale)*

	Date of implementation: *-Terms of Reference for the Committee and Standard Operating Procedures for all key functions will be completed by 26th September 2011.* *- The first meeting is scheduled to take place by 26th September 2011.* *- template spreadsheets for the recording of key data will be approved at the first meeting with data entry completed by 30th October* *Rationale: to ensure committee is functioning for the 2011-12 academic year*	
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 revisit the programme documentation to clearly articulate the policy on aegrotat awards to state that they do not provide eligibility for inclusion onto the Register, and demonstrate how this information is clearly communicated to the students.	**Action:** Existing UCL regulations in respect of aegrotat awards will be published in the Programme Handbooks for 2011-12. *Date of implementation: 26th September* *Rationale; start of 2011-12 academic year*	*28th October 2011 (see above for rationale)*

EAR INSTITUTE'S RESPONSE TO HPC APPROVAL

MSc Audiological Science + CCC

Timetable for Action Required by HPC

DATE OF HPC VISIT: April 2011

Conditions (as stated in the HPC documentation)	Proposed Action; Date of Response; Rationale	Date of Formal Response to HPC
2.1 The admissions procedures 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:** i) The education provider must revisit the programme documentation, including advertising materials to clearly highlight that successful completion of the MSc in Audiological Science with Certificate in Clinical Competency (CCC) leads to eligibility to apply for registration as a Hearing aid dispenser with the HPC. The education provider must also revisit the programme documentation to ensure that applicants and students are given further information about the option of becoming a Hearing aid dispenser and what it entails. The education provider must finally clearly highlight the role of the HPC as the statutory regulator for Hearing aid dispensers. ii) The education provider must revisit the programme documentation, including advertising materials to ensure that details of the length, structure, location, management	***Action 1:*** Update course handbook for 2011-12 academic year to include information about HPC and registration as HAD as required *Date of Completion: 26th September 2011* *Rationale: Handbooks and course materials are prepared annually over the summer period for the start of term (26th September)* ***Action 2:*** Revise advertising and publicity information for Audiological Science programme accurately reflects career prospects for the programme. Ensure all advertising material refers applicants to the Ear Institute website as the primary source of detailed information about the programme. Ensure the Ear Institute website displays full details about HAD career options, the requirement to complete the CCC in order to gain the relevant professional registration (RCCP and also HPC), and full details about the CCC programme (including details about the nature of the course, application process, timing and costs). *Date of implementation: 30th October* *Rationale: The Ear Institute's website will be the primary point for information about the programme. The webmaster has just returned from maternity leave and will be revising the whole website (including content) over the coming months.* ***Action 3:*** Ensure all candidates are provided with information about eligibility to apply for relevant professional registration (RCCP and also HPC), the requirement to additionally complete the CCC (including details about the nature of the course, application process, timing and costs), at interview, both orally and in writing. *Date of implementation: all interviews from September 2011* *Rationale: the deadline for applications for September 2011 is 5th August 2011. This will apply to all candidates applying to start in September 2012.* ***Action 4:***	*Actions 1 – 3 28th October 2011* *This date is given for all Actions where the date of completion is 26th September 2011.* *This is to ensure that the actions can be implemented prior to the start of the academic year.* *It is recognised that the preparation of the Formal Response to the HPC requires the documenting the changes and how they meet the conditions.* *The UCL Ear Institute is keen to ensure that this additional bureaucratic procedure does not hinder the effective implementation of the changes actually required by placing unrealistic demands on the resources available.* *Action 4 31st July 2012 The development and*

and associated costs of the clinical competency certificate is clearly highlighted to applicants to ensure that they can make an informed choice about whether to take up an offer of a place on the programme. iii) The education provider must clearly state within the programme documentation and advertising materials that the stand alone award of MSc in Audiological Science does not confer eligibility to apply to the HPC Register and only successful completion of both the MSc in Audiological Science and the Certificate in Clinical Competency (CCC) will lead to eligibility to apply to the HPC Register as a Hearing aid dispenser MSc in Audiological Science with Certificate in Clinical Competency (CCC).	Develop new programme combining the Audiological Science and CCC programmes into a single qualification that will meet all required criteria for accreditation and approval by all relevant statutory bodies. *Date of completion: July 2012 (estimated)* *Rationale: This is being proposed as the most appropriate response to the issues highlighted in the HPC report. The deadline reflects the time that will be required to complete all the necessary internal UCL procedures for the instigation of such a programme.*	*approval procedures of a new programme has to occur within a timeframe established by UCL.* *The suggested deadline reflects this.*
2.1 The admissions procedures 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 revisit all programme documentation, including advertising materials, to ensure that the programme title is clearly stated as MSc Audiological Science with Certificate in Clinical Competency (CCC).	**Action:** At present the Audiological Science programme (MSc / PG Dip) and CCC are separate programmes which run consecutively. Therefore, form the perspective of UCL, implementing the recommendation would lead to inaccurate documentation. The Ear Institute will however ensure that documentation clearly states that registration with the HAC is dependent on both programmes being successfully completed. Furthermore, a new programme will be instigated which will combine the Audiological Science programme with the CCC (please see Action 4 above).	*See Response Date for Action 4 (above)*
2.2 The admissions procedures must apply selection and entry criteria, including evidence of a good command of reading, writing and spoken English. **Condition:** The education provider must revisit all programme documentation, including advertising materials for the	**Action** Revise entry requirements for English Language to meet HPC guidelines. *Date of Implementation: September 2011* *Rationale: to be implemented for applications looking to enrol in 2012*	*28th October 2011 (see above for rationale)*

programme, to clearly and consistently articulate the International English Language Testing System (IELTS) standard or equivalent required for entry on to the programme.		
3.1 The programme must have a secure place in the education provider's business plan. **Condition:** The education provider must provide evidence that the MSc in Audiological Science with Certificate in Clinical Competency (CCC) has a secure place in the education provider's business plan.	*Action* Letter of confirmation to be provided by Director of Ear Institute	
3.2 The programme must be effectively managed. **Condition:** The education provider must provide evidence that the MSc in Audiological Science with Certificate in Clinical Competency (CCC) is effectively managed. **3.3 The programme must have regular monitoring and evaluation systems in place.** **Condition:** The education provider must provide evidence of regular monitoring evaluation systems for the MSc in Audiological Science with Certificate in Clinical Competency (CCC).	**Action 1:** The MSc segment of this is currently managed through the Departmental Teaching Committee structure and UCL monitoring procedures as extensively detailed in the documentation submitted prior to the approval visit. The CCC programme is identical, in terms of content, to the Clinical Placement year of the BSc programme. A Clinical Placements Committee will be formed with management responsibility for all aspects of the Clinical Placements including accreditation of placements, monitoring of student progress at the placements and student assessment. *Date of implementation:* *-Terms of Reference for the Committee and Standard Operating Procedures for all key functions will be completed by 26th September 2011.* *- The first meeting is scheduled to take place by 26th September 2011.* *- template spreadsheets for the recording of key data will be approved at the first meeting with data entry completed by 30th October (completed spreadsheets will therefore be excluded from the Formal Response)* *Rationale: to ensure committee is functioning for the 2011-12 academic year*	*28th October 2011 (see above for rationale)*
3.11 There must be adequate and accessible facilities to support the welfare and wellbeing of students in all settings. **Condition:** The education provider must provide evidence that there are adequate	**Action:** The existing procedures for pastoral care of students which is currently functioning for those on MSc, PGDip and BSc programmes at the Ear Institute (as extensively detailed in the documentation submitted prior to the approval visit) will be strengthened and extended to students enrolled on the CCC. *Date of Implementation: 26th September 2011*	*28th October 2011 (see above for rationale)*

and accessible facilities to support the welfare and wellbeing for students undertaking the MSc Audiological Science with Certificate in Clinical Competency (CCC). **3.12 There must be a system of academic and pastoral student support in place.** **Condition:** The education provider must provide evidence that there is a system of academic and pastoral support in place for students undertaking the MSc in Audiological Science with Certificate in Clinical Competency (CCC).	*Rationale: beginning of 2011-12 academic year*	
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 a system is in place for gaining students informed consent before they participate as service users in practical teaching.	**ACTION:** Policy on student consent to be written and included in course handbooks. All students will be required to provide written consent prior to the first practical session of the academic year. *Date of implementation: 26th September 2011* *Rationale; start of 2011-12 academic year*	*28th October 2011 (see above for rationale)*
3.15 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 attendance is mandatory throughout the course of the programme and evidence associated monitoring mechanisms.	**Action 1:** Course handbooks will be reviewed to ensure attendance requirements are appropriately emphasised; registers will be taken by teaching staff and returned to teaching administration to identify patterns of non-attendance and facilitate action being taken. *Date of implementation: 26th September 2011* *Rationale; start of 2011-12 academic year* **Action 2:** All Clinical Supervisors will be reminded of requirement to record student attendance at placements in training sessions. This information will be included in relevant handbooks and also provided to students. *Date of implementation: 26th September 2011* *Rationale; start of 2011-12 academic year*	*28th October 2011 (see above for rationale)*

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 provide evidence that demonstrates that the learning outcomes ensure that those who successfully complete the programme meet standards of proficiency 1a.6, 1a.7, 1a.8, 1b.1, 1b.3, 1b.4, 2a.1, 2a.2, 2a.3, 2a.4, 2b.2, 2b.3, 2b.4, 2b.5, 2c.1 and 2c.2. **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 provide evidence that demonstrates that the assessment strategy and design ensure that those who successfully complete the programme meet standards of proficiency 1a.6, 1a.7, 1a.8, 1b.1, 1b.3, 1b.4, 2a.1, 2a.2, 2a.3, 2a.4, 2b.2, 2b.3, 2b.4, 2b.5, 2c.1 and 2c.2.	**ACTION:** Learning outcomes will be explicitly added to relevant modules and the lectures in which they are covered will be identified. The assessment strategy will be reviewed to ensure that it these learning outcomes are adequately tested. A mapping document will be produced to identify where the learning outcomes specified are to be met. Please note that, contrary to the findings of the HPC visitors, the following learning outcomes are already covered: 2b.4 is covered under the Introduction to Amplification and Aural Rehabilitation module (see learning outcomes 2, 3, 5, 8, 11, 13, 19) 2c.2 is covered under Introduction to Amplification and Aural Rehabilitation module (see learning outcomes 8, 19) Students are currently assessed using a variety of assessment strategies including online quizzes, reflective journals, essays, practical examinations and formal written examinations to the demonstrate standards of proficiency for HA Dispensers. Students are assessed as per above on the use of evidence-based practice principles which is clearly listed as a learning outcome in Introduction to Amplification and Aural Rehabilitation *(please see documentation submitted prior to visit)* and encompasses all the points mentioned under 2c.1. Emerging technologies and new developments in hearing assistance are assessed as per above and these learning outcomes are already detailed in the student handbook for Introduction to Amplification and Aural Rehabilitation and assessed accordingly. **NOTE:** The Ear Institute believes that there are strong grounds to challenge this condition. However, it is felt that it would not be an efficient or appropriate use of resources to engage with the HPC's procedures for challenging a condition. Evidence of compliance will therefore be provided along with other Formal Responses. *Date of implementation: 26th September* *Rationale; start of 2011-12 academic year*	*28th October 2011 (see above for rationale)*
4.3 Condition: The education provider must provide evidence that demonstrates that integration of theory and practice are central to the MSc in Audiological Science with Certificate in Clinical Competency (CCC) curriculum.	The learning outcomes that are taught are tightly integrated with providing the background theoretical knowledge required to underpin practical work. We teach the theory within an academic framework such that the evidence for interventions and clinical practice approaches are heavily supported from research. These	*28th October 2011 (see above for rationale)*

| | learning outcomes are reflected in the components of the practical assessments and students are expected to demonstrate their knowledge of applying theory to practice in their reflective journals and case portfolios.

Please see handbooks provided in original documentation for evidence of this.

NOTE: The Ear Institute believes that there are strong grounds to challenge this condition. However, it is felt that it would not be an efficient or appropriate use of resources to engage with the HPC's procedures for challenging a condition. Evidence of compliance will therefore be provided along with other Formal Responses. | |
|---|---|---|
| **4.5 The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.**

Condition: The education provider must review the programme documentation to refer to the HPC Standards of conduct, performance and ethics and provide evidence of how these are taught throughout the programme. | **Action:**
The HPC's standards of conduct, performance and ethics will be added to the curriculum of Introduction to Amplification and Aural Rehabilitation.

Date of implementation: 26th September
Rationale; start of 2011-12 academic year | *28th October 2011 (see above for rationale)* |
| **4.6 The delivery of the programme must support and develop autonomous and reflective thinking.**

Condition: The education provider must provide evidence that demonstrates that delivery of the MSc in Audiological Science with Certificate in Clinical Competency (CCC) programme supports and develops autonomous and reflective thinking. | The programme already meets these conditions.

Specific examples from the programme include:
- Completing a Reflective Journal (formative assessment - Introduction to Amplification and Aural Rehabilitation)
- Completion of Experienced Based Learning assessment (formative assessment – Balance)
- Completion of student portfolio (assessment – CCC)

NOTE: The Ear Institute believes that there are strong grounds to challenge this condition. However, it is felt that it would not be an efficient or appropriate use of resources to engage with the HPC's procedures for challenging a condition. Evidence of compliance will therefore be provided along with other Formal Responses. | *28th October 2011 (see above for rationale)* |
| **5.1 Practice placements must be integral to the programme.**

Condition: The education provider must provide evidence that demonstrates that | The CCC is a one year full time course which is undertaken within a clinical placement setting. | *28th October 2011 (see above for rationale)* |

practice placements are integral to the MSc in Audiological Science with Certificate in Clinical Competency (CCC) programme.	We have a well established relationship with our practice placements and they work with us to ensure that they are following protocols and providing our students with the support required. Further scrutiny and transparency of this will be facilitated by the formation of the Clinical Placements Committee (passim).	
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 evidence that demonstrates that the number, duration and range of practice placements is appropriate in supporting the delivery of the MSc in Audiological Science with Certificate in Clinical Competency (CCC) programme and the achievement of the learning outcomes.	**Action:** These will fall under the remit of the new Clinical Placements Committee which will provide a structure for the implementation and monitoring of this. A Clinical Placements Committee will be formed with management responsibility for all aspects of the Clinical Placements including accreditation of placements, monitoring of student progress at the placements and student assessment. *Date of implementation:* *-Terms of Reference for the Committee and Standard Operating Procedures for all key functions will be completed by 26th September 2011.* *- The first meeting is scheduled to take place by 26th September 2011.* *- template spreadsheets for the recording of key data will be approved at the first meeting with data entry completed by 30th October* *Rationale: to ensure committee is functioning for the 2011-12 academic year*	*28th October 2011 (see above for rationale)*
5.3 The practice placement settings must provide a safe and supportive environment. **Condition:** The education provider must provide further evidence of the audit tool used to approve and monitor placement environments which ensures the provision of a safe and supportive environment.	**Action:** These will fall under the remit of the new Clinical Placements Committee which will provide a structure for the implementation and monitoring of this. A Clinical Placements Committee will be formed with management responsibility for all aspects of the Clinical Placements including accreditation of placements, monitoring of student progress at the placements and student assessment. *Date of implementation:* *-Terms of Reference for the Committee and Standard Operating Procedures for all key functions will be completed by 26th September 2011.* *- The first meeting is scheduled to take place by 26th September 2011.* *- template spreadsheets for the recording of key data will be approved at the first meeting with data entry completed by 30th October* *Rationale: to ensure committee is functioning for the 2011-12 academic year*	*28th October 2011 (see above for rationale)*
5.4 The education provider must maintain a thorough and effective system for approving and	**Action:** These will fall under the remit of the new Clinical Placements Committee which will	*28th October 2011 (see above for rationale)*

monitoring all placements. **Condition:** The education provider must provide evidence outlining the systems used to effectively monitor placements.	provide a structure for the implementation and monitoring of this. A Clinical Placements Committee will be formed with management responsibility for all aspects of the Clinical Placements including accreditation of placements, monitoring of student progress at the placements and student assessment. *Date of implementation:* *-Terms of Reference for the Committee and Standard Operating Procedures for all key functions will be completed by 26th September 2011.* *- The first meeting is scheduled to take place by 26th September 2011.* *- template spreadsheets for the recording of key data will be approved at the first meeting with data entry completed by 30th October* *Rationale: to ensure committee is functioning for the 2011-12 academic year*	
5.5 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 outlining the systems used to ensure that placement providers have equality and diversity policies in relation to students. **5.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.** **Condition:** The education provider must provide evidence outlining the systems used to ensure that placement providers have an adequate number of appropriately qualified and experienced staff at the practice placement setting. **5.7 Practice placement educators must have relevant knowledge, skills and experience.** **Condition:** The education provider must provide evidence outlining the systems used to ensure that practice placement educators have the relevant knowledge, skills and experience.	**Action:** All these conditions will fall under the remit of the new Clinical Placements Committee which will provide a structure for the implementation and monitoring of this. A Clinical Placements Committee will be formed with management responsibility for all aspects of the Clinical Placements including accreditation of placements, monitoring of student progress at the placements and student assessment. *Date of implementation:* *-Terms of Reference for the Committee and Standard Operating Procedures for all key functions will be completed by 26th September 2011.* *- The first meeting is scheduled to take place by 26th September 2011.* *- template spreadsheets for the recording of key data will be approved at the first meeting with data entry completed by 30th October* *Rationale: to ensure committee is functioning for the 2011-12 academic year*	*28th October 2011 (see above for rationale)*

5.8 Practice placement educators must undertake appropriate practice placement educator training. **Condition:** The education provider must clearly articulate the mechanism they use to ensure that practice placement educators undertake appropriate practice placement educator training in advance of receiving students and how they decide when practice placement educators require refresher training. **5.10 There must be regular and effective collaboration between the education provider and the practice placement provider.** **Condition:** The education provider must provide evidence that demonstrates that regular and effective collaboration is in place between the education provider and practice placement provider with reference to the MSc in Audiological Science with Certificate in Clinical Competency (CCC) programme. **5.11 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 education provider must provide evidence that demonstrates that students, practice placement providers and practice placement educators are fully prepared for placement in terms of the learning outcomes to be achieved, the timings and duration of any placement experience, expectations of professional conduct, the assessment procedures and the communication and lines of responsibility within the MSc in Audiological Science with Certificate in Clinical Competency (CCC) programme. **5.12 Learning, teaching and supervision must encourage safe and effective practice, independent learning and professional conduct.** **Condition:** The education provider must provide evidence that demonstrates that the learning, teaching and supervision encourages safe and effective practice, independent learning and professional conduct. **6.4 Assessment methods must be employed that measure the learning outcomes.** **Condition:** The education provider must provide evidence that demonstrates that assessment methods are employed that measure the learning outcomes within the MSc in Audiological Science with Certificate in Clinical Competency (CCC) programme.		
6.3 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement	**Action:** All assessment procedures will be reviewed to ensure all professional aspects of	*28th October 2011 (see above for rationale)*

setting. **Condition:** The education provider must provide evidence that demonstrates that professional aspects of practice are integral to the assessment procedures in both the education setting and practice placement setting within the MSc in Audiological Science with Certificate in Clinical Competency (CCC) programme.	practice are also assessed for fitness to practice. These will fall under the remit of the new Clinical Placements Committee which will provide a structure for the implementation and monitoring of this. A Clinical Placements Committee will be formed with management responsibility for all aspects of the Clinical Placements including accreditation of placements, monitoring of student progress at the placements and student assessment. *Date of implementation:* *-Terms of Reference for the Committee and Standard Operating Procedures for all key functions will be completed by 26th September 2011.* *- The first meeting is scheduled to take place by 26th September 2011.* *- template spreadsheets for the recording of key data will be approved at the first meeting with data entry completed by 30th October* *Rationale: to ensure committee is functioning for the 2011-12 academic year*	
6.4 Assessment methods must be employed that measure the learning outcomes. **Condition:** The education provider must provide evidence that demonstrates that assessment methods are employed that measure the learning outcomes within the MSc in Audiological Science with Certificate in Clinical Competency (CCC) programme.	**Please see response to 6.1 (above)**	*28th October 2011 (see above for rationale)*
6.5 The measurement of student performance must be objective and ensure fitness to practise. **Condition:** The education provider must provide details of the training offered to clinical assessors to ensure that the measurement of student performance is objective and ensures fitness to practice.	**Action:** Arrange training for all clinical assessors on the core proficiencies to ensure standards are maintained yearly prior to practical assessment. These will fall under the remit of the new Clinical Placements Committee which will provide a structure for the implementation and monitoring of this. A Clinical Placements Committee will be formed with management responsibility for all aspects of the Clinical Placements including accreditation of placements, monitoring of student progress at the placements and student assessment. *Date of implementation:* *-Terms of Reference for the Committee and Standard Operating Procedures for all key functions will be completed by 26th September 2011.* *- The first meeting is scheduled to take place by 26th September 2011.*	*28th October 2011 (see above for rationale)*

	- template spreadsheets for the recording of key data will be approved at the first meeting with data entry completed by 30th October *Rationale: to ensure committee is functioning for the 2011-12 academic year*	
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 revisit the programme documentation to clearly articulate the policy on aegrotat awards to state that they do not provide eligibility for inclusion onto the Register, and demonstrate how this information is clearly communicated to the students.	**Action:** Existing UCL regulations in respect of aegrotat awards will be published in the Programme Handbooks for 2011-12. *Date of implementation: 26th September* *Rationale; start of 2011-12 academic year*	*28th October 2011 (see above for rationale)*

EAR INSTITUTE'S RESPONSE TO HPC APPROVAL

PG Dip Audiological Science + CCC

Timetable for Action Required by HPC

DATE OF HPC VISIT: April 2011

Conditions (as stated in the HPC documentation)	*Proposed Action; Date of Response; Rationale*	*Date of Formal Response to HPC*
2.1 The admissions procedures 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:** i) The education provider must revisit the programme documentation, including advertising materials to clearly highlight that successful completion of the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) leads to eligibility to apply for registration as a Hearing aid dispenser with the HPC. The education provider must also revisit the programme documentation to ensure that applicants and students are given further information about the option of becoming a Hearing aid dispenser and what it entails. The education provider must finally clearly highlight the role of the HPC as the statutory regulator for Hearing aid dispensers.	**Action 1:** Update course handbook for 2011-12 academic year to include information about HPC and registration as HAD as required *Date of Completion: 26th September 2011* *Rationale: Handbooks and course materials are prepared annually over the summer period for the start of term (26th September)* **Action 2:** Revise advertising and publicity information for Audiological Science programme accurately reflects career prospects for the programme. Ensure all advertising material refers applicants to the Ear Institute website as the primary source of detailed information about the programme. Ensure the Ear Institute website displays full details about HAD career options, the requirement to complete the CCC in order to gain the relevant professional registration (RCCP and also HPC), and full details about the CCC programme (including details about the nature of the course, application process, timing and costs). *Date of implementation: 30th October* *Rationale: The Ear Institute's website will be the primary point for information about the programme. The webmaster has just returned from maternity leave and will be revising the whole website (including content) over the coming months.* **Action 3:** Ensure all candidates are provided with information about eligibility to apply for relevant professional registration (RCCP and also HPC), the requirement to additionally complete the CCC (including details about the nature of the course, application process, timing and costs), at interview, both orally and in writing. *Date of implementation: all interviews from September 2011* *Rationale: the deadline for applications for September 2011 is 5th August 2011. This will apply to all candidates applying to start in September 2012.* **Action 4:**	*Actions 1 – 3* *28th October 2011* *This date is given for all Actions where the date of completion is 26th September 2011.* *This is to ensure that the actions can be implemented prior to the start of the academic year.* *It is recognised that the preparation of the Formal Response to the HPC requires the documenting the changes and how they meet the conditions. The UCL Ear Institute is keen to ensure that this additional bureaucratic procedure does not hinder the effective implementation of the changes actually required by placing unrealistic demands on the resources available.* *Action 4* 31st July 2012 *The development and approval procedures of a new programme has to occur within a timeframe established by UCL.*

ii) The education provider must revisit the programme documentation, including advertising materials to ensure that details of the length, structure, location, management and associated costs of the clinical competency certificate is clearly highlighted to applicants to ensure that they can make an informed choice about whether to take up an offer of a place on the programme. iii) The education provider must clearly state within the programme documentation and advertising materials that the stand alone award of Postgraduate Diploma in Audiological Science does not confer eligibility to apply to the HPC Register and only successful completion of both the Postgraduate Diploma in Audiological Science and the Certificate in Clinical Competency (CCC) will lead to eligibility to apply to the HPC Register as a Hearing aid dispenser Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC).	Develop new programme combining the Audiological Science and CCC programmes into a single qualification that will meet all required criteria for accreditation and approval by all relevant statutory bodies. *Date of completion: July 2012 (estimated)* *Rationale: This is being proposed as the most appropriate response to the issues highlighted in the HPC report. The deadline reflects the time that will be required to complete all the necessary internal UCL procedures for the instigation of such a programme.*	*The suggested deadline reflects this.*
2.1 The admissions procedures 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 revisit all programme	**Action:** At present the Audiological Science programme (MSc / PG Dip) and CCC are separate programmes which run consecutively. Therefore, form the perspective of UCL, implementing the recommendation would lead to inaccurate documentation. The Ear Institute will however ensure that documentation clearly states that registration with the HAC is dependent on both programmes being successfully completed.	*See Response Date for Action 4 (above)*

documentation, including advertising materials, to ensure that the programme title is clearly stated as PGDip Audiological Science with Certificate in Clinical Competency (CCC).	Furthermore, a new programme will be instigated which will combine the Audiological Science programme with the CCC (please see Action 4 above).	
2.2 The admissions procedures must apply selection and entry criteria, including evidence of a good command of reading, writing and spoken English. **Condition:** The education provider must revisit all programme documentation, including advertising materials for the programme, to clearly and consistently articulate the International English Language Testing System (IELTS) standard or equivalent required for entry on to the programme.	**Action** Revise entry requirements for English Language to meet HPC guidelines. *Date of Implementation: September 2011* *Rationale: to be implemented for applications looking to enrol in 2012*	*28th October 2011 (see above for rationale)*
3.1 The programme must have a secure place in the education provider's business plan. **Condition:** The education provider must provide evidence that the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) has a secure place in the education provider's business plan.	*Action* Letter of confirmation to be provided by Director of Ear Institute	
3.2 The programme must be effectively managed. **Condition:** The education provider must provide evidence that the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) is effectively managed. **3.3 The programme must have regular monitoring and**	**Action 1:** The PG Dip segment of this is currently managed through the Departmental Teaching Committee structure and UCL monitoring procedures as extensively detailed in the documentation submitted prior to the approval visit. The CCC programme is identical, in terms of content, to the Clinical Placement year of the BSc programme. A Clinical Placements Committee will be formed with management responsibility for all aspects of the Clinical Placements including accreditation of placements, monitoring of student progress at the placements and student assessment.	*28th October 2011 (see above for rationale)*

evaluation systems in place. **Condition:** The education provider must provide evidence of regular monitoring evaluation systems for the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC).	*Date of implementation:* *-Terms of Reference for the Committee and Standard Operating Procedures for all key functions will be completed by 26th September 2011.* *- The first meeting is scheduled to take place by 26th September 2011.* *- template spreadsheets for the recording of key data will be approved at the first meeting with data entry completed by 30th October* *Rationale: to ensure committee is functioning for the 2011-12 academic year*	
3.11 There must be adequate and accessible facilities to support the welfare and wellbeing of students in all settings. **Condition:** The education provider must provide evidence that there are adequate and accessible facilities to support the welfare and wellbeing for students undertaking the PG Dip Audiological Science with Certificate in Clinical Competency (CCC). **3.12 There must be a system of academic and pastoral student support in place.** **Condition:** The education provider must provide evidence that there is a system of academic and pastoral support in place for students undertaking the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC).	**Action:** The existing procedures for pastoral care of students which is currently functioning for those on MSc, PGDip and BSc programmes at the Ear Institute (as extensively detailed in the documentation submitted prior to the approval visit) will be strengthened and extended to students enrolled on the CCC. *Date of Implementation: 26th September 2011* *Rationale: beginning of 2011-12 academic year*	*28th October 2011 (see above for rationale)*
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 a system is in place for gaining students informed consent before they participate as service users in practical teaching.	**ACTION:** Policy on student consent to be written and included in course handbooks. All students will be required to provide written consent prior to the first practical session of the academic year. *Date of implementation: 26th September 2011* *Rationale; start of 2011-12 academic year*	*28th October 2011 (see above for rationale)*

3.15 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 attendance is mandatory throughout the course of the programme and evidence associated monitoring mechanisms.	**Action 1:** Course handbooks will be reviewed to ensure attendance requirements are appropriately emphasised; registers will be taken by teaching staff and returned to teaching administration to identify patterns of non-attendance and facilitate action being taken. *Date of implementation: 26th September 2011* *Rationale; start of 2011-12 academic year* **Action 2:** All Clinical Supervisors will be reminded of requirement to record student attendance at placements in training sessions. This information will be included in relevant handbooks and also provided to students. *Date of implementation: 26th September 2011* *Rationale; start of 2011-12 academic year*	*28th October 2011 (see above for rationale)*
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 provide evidence that demonstrates that the learning outcomes ensure that those who successfully complete the programme meet standards of proficiency 1a.6, 1a.7, 1a.8, 1b.1, 1b.3, 1b.4, 2a.1, 2a.2, 2a.3, 2a.4, 2b.2, 2b.3, 2b.4, 2b.5, 2c.1 and 2c.2. **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 provide evidence that demonstrates that the assessment	**ACTION:** Learning outcomes will be explicitly added to relevant modules and the lectures in which they are covered will be identified. The assessment strategy will be reviewed to ensure that it these learning outcomes are adequately tested. A mapping document will be produced to identify where the learning outcomes specified are to be met. Please note that, contrary to the findings of the HPC visitors, the following learning outcomes are already covered: 2b.4 is covered under the Introduction to Amplification and Aural Rehabilitation module (see learning outcomes 2, 3, 5, 8, 11, 13, 19) 2c.2 is covered under Introduction to Amplification and Aural Rehabilitation module (see learning outcomes 8, 19) Students are currently assessed using a variety of assessment strategies including online quizzes, reflective journals, essays, practical examinations and formal written examinations to the demonstrate standards of proficiency for HA Dispensers. Students are assessed as per above on the use of evidence-based practice principles which is clearly listed as a learning outcome in Introduction to Amplification and Aural Rehabilitation *(please see documentation submitted prior to visit)* and encompasses all the points mentioned under 2c.1. Emerging technologies and new	*28th October 2011 (see above for rationale)*

strategy and design ensure that those who successfully complete the programme meet standards of proficiency 1a.6, 1a.7, 1a.8, 1b.1, 1b.3, 1b.4, 2a.1, 2a.2, 2a.3, 2a.4, 2b.2, 2b.3, 2b.4, 2b.5, 2c.1 and 2c.2.	developments in hearing assistance are assessed as per above and these learning outcomes are already detailed in the student handbook for Introduction to Amplification and Aural Rehabilitation and assessed accordingly. **NOTE:** The Ear Institute believes that there are strong grounds to challenge this condition. However, it is felt that it would not be an efficient or appropriate use of resources to engage with the HPC's procedures for challenging a condition. Evidence of compliance will therefore be provided along with other Formal Responses. *Date of implementation: 26th September* *Rationale; start of 2011-12 academic year*	
4.3 Condition: The education provider must provide evidence that demonstrates that integration of theory and practice are central to the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) curriculum.	The learning outcomes that are taught are tightly integrated with providing the background theoretical knowledge required to underpin practical work. We teach the theory within an academic framework such that the evidence for interventions and clinical practice approaches are heavily supported from research. These learning outcomes are reflected in the components of the practical assessments and students are expected to demonstrate their knowledge of applying theory to practice in their reflective journals and case portfolios. Please see handbooks provided in original documentation for evidence of this. **NOTE:** The Ear Institute believes that there are strong grounds to challenge this condition. However, it is felt that it would not be an efficient or appropriate use of resources to engage with the HPC's procedures for challenging a condition. Evidence of compliance will therefore be provided along with other Formal Responses.	*28th October 2011 (see above for rationale)*
4.5 The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics. **Condition:** The education provider must review the programme documentation to refer to the HPC Standards of conduct, performance and ethics and provide evidence of how these are taught throughout the programme.	**Action:** The HPC's standards of conduct, performance and ethics will be added to the curriculum of Introduction to Amplification and Aural Rehabilitation. *Date of implementation: 26th September* *Rationale; start of 2011-12 academic year*	*28th October 2011 (see above for rationale)*
4.6 The delivery of the programme must support and develop	The programme already meets these conditions.	*28th October 2011*

autonomous and reflective thinking. **Condition:** The education provider must provide evidence that demonstrates that delivery of the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) programme supports and develops autonomous and reflective thinking.	Specific examples from the programme include: - Completing a Reflective Journal (formative assessment - Introduction to Amplification and Aural Rehabilitation) - Completion of Experienced Based Learning assessment (formative assessment – Balance) - Completion of student portfolio (assessment – CCC) **NOTE:** The Ear Institute believes that there are strong grounds to challenge this condition. However, it is felt that it would not be an efficient or appropriate use of resources to engage with the HPC's procedures for challenging a condition. Evidence of compliance will therefore be provided along with other Formal Responses.	*(see above for rationale)*
5.1 Practice placements must be integral to the programme. **Condition:** The education provider must provide evidence that demonstrates that practice placements are integral to the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) programme.	The CCC is a one year full time course which is undertaken within a clinical placement setting. We have a well established relationship with our practice placements and they work with us to ensure that they are following protocols and providing our students with the support required. Further scrutiny and transparency of this will be facilitated by the formation of the Clinical Placements Committee (passim).	*28th October 2011 (see above for rationale)*
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 evidence that demonstrates that the number, duration and range of practice placements is appropriate in supporting the delivery of the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) programme and the achievement of the learning outcomes.	**Action:** These will fall under the remit of the new Clinical Placements Committee which will provide a structure for the implementation and monitoring of this. A Clinical Placements Committee will be formed with management responsibility for all aspects of the Clinical Placements including accreditation of placements, monitoring of student progress at the placements and student assessment. *Date of implementation:* *-Terms of Reference for the Committee and Standard Operating Procedures for all key functions will be completed by 26th September 2011.* *- The first meeting is scheduled to take place by 26th September 2011.* *- template spreadsheets for the recording of key data will be approved at the first meeting with data entry completed by 30th October* *Rationale: to ensure committee is functioning for the 2011-12 academic year*	*28th October 2011 (see above for rationale)*
5.3 The practice placement settings must provide a safe and	**Action:**	*28th October 2011 (see above for*

supportive environment. **Condition:** The education provider must provide further evidence of the audit tool used to approve and monitor placement environments which ensures the provision of a safe and supportive environment.	These will fall under the remit of the new Clinical Placements Committee which will provide a structure for the implementation and monitoring of this. A Clinical Placements Committee will be formed with management responsibility for all aspects of the Clinical Placements including accreditation of placements, monitoring of student progress at the placements and student assessment. *Date of implementation:* *-Terms of Reference for the Committee and Standard Operating Procedures for all key functions will be completed by 26th September 2011.* *- The first meeting is scheduled to take place by 26th September 2011.* *- template spreadsheets for the recording of key data will be approved at the first meeting with data entry completed by 30th October* *Rationale: to ensure committee is functioning for the 2011-12 academic year*	*rationale)*
5.4 The education provider must maintain a thorough and effective system for approving and monitoring all placements. **Condition:** The education provider must provide evidence outlining the systems used to effectively monitor placements.	**Action:** These will fall under the remit of the new Clinical Placements Committee which will provide a structure for the implementation and monitoring of this. A Clinical Placements Committee will be formed with management responsibility for all aspects of the Clinical Placements including accreditation of placements, monitoring of student progress at the placements and student assessment. *Date of implementation:* *-Terms of Reference for the Committee and Standard Operating Procedures for all key functions will be completed by 26th September 2011.* *- The first meeting is scheduled to take place by 26th September 2011.* *- template spreadsheets for the recording of key data will be approved at the first meeting with data entry completed by 30th October* *Rationale: to ensure committee is functioning for the 2011-12 academic year*	*28th October 2011 (see above for rationale)*
5.5 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 outlining the systems used to ensure that placement providers have equality and diversity policies in relation to	**Action:** All these conditions will fall under the remit of the new Clinical Placements Committee which will provide a structure for the implementation and monitoring of this. A Clinical Placements Committee will be formed with management responsibility for all aspects of the Clinical Placements including accreditation of placements, monitoring of student progress at the placements and student assessment. *Date of implementation:*	*28th October 2011 (see above for rationale)*

students. **5.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.** **Condition:** The education provider must provide evidence outlining the systems used to ensure that placement providers have an adequate number of appropriately qualified and experienced staff at the practice placement setting. **5.7 Practice placement educators must have relevant knowledge, skills and experience.** **Condition:** The education provider must provide evidence outlining the systems used to ensure that practice placement educators have the relevant knowledge, skills and experience. **5.8 Practice placement educators must undertake appropriate practice placement educator training.** **Condition:** The education provider must clearly articulate the mechanism they use to ensure that practice placement educators undertake appropriate practice placement educator training in advance of receiving students and how they decide when practice placement educators require refresher training. **5.10 There must be regular and effective collaboration between the education provider and the practice placement provider.** **Condition:** The education provider must provide evidence that	*-Terms of Reference for the Committee and Standard Operating Procedures for all key functions will be completed by 26th September 2011.* *- The first meeting is scheduled to take place by 26th September 2011.* *- template spreadsheets for the recording of key data will be approved at the first meeting with data entry completed by 30th October* *Rationale: to ensure committee is functioning for the 2011-12 academic year*	

demonstrates that regular and effective collaboration is in place between the education provider and practice placement provider with reference to the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) programme.

5.11 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 education provider must provide evidence that demonstrates that students, practice placement providers and practice placement educators are fully prepared for placement in terms of the learning outcomes to be achieved, the timings and duration of any placement experience, expectations of professional conduct, the assessment procedures and the communication and lines of responsibility within the

Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) programme. **5.12 Learning, teaching and supervision must encourage safe and effective practice, independent learning and professional conduct.** **Condition:** The education provider must provide evidence that demonstrates that the learning, teaching and supervision encourages safe and effective practice, independent learning and professional conduct. **6.4 Assessment methods must be employed that measure the learning outcomes.** **Condition:** The education provider must provide evidence that demonstrates that assessment methods are employed that measure the learning outcomes within the Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC) programme.		
6.3 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement setting. **Condition:** The education provider must provide evidence that demonstrates that professional aspects of practice are integral to the assessment procedures in both the education setting and practice placement setting within the Postgraduate Diploma in Audiological Science with Certificate in Clinical	**Action:** All assessment procedures will be reviewed to ensure all professional aspects of practice are also assessed for fitness to practice. These will fall under the remit of the new Clinical Placements Committee which will provide a structure for the implementation and monitoring of this. A Clinical Placements Committee will be formed with management responsibility for all aspects of the Clinical Placements including accreditation of placements, monitoring of student progress at the placements and student assessment. *Date of implementation:* *-Terms of Reference for the Committee and Standard Operating Procedures for all*	*28th October 2011 (see above for rationale)*

Competency (CCC) programme.	*key functions will be completed by 26th September 2011.* *- The first meeting is scheduled to take place by 26th September 2011.* *- template spreadsheets for the recording of key data will be approved at the first meeting with data entry completed by 30th October* *Rationale: to ensure committee is functioning for the 2011-12 academic year*	
6.5 The measurement of student performance must be objective and ensure fitness to practise. **Condition:** The education provider must provide details of the training offered to clinical assessors to ensure that the measurement of student performance is objective and ensures fitness to practice.	**Action:** Arrange training for all clinical assessors on the core proficiencies to ensure standards are maintained yearly prior to practical assessment. These will fall under the remit of the new Clinical Placements Committee which will provide a structure for the implementation and monitoring of this. A Clinical Placements Committee will be formed with management responsibility for all aspects of the Clinical Placements including accreditation of placements, monitoring of student progress at the placements and student assessment. *Date of implementation:* *-Terms of Reference for the Committee and Standard Operating Procedures for all key functions will be completed by 26th September 2011.* *- The first meeting is scheduled to take place by 26th September 2011.* *- template spreadsheets for the recording of key data will be approved at the first meeting with data entry completed by 30th October* *Rationale: to ensure committee is functioning for the 2011-12 academic year*	*28th October 2011 (see above for rationale)*
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 revisit the programme documentation to clearly articulate the policy on aegrotat awards to state that they do not provide eligibility for inclusion onto the Register, and demonstrate how this information is clearly communicated to the students.	**Action:** Existing UCL regulations in respect of aegrotat awards will be published in the Programme Handbooks for 2011-12. *Date of implementation: 26th September* *Rationale; start of 2011-12 academic year*	*28th October 2011 (see above for rationale)*

Annual monitoring visitors' report

Contents

Section one: Programme details

Name of education provider	Birmingham City University
Programme title	DipHE Operating Department Practice
Mode of delivery	Full time
Relevant part of HPC register	Operating department practitioner
Name and profession of HPC visitors	Penny Joyce (Operating department practitioner) Paul Brown (Therapeutic radiographer)
HPC executive	Paula Lescott
Date of assessment day	24 May 2011

Section two: Submission details

The following documents were provided as part of the audit submission:

☒ A completed HPC audit form

☒ Internal quality report for one year ago

☒ Internal quality report for two years ago

☒ External Examiner's report for one year ago

☒ External Examiner's report for two years ago

☒ Response to External Examiner's report one year ago

☒ Response to External Examiner's report for two years ago

- Curriculum vitae Educational Consultant

- Complaints policy

- Fitness to practice policy

- Assignment briefs

Section three: Additional documentation

☐ The visitors agreed that no further documentation was required in order to make a recommendation.

☒ The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs),for which additional documentation was requested, are listed below with reasons for the request.

Following receipt of the documentation, the visitors made a final recommendation which can be found in section four.

4.5 The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.

Reason: From a review of the annual monitoring standards of education and training mapping document the visitors were directed to programme modules (ODP5013 and ODP4006) within the documentation submitted as evidence of meeting this standard. The visitors noted that the modules made reference to the standards of proficiency and professionalism however were unable to see where specific reference is made to the HPC standards of conduct, performance, and ethics.

The visitors therefore require further evidence that clearly outlines where the HPC standards of conduct, performance and ethics are covered in the curriculum and how the education provider ensures that students understand how and where these standards apply.

Suggested documentation: Evidence that clearly outlines where the HPC standards of conduct, performance and ethics are covered within the curriculum and how the education provider ensures that students understand how and when the standards apply.

5.11 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.**

Reason: From a review of the past monitoring of the programme the visitors noted that the education provider submitted a change notification form to HPC in September 2010 regarding changes to clinical competencies requirements for year 1 of the programme. The HPC determined that the annual monitoring audit process would be the best way for the education provider to inform us of the change information and that the information would be reviewed in the next annual monitoring audit submission. The documents submitted did not include

details of this change either in the standards of education and training mapping document or in the other documents submitted. The visitors therefore require the evidence around the amendments to the clinical competency requirements in order to be able to determine that the standards of education and training continue to be met.

Suggested documentation: Information regarding the amendments to the clinical competency requirements in relation to year one of the programme.

6.4 Assessment methods must be employed that measure the learning outcomes.

Reason: From a review of the past monitoring of the programme the visitors noted that the education provider submitted a change notification form to HPC in September 2010 regarding changes to clinical competencies requirements for year 1 of the programme. The HPC determined that the annual monitoring audit process would be the best way for the education provider to inform us of the change information and that the information would be reviewed in the next annual monitoring audit submission. The documents submitted did not include details of this change either in the standards of education and training mapping document or in the other documents submitted. The visitors therefore require the evidence around the amendments to the clinical competency requirements in order to be able to determine that the standards of education and training continue to be met.

Suggested documentation: Information regarding the amendments to the clinical competency requirements in relation to year one of the programme.

6.5 The measurement of student performance must be objective and ensure fitness to practise.

Reason: From a review of the past monitoring of the programme the visitors noted that the education provider submitted a change notification form to HPC in September 2010 regarding changes to clinical competencies requirements for year 1 of the programme. The HPC determined that the annual monitoring audit process would be the best way for the education provider to inform us of the change information and that the information would be reviewed in the next annual monitoring audit submission. The documents submitted did not include details of this change either in the standards of education and training mapping document or in the other documents submitted. The visitors therefore require the evidence around the amendments to the clinical competency requirements in order to be able to determine that the standards of education and training continue to be met.

Suggested documentation: Information regarding the amendments to the clinical competency requirements in relation to year one of the programme.

Section four: Recommendation of the visitors

To recommend a programme for ongoing 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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒   There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐   There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Annual monitoring visitors' report

Contents

Section one: Programme details

Name of education provider	Birmingham City University
Programme title	Fd Health and Social Care (Paramedic Science)
Mode of delivery	Full time
Relevant part of HPC register	Paramedic
Name and profession of HPC visitors	Bob Fellows (Paramedic) Paul Brown (Therapeutic radiographer)
HPC executive	Paula Lescott
Date of assessment day	24 May 2011

Section two: Submission details

The following documents were provided as part of the audit submission:

☒ A completed HPC audit form

☒ Internal quality report for one year ago

☒ Internal quality report for two years ago

☒ External Examiner's report for one year ago

☒ External Examiner's report for two years ago

☒ Response to External Examiner's report one year ago

☒ Response to External Examiner's report for two years ago

- Complaints procedure

- Fitness for practice

- Responsibility and Accountability module

- Curriculum vitae Tony Spence

Section three: Additional documentation

☐   The visitors agreed that no further documentation was required in order to make a recommendation.

☒   The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

        Following receipt of the documentation, the visitors made a final recommendation which can be found in section four.

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

Reason: From a review of the past monitoring of the programme the visitors noted that the education provider submitted a change notification form to HPC in May 2010 regarding accreditation of prior (experiential) learning processes on to the programme. The HPC determined that the annual monitoring audit process would be the best way for the education provider to inform us of the change information and that the information would be reviewed in the next annual monitoring audit submission. The documents submitted did not include details of this change either in the standards of education and training mapping document or in the other documents submitted. The visitors therefore require the evidence around the amendments to the accreditation of prior (experiential) learning processes in order to be able to determine that the standards of education and training continue to be met.

Suggested documentation: Information regarding the amendments to the accreditation of prior (experiential) learning processes.

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

Reason: From a review of the external examiners' reports for the last two academic years the visitors noted concerns were raised by the external examiner regarding the number of programme staff in both years. In the 2008/2009 external examiners' report (page 5) the following comments were made: "the introduction of the one year course has placed considerable pressures on the delivery team. The University and supporting Ambulance Trusts must consider providing greater staffing to maintain the high standards and student satisfaction." and "The main threat/vulnerability of the course is the limited ambulance tutor involvement. If the individual were to move on or leave this would prove a significant challenge." In the 2009/2010 external examiners' report (page 4) the following comment was made: "The University should be mindful of ensuring sufficient Paramedic lecturer influences to ensure the programme retains its worth in the pre hospital sector." These comments were not addressed in the education provider responses to the external examiners' reports.

In the standards of education and training mapping document submitted, under standard of education and training 3.4, the education provider notes there has

been a change in the Professional Lead for the programme (though the programme leader remains the same) and a curriculum vitae for the Professional Lead provided in the documentation.

Given the external examiners comments over the past two academic years and the change to the Professional Lead the visitors require further evidence to determine that an adequate number of appropriately qualified and experienced staff are in place to deliver an effective programme.

Suggested documentation: Information regarding how the number of programme staff remains appropriate to the number of students on the programme.

4.5 The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.

Reason: From a review of the annual monitoring standards of education and training mapping document the visitors were directed to module Responsibility and Accountability of the Paraprofessional within the documentation submitted as evidence of meeting this standard. The visitors noted that the module made reference to professional codes, however were unable to see where specific reference is made to the HPC standards of conduct, performance and ethics.

The visitors therefore require further evidence that clearly outlines where the HPC standards of conduct, performance and ethics are covered in the curriculum and how the education provider ensures that students understand how and where these standards apply.

Suggested documentation: Evidence that clearly outlines where the HPC standards of conduct, performance and ethics are covered within the curriculum and how the education provider ensures that students understand how and when the standards apply.

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.

Reason: From a review of the external examiners' reports for the last two academic years the visitors noted concerns were raised by the external examiner regarding the practical aspects of the programme in both years. In the 2008/2009 external examiners' report (page 6) the following comments were made: "I have not had access to placement documents which is potential limitation of the programme and my comments as an external examiner." In the 2009/2010 external examiners' report (page 3 and 4) the following comment was made: "I am not aware of the Practice Assessment document used for the programme. This is an important document for confirming the Practice Placement element of the course." and "The work achieved by students within their professional development portfolios is vital evidence of development towards Paramedic status."

In the education providers response to the external examiners' report 2009/2010 the following statement was made: "The practice based elements do not

contribute to the students' award. The Workplace Placement Handbook and the three additional competency workbooks relating to the students, Maternity, Critical Care Unit and Theatre placements must be completed as a prerequisite to HPC registration….These documents do not form an assessed part of any of the modules."

The visitors were concerned with the comments made by the external examiner over the past two academic years and the response given by the education provider regarding the practical components of the programme. The visitors require further evidence to ensure that all aspects of the standards of proficiency are assessed and that this is clearly laid out in the assessment strategy of the programme. Visitors' require evidence that all components of the programme are completed before the HPC approved award is given whether the assessment of elements of the programme are weighted towards the award given or just form required components of the programme.

Suggested documentation: Information regarding the practical components of the programme linked in with the programme assessment strategy detailing how all standards of proficiency are met before the HPC approved award is given.

6.5   The measurement of student performance must be objective and ensure fitness to practise.

Reason: From a review of the external examiners' reports for the last two academic years the visitors noted concerns were raised by the external examiner regarding the practical aspects of the programme in both years. In the 2008/2009 external examiners' report (page 6) the following comments were made: "I have not had access to placement documents which is potential limitation of the programme and my comments as an external examiner." In the 2009/2010 external examiners' report (page 3 and 4) the following comment was made: "I am not aware of the Practice Assessment document used for the programme. This is an important document for confirming the Practice Placement element of the course." and "The work achieved by students within their professional development portfolios is vital evidence of development towards Paramedic status."

In the education providers response to the external examiners' report 2009/2010 the following statement was made: "The practice based elements do not contribute to the students award. The Workplace Placement Handbook and the three additional competency workbooks relating to the students, Maternity, Critical Care Unit and Theatre placements must be completed as a prerequisite to HPC registration….These documents do not form an assessed part of any of the modules."

The visitors were concerned with the comments made by the external examiner over the past two academic years and the response given by the education provider regarding the practical components of the programme. The visitors require further evidence to ensure that the monitoring and measurement of student performance is clear in terms of set criteria, moderation of marks and how students are assessed in clinical practice. Visitors' require evidence that all components of the programme are completed before the HPC approved award is given whether the assessment of elements of the programme are weighted towards the award given or just form required components of the programme.

Suggested documentation: Information regarding the practical components of the programme linked to criteria, moderation of marks and how students are assessed in clinical practice that demonstrates that all those that complete the programme meet all standards of proficiency before the HPC approved award is given.

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

Reason: From a review of the external examiners' reports for the last two academic years the visitors noted concerns were raised by the external examiner regarding the practical aspects of the programme in both years. In the 2008/2009 external examiners' report (page 6) the following comments were made: "I have not had access to placement documents which is potential limitation of the programme and my comments as an external examiner." In the 2009/2010 external examiners' report (page 3 and 4) the following comment was made: "I am not aware of the Practice Assessment document used for the programme. This is an important document for confirming the Practice Placement element of the course." and "The work achieved by students within their professional development portfolios is vital evidence of development towards Paramedic status."

In the education providers response to the external examiners' report 2009/2010 the following statement was made: "The practice based elements do not contribute to the students' award. The Workplace Placement Handbook and the three additional competency workbooks relating to the students, Maternity, Critical Care Unit and Theatre placements must be completed as a prerequisite to HPC registration….These documents do not form an assessed part of any of the modules."

The visitors were concerned with the comments made by the external examiner over the past two academic years and the response given by the education provider regarding the practical components of the programme. The visitors require further evidence to ensure that the monitoring and evaluation methods of the programme, and therefore internal and external moderation ensure appropriate standards in clinical practice assessments. Visitors' require evidence that all components of the programme are completed before the HPC approved award is given whether the assessment of elements of the programme are weighted towards the award given or just form required components of the programme.

Suggested documentation: Information regarding the practical components of the programme linked to internal and external moderation of marks of assessments in clinical practice that demonstrates that all those that complete the programme meet all standards of proficiency before the HPC approved award is given.

6.7   Assessment regulations must clearly specify requirements for student progression and achievement within the programme.

Reason: From a review of the external examiners' reports for the last two academic years the visitors noted concerns were raised by the external examiner

regarding the practical aspects of the programme in both years. In the 2008/2009 external examiners' report (page 6) the following comments were made: "I have not had access to placement documents which is potential limitation of the programme and my comments as an external examiner." In the 2009/2010 external examiners' report (page 3 and 4) the following comment was made: "I am not aware of the Practice Assessment document used for the programme. This is an important document for confirming the Practice Placement element of the course." and "The work achieved by students within their professional development portfolios is vital evidence of development towards Paramedic status."

In the education providers response to the external examiners' report 2009/2010 the following statement was made: "The practice based elements do not contribute to the students' award. The Workplace Placement Handbook and the three additional competency workbooks relating to the students, Maternity, Critical Care Unit and Theatre placements must be completed as a prerequisite to HPC registration….These documents do not form an assessed part of any of the modules."

The visitors were concerned with the comments made by the external examiner over the past two academic years and the response given by the education provider regarding the practical components of the programme. The visitors require further evidence to ensure that the assessment regulations are clear regarding student assessment, progression and achievement. Visitors' require evidence that all components of the programme are completed before the HPC approved award is given whether the assessment of elements of the programme are weighted towards the award given or just form required components of the programme.

Suggested documentation: Information regarding the practical components of the programme linked to student assessment, progression and achievement in clinical practice that demonstrates that all those that complete the programme meet all standards of proficiency before the HPC approved award is given.

Section four: Recommendation of the visitors

To recommend a programme for ongoing 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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒ There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐ There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Annual monitoring visitors' report

Contents

Section one: Programme details

Name of education provider	London Metropolitan University
Programme title	BSc (Hons) Human Nutrition and Dietetics
Mode of delivery	Full time
Relevant part of HPC register	Dietitian
Name and profession of HPC visitors	Jennifer Caldwell (Occupational therapist) Tracy Clephan (Dietitian)
HPC executive	Ruth Wood
Date of assessment day	24 May 2011

Section two: Submission details

The following documents were provided as part of the audit submission:

☒ A completed HPC audit form

☒ Internal quality report for one year ago

☒ Internal quality report for two years ago

☒ External Examiner's report for one year ago

☒ External Examiner's report for two years ago

☒ Response to External Examiner's report one year ago

☒ Response to External Examiner's report for two years ago

- Course catalogue (includes recruitment policy, course specifications and module specifications)
- Teaching team CVs
- NHS London annual report

- Faculty of Life Sciences business plan 2010-2013
- Faculty of Life Sciences Organisational chart
- Performance Appraisal, Development and Award Scheme for Academic staff policy
- Course handbook
- Placement approval forms, audit forms and audit report
- Terms of Reference for Stakeholders Group and Student Leads

Section three: Additional documentation

☐ The visitors agreed that no further documentation was required in order to make a recommendation.

☒ The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

Following receipt of the documentation, the visitors made a final recommendation which can be found in section four.

3.13 There must be a student complaints process in place.

Reason: The documents provided for this annual monitoring submission included the standards of education and training mapping document which provided a link to a website as evidence for this standard. The visitors were unable to access this information on the annual monitoring day and were therefore unable to determine whether this standard is appropriately met. The visitors require the education provider to submit hardcopies of the students' complaints process.

Suggested documentation: Hardcopies of the evidence referred to in the standards of education and training mapping document as evidence this standard is met.

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

Reason: The documents provided for this annual monitoring submission included the standards of education and training mapping document which provided a link to a website as evidence for this standard. The student conduct policy contained in the course handbook only refers to academic conduct. The visitors were unable to access the website links provided in their review of the submission and were unable to determine whether this standard is appropriately met from the course handbook. The visitors require the education provider to submit hardcopies of the students' complaints process.

Suggested documentation: Hardcopies of the evidence referred to in the standards of education and training mapping document as evidence 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.

Reason: The visitors noted from documents provided as part of the annual monitoring submission some of the modules had been marked as a "Module of concern" (Minutes of UHHSHS Meeting held on 13 January 2011). The modules had annotations that stated there were actions to be addressed following on from the concerns. The visitors were aware that changes to the specified modules could have an impact on how the programme meets this standard if there are changes to learning outcomes. The visitors therefore require further information regarding changes made to the programme as a response to these comments.

Suggested documentation: Details of the actions following on from the modules of concern.

4.5 The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.

Reason: From the documents provided the visitors could not determine where the programme would ensure students understood the implications of the HPC's standards of conduct, performance and ethics. The standards of education and training mapping document included by the education provider references the course and module specifications as evidence this standard is met. From the course and module specification documents the visitors struggled to find where the programme taught the students about the HPC standards of conduct, performance and ethics. The visitors therefore require further information that clearly articulates how the programme ensures the curriculum makes sure the students understand the implications of the HPC's standards of conduct, performance and ethics.

Suggested documentation: Further information detailing where in the programme the students are taught about the implications of the HPC's standards of conduct, performance and ethics.

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.

Reason: The visitors noted from documents provided as part of the annual monitoring submission some of the modules had been marked as a "Module of concern" (Minutes of UHHSHS Meeting held on 13 January 2011). The modules had annotations that stated there were actions to be addressed following on from the concerns. The visitors were aware that changes to the specified modules

could have an impact on how the programme meets this standard if there are changes to the learning outcomes and the assessments of the learning outcomes. The visitors therefore require further information regarding changes made to the programme as a response to these comments.

Suggested documentation: Details of the actions following on from the modules of concern.

Section four: Recommendation of the visitors

To recommend a programme for ongoing 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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒ There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐ There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Section five: Visitors' comments

From the documentation reviewed during this annual monitoring submission the visitors felt that the programme could include more references to the HPC standards and publications in order to strengthen the programmes links to the HPC for student learning. The visitors noted that the programme has not been previously visited by the HPC. The visitors considered that when there are future major changes or an annual monitoring audit being reviewed by HPC visitors this should be taken into account.

The visitors additionally noted there have been a number of module changes made; they suggest that the education provider continue to monitor the effect of these changes, as documentation indicated to date these do not appear to have had the expected outcome. The visitors wish to remind the programme team that if changes that affect how the programme continues to meet the SETs are made, they will need to consider whether they need to let the HPC know through the major change process.

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2011-07-07	f	EDU	RPT	AM report - LondonMet - BSc (Hons) DT - FT	Final DD: None	Public RD: None

Annual monitoring visitors' report

Contents

Section one: Programme details

Name of education provider	Manchester Metropolitan University
Programme title	MSc Applied Biomedical Science
Mode of delivery	Full time
Relevant part of HPC register	Biomedical scientist
Name and profession of HPC visitors	David Houliston (Biomedical scientist) Ann Green (Physiotherapist)
HPC executive	Lewis Roberts
Date of assessment day	26 May 2011

Section two: Submission details

The following documents were provided as part of the audit submission:

☒ A completed HPC audit form

☒ Internal quality report for one year ago

☒ Internal quality report for two years ago

☒ External Examiner's report for one year ago

☒ External Examiner's report for two years ago

☒ Response to External Examiner's report one year ago

☒ Response to External Examiner's report for two years ago

- Professional unsuitability procedure

- Pre-placement activity 2009

- Placement student handbook

Section three: Additional documentation

☐　　The visitors agreed that no further documentation was required in order to make a recommendation.

☒　　The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

　　　Following receipt of the documentation, the visitors made a final recommendation which can be found in section four.

3.13　There must be a student complaints process in place.

Reason: In reviewing the documentation the visitors noted that the education provider does have a student complaints process in place. However, the visitors were unable to access this process as the student placement handbook was not provided and the visitors were unable to access the web-based resource. Therefore the visitors were unable to determine the detail of the student complaints process and subsequently how it is utilised and communicated to students. They therefore did not have the evidence to determine if this standard is met.

Suggested documentation: Hard copy documentation to provide a detailed description of the student complaints process, how it is utilised and how it is communicated to students.

4.5　The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.

Reason: In reviewing the documentation the visitors noted that the education provider does have a methodology in place to ensure that students on the programme understand the implications of the HPC's standards of conduct, performance and ethics. This is through the completion of the Institute of Biomedical Science (IBMS) registration portfolio. However this portfolio was not included in the documentation and as such the visitors did not have the evidence to determine if this standard has been met.

Suggested documentation: Hard copy documentation to provide a detailed description of the process in place which ensures that students understand the implications of the HPC's standards of conduct, performance and ethics.

Section four: Recommendation of the visitors

To recommend a programme for ongoing 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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒ There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐ There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Section five: Visitors' comments

The visitors would like to highlight that the student placement handbook was referenced in several places in the standards of education and training (SETs) mapping provided by the education provider. It was also the case that the education provider referenced the IBMS registration portfolio. However, neither the placement handbook nor the registration portfolio was included within the documentation provided for audit. By including the student placement handbook and the IBMS registration portfolio the education provider may have initially provided sufficient information to demonstrate that the programme continues to meet all of the HPC standards.

Annual monitoring visitors' report

Contents

Section one: Programme details

Name of education provider	The Open University
Programme title	Diploma in Higher Education in Operating Department Practice
Mode of delivery	Part time
Relevant part of HPC register	Operating department practitioner
Name and profession of HPC visitors	Julie Weir (Operating department practitioner) Andrew Steel (Operating department practitioner)
HPC executive	Mandy Hargood
Postal review	11 July 2011

Section two: Submission details

The following documents were provided as part of the audit submission:

☒   A completed HPC audit form

☒   Internal quality report for one year ago

☒   Internal quality report for two years ago

☒   External Examiner's report for one year ago

☒   External Examiner's report for two years ago

☒   Response to External Examiner's report one year ago

☒   Response to External Examiner's report for two years ago

Section three: Additional documentation

☐ The visitors agreed that no further documentation was required in order to make a recommendation.

☒ The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

Following receipt of the documentation, the visitors made a final recommendation which can be found in section four.

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

Reason: In 2009 the standards of education and training (SETs) were revised and implemented. As a consequence of this revision, SET 3.16 was introduced which requires HPC approved programmes to provide evidence as to how they deal with concerns about students' profession related conduct. This is the first year in which this programme should provide evidence of meeting this SET through the annual monitoring process. However, the visitors did not have sufficient evidence to determine how the programme team deal with concerns about students' profession related conduct. Therefore the visitors require evidence to determine what process the education provider has in place to deal with issues around student conduct.

Suggested documentation: Information to provide details of the process the education provider has in place to deal with students' profession related conduct.

Section four: Recommendation of the visitors

To recommend a programme for ongoing 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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒ There is now sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐ There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed.

Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Section five: Visitors' comments

Having reviewed the documentation, including the additional information requested, regarding the processes in place for raising a concern over student conduct (SET 3.16), the visitors considered that it might be beneficial for students and practice placement educators to have a simple explanation of this process included in handbooks and on the web-pages.

Annual monitoring visitors' report

Contents

Section one: Programme details

Name of education provider	The Open University
Programme title	Foundation Degree in Operating Department Practice
Mode of delivery	Part time
Relevant part of HPC register	Operating department practitioner
Name and profession of HPC visitors	Julie Weir (Operating department practitioner) Andrew Steel (Operating department practitioner)
HPC executive	Mandy Hargood
Postal review	11 July 2011

Section two: Submission details

The following documents were provided as part of the audit submission:

☒ A completed HPC audit form

☒ Internal quality report for one year ago

☒ Internal quality report for two years ago

☒ External Examiner's report for one year ago

☒ External Examiner's report for two years ago

☒ Response to External Examiner's report one year ago

☒ Response to External Examiner's report for two years ago

Section three: Additional documentation

☐ The visitors agreed that no further documentation was required in order to make a recommendation.

☒ The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

Following receipt of the documentation, the visitors made a final recommendation which can be found in section four.

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

Reason: In 2009 the standards of education and training (SETs) were revised and implemented. As a consequence of this revision, SET 3.16 was introduced which requires HPC approved programmes to provide evidence as to how they deal with concerns about students' profession related conduct. This is the first year in which this programme should provide evidence of meeting this SET through the annual monitoring process. However, the visitors did not have sufficient evidence to determine how the programme team deal with concerns about students' profession related conduct. Therefore the visitors require evidence to determine what process the education provider has in place to deal with issues around student conduct

Suggested documentation: Information to provide details of the process the education provider has in place to deal with students' profession related conduct.

Section four: Recommendation of the visitors

To recommend a programme for ongoing 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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒ There is now sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐ There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed.

Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Section five: Visitors' comments

Having reviewed the documentation, including the additional information requested, regarding the processes in place for raising a concern over student conduct (SET 3.16), the visitors considered that it might be beneficial for students and practice placement educators to have a simple explanation of this process included in handbooks and on the web-pages.

Annual monitoring visitors' report

Contents

Section one: Programme details

Name of education provider	University of Birmingham
Programme title	BSc (Hons) Physiotherapy
Mode of delivery	Full time Flexible
Relevant part of HPC register	Physiotherapist
Name and profession of HPC visitors	Liz Holey (Physiotherapist) Penny Joyce (Operating department practitioner)
HPC executive	Mandy Hargood
Postal review	8 August 2011

Section two: Submission details

The following documents were provided as part of the audit submission:

☒ A completed HPC audit form

☒ Internal quality report for one year ago

☒ Internal quality report for two years ago

☒ External Examiner's report for one year ago

☒ External Examiner's report for two years ago

☒ Response to External Examiner's report one year ago

☒ Response to External Examiner's report for two years ago

Section three: Additional documentation

☒   The visitors agreed that no further documentation was required in order to make a recommendation.

☐   The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

     Following receipt of the documentation, the visitors made a final recommendation which can be found in section four.

Section four: Recommendation of the visitors

To recommend a programme for ongoing 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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒   There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐   There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Annual monitoring visitors' report

Contents

Section one: Programme details

Name of education provider	University of Bradford
Programme title	BSc (Hons) Applied Biomedical Science
Mode of delivery	Full time Part time
Relevant part of HPC register	Biomedical scientist
Name and profession of HPC visitors	Mary Popeck (Biomedical scientist) Robert Keeble (Biomedical scientist)
HPC executive	Lewis Roberts
Date of postal review	21 July 2011

Section two: Submission details

The following documents were provided as part of the audit submission:

☒ A completed HPC audit form

☒ Internal quality report for one year ago

☒ Internal quality report for two years ago

☒ External Examiner's report for one year ago

☒ External Examiner's report for two years ago

☒ Response to External Examiner's report one year ago

☒ Response to External Examiner's report for two years ago

- Academic committee meeting minutes (08/09 and 09/10)
- Student complaints – information and policy
- Incident report form
- Placement handbook
- Work based learning handbook

Section three: Additional documentation

☒ The visitors agreed that no further documentation was required in order to make a recommendation.

☐ The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

Following receipt of the documentation, the visitors made a final recommendation which can be found in section four.

Section four: Recommendation of the visitors

To recommend a programme for ongoing 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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒ There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐ There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2011-08-01	b	EDU	RPT	AM report - Bradford - BSc (Hons) ABMS - FT & PT	Final DD: None	Public RD: None

Annual monitoring visitors' report

Contents

Section one: Programme details

Name of education provider	University of Brighton
Programme title	BSc (Hons) Applied Biomedical Science
Mode of delivery	Full time Sandwich
Relevant part of HPC register	Biomedical scientist
Name and profession of HPC visitors	Pauline Douglas (Dietitian) Robert Keeble (Biomedical scientist)
HPC executive	Tracey Samuel-Smith
Date of assessment day	24 March 2011

Section two: Submission details

The following documents were provided as part of the audit submission:

☒ A completed HPC audit form

☒ Internal quality report for one year ago

☒ Internal quality report for two years ago

☒ External Examiner's report for one year ago

☒ External Examiner's report for two years ago

☒ Response to External Examiner's report one year ago

☒ Response to External Examiner's report for two years ago

- Evidence for standard of education and training (SET) 3.3 which included a synopsis; academic health process; module report 2009/2010 and minutes of advisory meeting

- Extract from student handbook 2010/2011

- Programme specification

- Module descriptors

Section three: Additional documentation

☐   The visitors agreed that no further documentation was required in order to make a recommendation.

☒   The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

    Following receipt of the documentation, the visitors made a final recommendation which can be found in section four.

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

Reason: Within the standards of education and training (SETs) mapping document the visitors were directed to attachment 7: confirmation of NHS employment status of students programme specification, course regulations section (p8). From their review of this the visitors felt this evidence related to the clinical element of the programme and did not detail a process for dealing with concerns about students' profession-related conduct within the academic element of the programme. The visitors did note from the contents page of the Student Handbook 2010-2011 a section entitled Academic misconduct. From the electronic copies received the visitors could see how concerns relating to plagiarism; whistle blowing; and bullying and harassment within the academic environment were explained to students. However they felt that some examples of behaviour that could call into question the professional suitability of a student (ie health; disclosure; dishonesty) did not appear within the student handbook. The visitors were unsure whether these examples were included elsewhere within student documentation. In addition, the visitors were unsure of the process followed to identify any concerns about a students' profession-related conduct and how the education provider helped the student address the concern. The visitors were therefore unable to determine whether this standard had been fully met.

Suggested documentation: Further clarification about the process in place throughout the programme for dealing with concerns about students' profession-related conduct.

Section four: Recommendation of the visitors

To recommend a programme for ongoing 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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒   There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐   There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Section five: Visitors' comments

The visitors would also like to highlight the good work that is being done to further enhance some key aspects of the programme. This includes the suggested inclusion of an additional section in the 'Course handbook for 2011/12' which refers to additional profession-specific examples of behaviour that constitutes professional misconduct. The ongoing work in the School in relation to the implementation of a 'Professional Code of Conduct' for students is also a welcome development.

Annual monitoring visitors' report

Contents

Section one: Programme details

Name of education provider	University of Chester
Programme title	MSc Nutrition and Dietetics
Mode of delivery	Full time
Relevant part of HPC register	Dietitian
Name and profession of HPC visitors	Jennifer Caldwell (Occupational therapist) Tracy Clephan (Dietitian)
HPC executive	Ruth Wood
Date of assessment day	24 May 2011

Section two: Submission details

The following documents were provided as part of the audit submission:

☒ A completed HPC audit form

☒ Internal quality report for one year ago

☒ Internal quality report for two years ago

☒ External Examiner's report for one year ago

☒ External Examiner's report for two years ago

☒ Response to External Examiner's report one year ago

☒ Response to External Examiner's report for two years ago

- Programme Leaders CV (Aikaterini Psarou)
- Programme Specifications documents for 2010-2011
- Resources Clinical Sciences Department Document
- Revalidation document 2010
- BDA accreditation 2011 Letter and Outcomes

- Faculty Business Plan 2009-2010 and 2010-2011
- Module descriptors BI7056 and BI7057
- University of Chester Dietetics attendance policy
- Student Experience Visit Guide Document
- Assessment and Reassessment in Practice Document
- Professional Suitability Document
- Principles and Regulations Document
- Quality Monitoring and Enhancement of Dietetic Programmes

Section three: Additional documentation

☐ The visitors agreed that no further documentation was required in order to make a recommendation.

☒ The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

Following receipt of the documentation, the visitors made a final recommendation which can be found in section four.

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

Reason: From the standards of education and training mapping document provided as part of this audit submission the visitors noted the education provider had referenced the "Resources document Clinical Sciences Department" as evidence that standard 3.6 continues to be met (Mapping document SET 3.6). The visitors considered this evidence to relate to this standard – 3.5 as well. The education provider had referenced this document as evidence the standard (3.6) continues to be met however it was unclear as to whether any changes had been made. From the document the visitors noted they could not determine which staff members were teaching on which modules and of what proportion of time they spent on each module. The visitors are aware that the Department holds several programmes delivered by the same staff members. The visitors were unable to determine whether there was an adequate number of staff in place to deliver the programme given the other time responsibilities with staffing shared between the programmes. The visitors require further information regarding the staff and their responsibilities (for example which modules they are involved with and any other programmes they are involved with) to determine whether this standard continues to be met.

Suggested documentation: Details of which modules are taught by which staff members and the staff responsibilities in respect to other programmes.

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

Reason: From the standards of education and training mapping document provided as part of this audit submission the visitors noted the education provider had referenced the "Resources document Clinical Sciences Department" as evidence that standard 3.6 continues to be met (Mapping document SET 3.6). The visitors were unable to determine whether any changes had been made. From the document the visitors noted they could not determine which staff members were teaching on which modules and of what proportion of time they spent on each module. The visitors were unable to determine whether subject areas were being taught by staff with the relevant specialist expertise and knowledge. The visitors therefore require further information regarding the staff and their responsibilities (such as which modules they contribute to and how much they contribute) to determine whether this standard continues to be met.

Suggested documentation: Details of which staff members contribute to the teaching of modules and how much they contribute.

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.

Reason: From the documentation provided as part of this annual monitoring submission the visitors noted that there had been changes made to several modules (Revalidation report: e.Conditions, and; Postgraduate Annual Monitoring report 2008-2009 - 3 Issues arising from evaluation process). These changes have not been submitted to the HPC through the major changer process and no further evidence for these changes were included with this annual monitoring submission. The visitors are concerned with how the programmes' learning outcomes manages to ensure those who successfully complete the programme meet the standards of proficiency for their part of the register. The visitors require further details regarding the module changes and the learning outcomes to ensure this standard continues to be met.

Suggested documentation: Evidence such as module descriptors – new and amended, and any additional module information that shows how the learning outcomes clearly relate to the standards of proficiency.

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

Reason: As part of the documents submitted for this annual monitoring submission the education provider included a 'Student Experience Visits Guide Dietetic Practice Placements'. This document detailed that the education provider will "cease its 3 year quality monitoring visits [of placements] and replace with a Student Experience Visit". The documentation also stated a document regarding quality monitoring undertaken during 2007 -2010 would be available upon request (Annual postgraduate programme monitoring report 2008-2009 – 8 Items

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2011-07-06	f	EDU	RPT	AM report - Chester MSc DT - FT	Final	Public
					DD: None	RD: None

for the shared practice database). The visitors could not determine how the education provider was or had been maintaining an effective system for approving and monitoring all placements. The visitors were concerned with how the programme team maintained overall responsibility for placements and ensure they were appropriate for students to use. They therefore require further evidence that this standard continues to be met.

Suggested documentation: The 2007-2010 monitoring document referred to in the annual monitoring documents. Additional information as to how the programme maintains a thorough and effective system for monitoring all placements when they have changed the 3 year quality monitoring visits to a student experience visit.

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.

Reason: From the documentation provided as part of this annual monitoring submission the visitors noted that there had been changes made to several modules (Revalidation report: e.Conditions, and; Postgraduate Annual Monitoring report - 3 Issues arising from evaluation process). These changes have not been submitted to the HPC through the major changer process and no further evidence for these changes were included with this annual monitoring submission. The visitors are concerned with how the assessment of the programmes' learning outcomes manages to ensure those who successfully complete the programme meet the standards of proficiency for their part of the register. The visitors require further details regarding the assessment of the modules and the learning outcomes to ensure this standard continues to be met.

Suggested documentation: Assessment information about modules, and any additional module information that shows how the assessment of the learning outcomes clearly relate to the standards of proficiency.

Section four: Recommendation of the visitors

To recommend a programme for ongoing 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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒ There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐ There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Section five: Visitors' comments

The visitors wish to note that the programme has not been visited previously by the HPC. From this annual monitoring submission they found no concerns which they felt warranted a visit. The visitors note they have however recommended a visit to a different programme - the BSc (Hons) Nutrition and Dietetics delivered by the same education provider. The visitors felt that when future changes to the programme are submitted to the HPC this information should be considered when deciding which operational process should be utilised to assess the changes.

Annual monitoring visitors' report

Contents

Section one: Programme details

Name of education provider	University of Chester
Programme title	Pg Dip Nutrition and Dietetics
Mode of delivery	Full time
Relevant part of HPC register	Dietitian
Name and profession of HPC visitors	Jennifer Caldwell (Occupational therapist) Tracy Clephan (Dietitian)
HPC executive	Ruth Wood
Date of assessment day	24 May 2011

Section two: Submission details

The following documents were provided as part of the audit submission:

☒ A completed HPC audit form

☒ Internal quality report for one year ago

☒ Internal quality report for two years ago

☒ External Examiner's report for one year ago

☒ External Examiner's report for two years ago

☒ Response to External Examiner's report one year ago

☒ Response to External Examiner's report for two years ago

- Programme Leaders CV (Aikaterini Psarou)
- Programme Specifications documents for 2010-2011
- Resources Clinical Sciences Department Document
- Revalidation document 2010
- BDA accreditation 2011 Letter and Outcomes

- Faculty Business Plan 2009-2010 and 2010-2011
- Module descriptors BI7056 and BI7057
- University of Chester Dietetics attendance policy
- Student Experience Visit Guide Document
- Assessment and Reassessment in Practice Document
- Professional Suitability Document
- Principles and Regulations Document
- Quality Monitoring and Enhancement of Dietetic Programmes

Section three: Additional documentation

☐   The visitors agreed that no further documentation was required in order to make a recommendation.

☒   The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

    Following receipt of the documentation, the visitors made a final recommendation which can be found in section four.

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

Reason: From the standards of education and training mapping document provided as part of this audit submission the visitors noted the education provider had referenced the "Resources document Clinical Sciences Department" as evidence that standard 3.6 continues to be met (Mapping document SET 3.6). The visitors considered this evidence to relate to this standard – 3.5 as well. The education provider had referenced this document as evidence the standard (3.6) continues to be met however it was unclear as to whether any changes had been made. From the document the visitors noted they could not determine which staff members were teaching on which modules and of what proportion of time they spent on each module. The visitors are aware that the Department holds several programmes delivered by the same staff members. The visitors were unable to determine whether there was an adequate number of staff in place to deliver the programme given there was other time responsibilities with staffing shared between the programmes. The visitors require further information regarding the staff and their responsibilities (for example which modules they are involved with and any other programmes they are involved with) to determine whether this standard continues to be met.

Suggested documentation: Details of which modules are taught by which staff members and the staff responsibilities in respect to other programmes.

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

Reason: From the standards of education and training mapping document provided as part of this audit submission the visitors noted the education provider had referenced the "Resources document Clinical Sciences Department" as evidence that standard 3.6 continues to be met (Mapping document SET 3.6). The visitors were unable to determine whether any changes had been made. From the document the visitors noted they could not determine which staff members were teaching on which modules and of what proportion of time they spent on each module. The visitors were unable to determine whether subject areas were being taught by staff with the relevant specialist expertise and knowledge. The visitors therefore require further information regarding the staff and their responsibilities (such as which modules they contribute to and how much they contribute) to determine whether this standard continues to be met.

Suggested documentation: Details of which staff members contribute to the teaching of modules and how much they contribute.

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.

Reason: From the documentation provided as part of this annual monitoring submission the visitors noted that there had been changes made to several modules (Revalidation report: e.Conditions, and; Postgraduate Annual Monitoring report 2008-2009 - 3 Issues arising from evaluation process). These changes have not been submitted to the HPC through the major changer process and no further evidence for these changes were included with this annual monitoring submission. The visitors are concerned with how the programmes' learning outcomes manages to ensure those who successfully complete the programme meet the standards of proficiency for their part of the register. The visitors require further details regarding the modules and the learning outcomes to ensure this standard continues to be met.

Suggested documentation: Evidence such as module descriptors – new and amended, and any additional module information that shows how the learning outcomes clearly relate to the standards of proficiency.

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

Reason: As part of the documents submitted for this annual monitoring submission the education provider included a 'Student Experience Visits Guide Dietetic Practice Placements'. This document detailed that the education provider will "cease its 3 year quality monitoring visits [of placements] and replace with a Student Experience Visit". The documentation also stated a document regarding quality monitoring undertaken during 2007 -2010 would be available upon request (Annual postgraduate programme monitoring report 2008-2009 – 8 Items

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2011-07-06	f	EDU	RPT	AM report - Chester - Pg Dip DT - FT	Final DD: None	Public RD: None

for the shared practice database). The visitors could not determine how the education provider was or had been maintaining an effective system for approving and monitoring all placements. The visitors were concerned with how the programme team maintained overall responsibility for placements and ensure they were appropriate for students to use. They therefore require further evidence that this standard continues to be met.

Suggested documentation: The 2007-2010 monitoring document referred to in the annual monitoring documents. Additional information as to how the programme maintains a thorough and effective system for monitoring all placements when they have changed the 3 year quality monitoring visits to a student experience visit.

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.

Reason: From the documentation provided as part of this annual monitoring submission the visitors noted that there had been changes made to several modules (Revalidation report: e.Conditions, and; Postgraduate Annual Monitoring report - 3 Issues arising from evaluation process). These changes have not been submitted to the HPC through the major changer process and no further evidence for these changes were included with this annual monitoring submission. The visitors are concerned with how the assessment of the programmes' learning outcomes manages to ensure those who successfully complete the programme meet the standards of proficiency for their part of the register. The visitors require further details regarding the assessment of the modules and the learning outcomes to ensure this standard continues to be met.

Suggested documentation: Assessment information about modules, and any additional module information that shows how the assessment of the learning outcomes clearly relate to the standards of proficiency.

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2011-07-06	f	EDU	RPT	AM report - Chester - Pg Dip DT - FT	Final DD: None	Public RD: None

Section four: Recommendation of the visitors

To recommend a programme for ongoing 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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒   There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐   There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Section five: Visitors' comments

The visitors wish to note that the programme has not been visited previously by the HPC. From this annual monitoring submission they found no concerns which they felt warranted a visit. The visitors note they have however recommended a visit to a different programme - the BSc (Hons) Nutrition and Dietetics delivered by the same education provider. The visitors felt that when future changes to the programme are submitted to the HPC this information should be considered when deciding which operational process should be utilised to assess the changes.

Annual monitoring visitors' report

Contents

Section one: Programme details

Name of education provider	University of Cumbria
Programme title	BSc (Hons) Occupational Therapy
Mode of delivery	Full time Part time
Relevant part of HPC register	Occupational therapist
Name and profession of HPC visitors	Jennifer Caldwell (Occupational therapist) Tracy Clephan (Dietitian)
HPC executive	Ruth Wood
Date of assessment day	24 May 2011

Section two: Submission details

The following documents were provided as part of the audit submission:

☒ A completed HPC audit form

☒ Internal quality report for one year ago

☒ Internal quality report for two years ago

☒ External Examiner's report for one year ago

☒ External Examiner's report for two years ago

☒ Response to External Examiner's report one year ago

☒ Response to External Examiner's report for two years ago

- Appendix 1: Faculty Structure
- Appendix 2: Quality Handbook for HE Provision. Academic Quality & Standards November 2010

- Appendix 3: Letter from HPC Education Department dated 10 October 2010 with attached e-mail from Paula Lescott dated 28 September 2010
- Appendix 4: Alison Hampson short CV
- Appendix 5: Student Guide to the Complaints Process
- Appendix 6: Student Code of Conduct and Adjudication Procedure 2010/2011
- Appendix 7: Welcome Week Timetable September 2010
- Appendix 8: Module Descriptor Forms

Section three: Additional documentation

☐   The visitors agreed that no further documentation was required in order to make a recommendation.

☒   The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

    Following receipt of the documentation, the visitors made a final recommendation which can be found in section four.

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

Reason: The visitors have noted that the programme annual evaluatory report 2009/10 stated "the programme team has lost 3 members due to voluntary severance/ retirement this has impacted on all team members" (6. Programme team feedback). Additional information provided within the documentation has implied the workload has been shared out between the remaining members of staff. The visitors also noted that one of the members of staff who left was the clinical co-ordinator. The visitors are concerned that the loss off staff may have created additional pressures on the remaining staff members and that the clinical co-ordinator role is an essential role that will need taking over. The visitors therefore require further information to ensure there is an adequate number of staff in place to deliver an effective programme.

Suggested documentation: Further information to detail how the programme team is managing the reduction in staff. This could include information about staff member roles and how responsibilities are shared out (including the clinical co-ordinator role).

Section four: Recommendation of the visitors

To recommend a programme for ongoing 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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒ There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐ There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2011-06-21	e	EDU	RPT	AM report - Cumbria - BSc (Hons) OT - FT PT	Final DD: None	Public RD: None

Annual monitoring visitors' report

Contents

Section one: Programme details

Name of education provider	University of Cumbria
Programme title	MSc Physiotherapy (pre registration, Accelerated route)
Mode of delivery	Full time
Relevant part of HPC register	Physiotherapist
Name and profession of HPC visitors	Ann Green (Physiotherapist) David Houliston (Biomedical scientist)
HPC executive	Ben Potter
Date of assessment day	26 May 2011

Section two: Submission details

The following documents were provided as part of the audit submission:

☒ A completed HPC audit form

☒ Internal quality report for one year ago

☐ Internal quality report for two years ago

☒ External Examiner's report for one year ago

☐ External Examiner's report for two years ago

☒ Response to External Examiner's report one year ago

☐ Response to External Examiner's report for two years ago

- There is no internal quality report, external examiners report or response to external examiners report for two years ago as this programme was approved in 2008 and only had its first intake of students in the 2009/10 academic year.

Section three: Additional documentation

☐   The visitors agreed that no further documentation was required in order to make a recommendation.

☒   The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

        Following receipt of the documentation, the visitors made a final recommendation which can be found in section four.

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

Reason: Through their review of the annual monitoring submission the visitors identified that there was a process in place for dealing with students' profession related conduct. However the visitors could not determine, from the information provided, what the outcomes of this process might be. It was identified in the documentation that 'Information sheet G: Sanctions to be applied where applicable' provides information about this but was not included in the documentation for this submission.

Suggested documentation: Information regarding the sanctions which students may be subject to when going through this process. This could be included in the information sheet G: as articulated in the information provided.

Section four: Recommendation of the visitors

To recommend a programme for ongoing 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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒   There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐   There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Annual monitoring visitors' report

Contents

Section one: Programme details

Name of education provider	University of East Anglia
Programme title	DipHE Operating Department Practice
Mode of delivery	Full time
Relevant part of HPC register	Operating department practitioner
Name and profession of HPC visitors	Julie Weir (Operating department practitioner) Margaret Foster (Occupational therapist)
HPC executive	Ruth Wood
Date of assessment day	26 May 2011

Section two: Submission details

The following documents were provided as part of the audit submission:

☒ A completed HPC audit form

☒ Internal quality report for one year ago

☒ Internal quality report for two years ago

☒ External Examiner's report for one year ago

☒ External Examiner's report for two years ago

☒ Response to External Examiner's report one year ago

☒ Response to External Examiner's report for two years ago

- Academic / Non-academic complaints procedures

- Faculty of Medicine and Health Sciences: Social Networking Guidance

- Evaluation of Practice – Students and Mentor/ Associate Mentor

- Student Evaluation of Unit (Theory)

- NAM Fitness to Practise (FtP)Panel

- Timetables: Year 1 Term A, SO8 Year 2 Term C

- Professional Issues – Lesson Plan, PowerPoint presentation

- Programme Monitoring and Review 2008

Section three: Additional documentation

☐ The visitors agreed that no further documentation was required in order to make a recommendation.

☒ The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

Following receipt of the documentation, the visitors made a final recommendation which can be found in section four.

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

Reason: The standards of education and training mapping document provided, stated as evidence for this standard that "The School has a 'Fitness to Practice' policy and this policy is identical to the ones that is in place for students undertaking other HPC-regulated programmes in the Faculty". The documentation provided to evidence this standard was a 'NAM Fitness to Practice (FtP) Panel'. The visitors were uncertain whether this meant the nursing and midwifery policy provided was the one used for the Operating department practice programme or a different one for the nursing and midwifery profession. The visitors additionally were unclear as to whether any persons from the profession would be sitting on the 'Fitness to Practice' Panels if the policy, or the model, used is for the nursing and midwifery profession. As a new standard of education and training, the visitors require additional information regarding this standard to ensure it is met.

Suggested documentation: Clarification regarding the 'Fitness to Practice' policy used and details of the members called on for any 'Fitness to Practice' Panels for the Operating department practice profession.

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.

Reason: The standards of education and training mapping document provided for this audit submission stated that there had been no changes to this standard in the past two academic years. The visitors noted there were two external examiner reports for 2008-2009 and 2009-2010 provided with this audit submission. The external examiner report for 2008-2009 commented that "my tenure as an External finishes this September" (4.5 Any other comments). The external examiner report for 2009-2010 comments "this is my first annual report." (4.4 Are there any areas where you feel the School and/or University has not responded to comments or suggestions?). The visitors were unclear as to whether there were two external examiners for the programme and only one had changed or if there was one external examiner who had changed. If the external examiner had changed the visitors were unclear as to whether or not the education provider had taken note of this standard to ensure at least one external examiner from the programme is from the appropriate part of the HPC Register. The visitors therefore require additional information regarding this standard to ensure it continues to be met.

Suggested documentation: Clarification regarding the external examiner arrangements for this programme.

Section four: Recommendation of the visitors

To recommend a programme for ongoing 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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒ There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐ There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Section five: Visitors' comments

The visitors noted from the documentation provided the education provider has guidance on social networking for students and also evaluation forms for the students and the mentors / associate mentors on the programme. The visitors wish to comment they felt the social networking guidance to be a forward thinking and pro-active response to the confidentiality issues that can be brought up with any social networking websites. They felt this guidance document was very clear as to the acceptable and non-acceptable behaviour for students and would be helpful for all students at the education provider. The visitors also wish to comment they found the evaluation forms for students and mentors / associate mentors to be in-depth and a useful tool to allow the triangulation of feedback about the placement experience. The visitors felt the ongoing development of the programme would benefit greatly from having this evaluation process in place.

Annual monitoring visitors' report

Contents

Section one: Programme details

Name of education provider	University of Hull
Programme title	BSc (Hons) Applied Biomedical Science
Mode of delivery	Part time
Relevant part of HPC register	Biomedical scientist
Name and profession of HPC visitors	Mary Macdonald (Biomedical scientist) Mary Popeck (Biomedical scientist)
HPC executive	Mandy Hargood
Date of postal review	1 August 2011

Section two: Submission details

The following documents were provided as part of the audit submission:

☒ A completed HPC audit form

☒ Internal quality report for 2009-10

☒ Internal quality report for 2008-09

☒ External Examiner's report for 2009-10

☒ External Examiner's report for 2008-09

☒ Response to External Examiner's report 2009-10

☒ Response to External Examiner's report for 2008-09

- Periodic Review of Biological Sciences 2011 (Draft)
- Regulations for the Investigation and Determination of Complaints by Students
- Code of Professional Unsuitability and Professional Misconduct (Present and proposed versions)

Section three: Additional documentation

☒   The visitors agreed that no further documentation was required in order to make a recommendation.

☐   The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

            Following receipt of the documentation, the visitors made a final recommendation which can be found in section four.

Section four: Recommendation of the visitors

To recommend a programme for ongoing 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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒   There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐   There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Annual monitoring visitors' report

Contents

Section one: Programme details

Name of education provider	University of Hull
Programme title	DipHE Operating Department Practice
Mode of delivery	Full time
Relevant part of HPC register	Operating department practitioner
Name and profession of HPC visitors	Penny Joyce (Operating department practitioner) Elizabeth Holey (Physiotherapist)
HPC executive	Mandy Hargood
Date of postal review	1 August 2011

Section two: Submission details

The following documents were provided as part of the audit submission:

☒ A completed HPC audit form

☒ Internal quality report for one year ago

☒ Internal quality report for two years ago

☒ External Examiner's report for one year ago

☒ External Examiner's report for two years ago

☒ Response to External Examiner's report one year ago

☒ Response to External Examiner's report for two years ago

- Interview questions and person specification
- Equal opportunities policy
- Staff profiles
- Library opening hours and relocation of student support services
- Professional behaviour poster

- Curriculum document and CODP mapping
- Programme information

Section three: Additional documentation

☐   The visitors agreed that no further documentation was required in order to make a recommendation.

☒   The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs),for which additional documentation was requested, are listed below with reasons for the request.

       Following receipt of the documentation, the visitors made a final recommendation which can be found in section four.

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

Reason: The visitors reviewed the evidence provided for standard 3.16, which was 'Appendix N'; a poster in relation to identifying what is 'professional practice'. Whilst the poster provides information to students in relation to professional conduct; it does not demonstrate how the education provider specifically deals with situations when the conduct of a student is of concern. The visitors are therefore unclear as to how the education provider deals with any instances of professional misconduct or instances where the programme team feel a student may be professionally unsuitable.

Suggested documentation: Academic regulations or any procedures and processes pertaining how the programme team address any issues regarding students' fitness to practice.

Section four: Recommendation of the visitors

To recommend a programme for ongoing 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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒   There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐   There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Annual monitoring visitors' report

Contents

Section one: Programme details

Name of education provider	University of Hull
Programme title	M Biomed Sci
Mode of delivery	Full time
Relevant part of HPC register	Biomedical scientist
Name and profession of HPC visitors	Mary Macdonald (Biomedical scientist) Mary Popeck (Biomedical scientist)
HPC executive	Mandy Hargood
Date of postal review	1 August 2011

Section two: Submission details

The following documents were provided as part of the audit submission:

☒ A completed HPC audit form

☒ Internal quality report for 2009-10

☒ Internal quality report for 2008-09

☒ External Examiner's report for 2009-10

☒ External Examiner's report for 2008-09

☒ Response to External Examiner's report 2009-10

☒ Response to External Examiner's report for 2008-09

- Periodic Review of Biological Sciences 2011 (Draft)
- Regulations for the Investigation and Determination of Complaints by Students
- Code of Professional Unsuitability and Professional Misconduct (Present and proposed versions)

Section three: Additional documentation

☒　　The visitors agreed that no further documentation was required in order to make a recommendation.

☐　　The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

　　　Following receipt of the documentation, the visitors made a final recommendation which can be found in section four.

Section four: Recommendation of the visitors

To recommend a programme for ongoing 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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒　　There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐　　There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Annual monitoring visitors' report

Contents

Section one: Programme details

Name of education provider	University of Reading
Programme title	BSc (Hons) Speech and Language Therapy
Mode of delivery	Full time
Relevant part of HPC register	Speech and language therapist
Name and profession of HPC visitors	Lorna Povey (Speech and language therapist) Kathryn Burgess (Therapeutic radiographer)
HPC executive	Tracey Samuel-Smith
Date of assessment day	26 May 2011

Section two: Submission details

The following documents were provided as part of the audit submission:

☒　A completed HPC audit form

☒　Internal quality report for one year ago

☒　Internal quality report for two years ago

☒　External Examiner's report for one year ago

☒　External Examiner's report for two years ago

☒　Response to External Examiner's report one year ago

☒　Response to External Examiner's report for two years ago

- Handbook for Placement Educators
- Board of Studies minutes from meeting held on November 2008
- Module descriptions for PY2D1X and PY2D2X

- Module descriptions for PY2DPX and PY2SPX
- Module descriptions for PY2C2X and PL3AL
- First variation to Education Provider Agreement

Section three: Additional documentation

☐ The visitors agreed that no further documentation was required in order to make a recommendation.

☒ The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

Following receipt of the documentation, the visitors made a final recommendation which can be found in section four.

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

Reason: From a review of the annual monitoring standards of education and training (SETs) mapping document the visitors were directed to pages 10-13 of the Handbook for Placement Educators 2009/10 as evidence of meeting this standard. On page 12 the handbook states "Immediately you have any queries or concerns regarding your placement or the student, PLEASE CONTACT THE CLINICAL TUTOR". However, from their review of these pages and the wider document, the visitors could not locate specific information which outlined the process for dealing with student's profession-related conduct while on placement. The visitors could also not identify the process for dealing with student's profession-related conduct within the university or how these processes were communicated to students and practice placement providers/educators. The visitors would therefore like to receive further information to show this standard is met.

Suggested documentation: Further evidence showing the process in place, both within the university and placement settings, for dealing with concerns about student's profession-related conduct.

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.

Reason: From a review of the annual monitoring SETs mapping document the visitors noted a number of changes to the modules and the programme structure. This included the introduction of modules PY2DPX (Developmental Psychology) and PY2SPX (Social Psychology) into year 1 replacing modules PY2D1X and PY2D2X (Developmental and Social Psychology 1 and 2); the movement of learning outcomes from year 4 to year 3 in module PL3AL (Applications of

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Linguistics); and an increased number of option modules to be taken in year 4. Due to the range of changes to modules and associated learning outcomes the visitors felt they were unable to determine from the documentation how the programme structure continued to allow students to meet all the standards of proficiency (SOPs). The visitors would therefore like to receive further information to show how the movement of modules and associated learning outcomes continue to ensure that students can meet all the SOPs for the programme.

Suggested documentation: Clarification of how students continue to meet all the SOPs.

4.5 The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.

Reason: From a review of the annual monitoring SETs mapping document the visitors were directed to the 'clinical studies modules and specifically in PL2C3 and PL3PD module' in the academic handbook as evidence of meeting this standard. The visitors could not locate these modules or the academic handbook and could not identify any other information elsewhere within the audit submission. The visitors would therefore like to receive further information to ensure that this standard is met.

Suggested documentation: Information which clearly outlines how students are taught about and assessed to show that they understand the implications of HPC's standards of conduct, performance and ethics.

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.

Reason: From a review of the annual monitoring SETs mapping document the visitors noted a number of changes to modules and the programme structure. This included the introduction of modules PY2DPX (Developmental Psychology) and PY2SPX (Social Psychology) into year 1 replacing modules PY2D1X and PY2D2X (Developmental and Social Psychology 1 and 2); the movement of learning outcomes and assessments from year 4 to year 3 in module PL3AL (Applications of Linguistics); and an increased number of option modules to be taken in year 4. Due to the range of changes to the modules, learning outcomes and associated assessment methods the visitors felt they were unable to determine from the documentation submitted how the assessment strategy and design continued to show how students met all the standards of proficiency (SOPs). The visitors would therefore like to receive further information to show how this standard continues to be met.

Suggested documentation: Further information showing how the assessment strategy and design continues to ensure that students have met all the SOPs.

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Section four: Recommendation of the visitors

To recommend a programme for ongoing 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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒ There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐ There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Section five: Visitors' comments

From a review of the documentation submitted and the information provided by HPC, the visitors noted that there appeared to have been a change in the person with overall professional responsibility for the programme. In February 2010 the Programme Director was Susan Edwards but the visitors noted from the current annual monitoring audit form that Tom Loucas was the Programme Director. From their review of the annual monitoring audit submission for the MSc Speech and Language Therapy, full time programme, they learnt that this change occurred for the start of the current academic year (2010-2011). The visitors noted a change notification form for the BSc (Hons) Speech and Language Therapy, full time programme, had not been submitted regarding this change and would recommend to the education provider that one is submitted as soon as possible.

The visitors suggest that for the next submission for audit, it would be helpful to the visitors to receive a mapping document to show where the standards of proficiency map to the revised programme including any new or modified modules should such changes occur. A summary of the structure of the revised programme could also be included which indicates in which year of the programme the modules are studied.

The visitors would also recommend that the embedding of the standards of conduct, performance and ethics be more explicit in the programme documentation with reference made to them in the clinical module descriptors.

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2011-07-19	c	EDU	RPT	AM report - Reading - BSc (Hons) SLT - FT	Final DD: None	Public RD: None

Annual monitoring visitors' report

Contents

Section one: Programme details

Name of education provider	University of Reading
Programme title	BSc (Hons) Speech and Language Therapy
Mode of delivery	Full time
Relevant part of HPC register	Speech and language therapist
Name and profession of HPC visitors	Lorna Povey (Speech and language therapist) Kathryn Burgess (Therapeutic radiographer)
HPC executive	Tracey Samuel-Smith
Date of assessment day	26 May 2011

Section two: Submission details

The following documents were provided as part of the audit submission:

☒ A completed HPC audit form

☒ Internal quality report for one year ago

☒ Internal quality report for two years ago

☒ External Examiner's report for one year ago

☒ External Examiner's report for two years ago

☒ Response to External Examiner's report one year ago

☒ Response to External Examiner's report for two years ago

- Handbook for Placement Educators
- Board of Studies minutes from meeting held on November 2008
- Module descriptions for PY2D1X and PY2D2X

- Module descriptions for PY2DPX and PY2SPX
- Module descriptions for PY2C2X and PL3AL
- First variation to Education Provider Agreement

Section three: Additional documentation

☐   The visitors agreed that no further documentation was required in order to make a recommendation.

☒   The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

      Following receipt of the documentation, the visitors made a final recommendation which can be found in section four.

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

Reason: From a review of the annual monitoring standards of education and training (SETs) mapping document the visitors were directed to pages 10-13 of the Handbook for Placement Educators 2009/10 as evidence of meeting this standard. On page 12 the handbook states "Immediately you have any queries or concerns regarding your placement or the student, PLEASE CONTACT THE CLINICAL TUTOR". However, from their review of these pages and the wider document, the visitors could not locate specific information which outlined the process for dealing with student's profession-related conduct while on placement. The visitors could also not identify the process for dealing with student's profession-related conduct within the university or how these processes were communicated to students and practice placement providers/educators. The visitors would therefore like to receive further information to show this standard is met.

Suggested documentation: Further evidence showing the process in place, both within the university and placement settings, for dealing with concerns about student's profession-related conduct.

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.

Reason: From a review of the annual monitoring SETs mapping document the visitors noted a number of changes to the modules and the programme structure. This included the introduction of modules PY2DPX (Developmental Psychology) and PY2SPX (Social Psychology) into year 1 replacing modules PY2D1X and PY2D2X (Developmental and Social Psychology 1 and 2); the movement of learning outcomes from year 4 to year 3 in module PL3AL (Applications of

Linguistics); and an increased number of option modules to be taken in year 4. Due to the range of changes to modules and associated learning outcomes the visitors felt they were unable to determine from the documentation how the programme structure continued to allow students to meet all the standards of proficiency (SOPs). The visitors would therefore like to receive further information to show how the movement of modules and associated learning outcomes continue to ensure that students can meet all the SOPs for the programme.

Suggested documentation: Clarification of how students continue to meet all the SOPs.

4.5   The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.

Reason: From a review of the annual monitoring SETs mapping document the visitors were directed to the 'clinical studies modules and specifically in PL2C3 and PL3PD module' in the academic handbook as evidence of meeting this standard. The visitors could not locate these modules or the academic handbook and could not identify any other information elsewhere within the audit submission. The visitors would therefore like to receive further information to ensure that this standard is met.

Suggested documentation: Information which clearly outlines how students are taught about and assessed to show that they understand the implications of HPC's standards of conduct, performance and ethics.

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.

Reason: From a review of the annual monitoring SETs mapping document the visitors noted a number of changes to modules and the programme structure. This included the introduction of modules PY2DPX (Developmental Psychology) and PY2SPX (Social Psychology) into year 1 replacing modules PY2D1X and PY2D2X (Developmental and Social Psychology 1 and 2); the movement of learning outcomes and assessments from year 4 to year 3 in module PL3AL (Applications of Linguistics); and an increased number of option modules to be taken in year 4. Due to the range of changes to the modules, learning outcomes and associated assessment methods the visitors felt they were unable to determine from the documentation submitted how the assessment strategy and design continued to show how students met all the standards of proficiency (SOPs). The visitors would therefore like to receive further information to show how this standard continues to be met.

Suggested documentation: Further information showing how the assessment strategy and design continues to ensure that students have met all the SOPs.

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2011-07-19	c	EDU	RPT	AM report - Reading - BSc (Hons) SLT - FT	Final DD: None	Public RD: None

Section four: Recommendation of the visitors

To recommend a programme for ongoing 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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒   There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐   There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Section five: Visitors' comments

From a review of the documentation submitted and the information provided by HPC, the visitors noted that there appeared to have been a change in the person with overall professional responsibility for the programme. In February 2010 the Programme Director was Susan Edwards but the visitors noted from the current annual monitoring audit form that Tom Loucas was the Programme Director. From their review of the annual monitoring audit submission for the MSc Speech and Language Therapy, full time programme, they learnt that this change occurred for the start of the current academic year (2010-2011). The visitors noted a change notification form for the BSc (Hons) Speech and Language Therapy, full time programme, had not been submitted regarding this change and would recommend to the education provider that one is submitted as soon as possible.

The visitors suggest that for the next submission for audit, it would be helpful to the visitors to receive a mapping document to show where the standards of proficiency map to the revised programme including any new or modified modules should such changes occur. A summary of the structure of the revised programme could also be included which indicates in which year of the programme the modules are studied.

The visitors would also recommend that the embedding of the standards of conduct, performance and ethics be more explicit in the programme documentation with reference made to them in the clinical module descriptors.

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Annual monitoring visitors' report

Contents

Section one: Programme details

Name of education provider	University of Reading
Programme title	MSc Speech and Language Therapy
Mode of delivery	Full time
Relevant part of HPC register	Speech and language therapist
Name and profession of HPC visitors	Lorna Povey (Speech and language therapist) Kathryn Burgess (Therapeutic radiographer)
HPC executive	Tracey Samuel-Smith
Date of assessment day	26 May 2011

Section two: Submission details

The following documents were provided as part of the audit submission:

☒ A completed HPC audit form

☒ Internal quality report for one year ago

☒ Internal quality report for two years ago

☒ External Examiner's report for one year ago

☒ External Examiner's report for two years ago

☒ Response to External Examiner's report one year ago

☒ Response to External Examiner's report for two years ago

- Handbook for Placement Educators
- Board of Studies minutes of meeting on November 2008 (pages 1 and 2)

- Module descriptions for PY2D1M, PY2D2M,PY2C2M, PY2DPM, PY2SPM and PLMLA
- First variation to Education Provider Agreement dated January 2011

Section three: Additional documentation

☐　　The visitors agreed that no further documentation was required in order to make a recommendation.

☒　　The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

　　Following receipt of the documentation, the visitors made a final recommendation which can be found in section four.

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

Reason: From a review of the annual monitoring standards of education and training (SETs) mapping document the visitors were directed to pages 8-10 of the Handbook for Placement Educators 2009/10 as evidence of meeting this standard. On page 8 the handbook states "Immediately you have any queries or concerns regarding your placement or the student, PLEASE CONTACT THE CLINICAL TUTOR". However, from their review of these pages and the wider document, the visitors could not locate specific information which outlined the process for dealing with student's profession-related conduct while on placement. The visitors could also not identify the process for dealing with student's profession-related conduct within the university or how these processes were communicated to students and practice placement providers/educators. The visitors would therefore like to receive further information to show this standard is met.

Suggested documentation: Further evidence showing the process in place, within the university and placements, for dealing with concerns about student's profession-related conduct.

4.5　The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.

Reason: From a review of the annual monitoring SETs mapping document the visitors were directed to the 'clinical studies modules and specifically in PLMCP2 and PLMPD module' in the academic handbook as evidence of meeting this standard. The visitors could not locate these modules or the academic handbook and could not identify any other information elsewhere within the audit

submission. The visitors would therefore like to receive further information to ensure that this standard is met.

Suggested documentation: Information which clearly outlines how students are taught about and assessed to show that they understand the implications of HPC's standards of conduct, performance and ethics.

Section four: Recommendation of the visitors

To recommend a programme for ongoing 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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒   There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐   There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Section five: Visitors' comments

The visitors recommend that the embedding of the Standards of conduct, performance and ethics could be more explicit in the programme documentation with references to them included in the recommended reading lists.

Annual monitoring visitors' report

Contents

Section one: Programme details

Name of education provider	University of Salford
Programme title	BSc (Hons) Diagnostic Radiography
Mode of delivery	Full time
Relevant part of HPC register	Radiographer
Relevant modality	Diagnostic radiographer
Name and profession of HPC visitors	Linda Mutema (Diagnostic radiographer) Christine Timms (Orthoptist)
HPC executive	Lewis Roberts
Date of assessment day	26 May 2011

Section two: Submission details

The following documents were provided as part of the audit submission:

☒   A completed HPC audit form

☒   Internal quality report for one year ago

☒   Internal quality report for two years ago

☒   External Examiner's report for one year ago

☒   External Examiner's report for two years ago

☒   Response to External Examiner's report one year ago

☒   Response to External Examiner's report for two years ago

- Periodic Programme Review Report

- Module Evaluations

- Programme Handbook – Section B

- Module Specifications – Clinical Practice I & II and Concepts in Health Care
- Induction Report Form
- Clinical Education at the University of Salford and our Placement Hospitals – 2010 (Presentation slides)
- Data Protection & Caldicott Principles (Presentation slides)
- HPC Guidance on conduct and ethics for students

Section three: Additional documentation

☐ The visitors agreed that no further documentation was required in order to make a recommendation.

☒ The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

Following receipt of the documentation, the visitors made a final recommendation which can be found in section four.

4.5 The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.

Reason: The visitors noted the evidence provided to demonstrate how this standard is met. In particular module descriptors, PowerPoint presentations, an induction report form and the HPC Guidance on student conduct and ethics were submitted. The visitors could not determine how the modules, 'Concepts in Health Care' and 'Introduction to Clinical Practice I & II' include specific information relating to the HPC's standards of conduct, performance and ethics or how the learning outcomes ensure these standards are delivered. The visitors also noted the PowerPoint presentation on 'Clinical Education' only referenced the Society of Radiographers Code of Conduct and Ethics. Although the presentation on Data Protection did include an example of a fitness to practice hearing at the HPC, the visitors could not find evidence of how this is used to highlight the standards which underpin such procedures.

In light of this information the visitors were not satisfied the programme made sure students understood the implications of HPC's standards of conduct, performance and ethics to their practice. The visitors require further documentary evidence of how the programme introduces the HPC standards of conduct, performance and ethics to students. In particular the visitors require further evidence of how the programme ensures students understand the implications

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2011-06-28	d	EDU	RPT	AM report - Salford - BSc (Hons) DRAD - FT	Final DD: None	Public RD: None

for continually meeting these standards for their practice and continuing registration with the HPC.

Suggested documentation: The visitors suggest the submission of further module content which specifically addresses how an understanding of the implications of the HPC standards of conduct, performance and ethics are delivered to students.

Section four: Recommendation of the visitors

To recommend a programme for ongoing 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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒ There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐ There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Annual monitoring visitors' report

Contents

Section one: Programme details

Name of education provider	University of Salford
Programme title	BSc (Hons) Physiotherapy
Mode of delivery	Full time Part time
Relevant part of HPC register	Physiotherapist
Name and profession of HPC visitors	Ann Green (Physiotherapist) David Houliston (Biomedical scientist)
HPC executive	Ben Potter
Date of assessment day	26 May 2011

Section two: Submission details

The following documents were provided as part of the audit submission:

☒ A completed HPC audit form

☒ Internal quality report for one year ago

☒ Internal quality report for two years ago

☒ External Examiner's report for one year ago

☒ External Examiner's report for two years ago

☒ Response to External Examiner's report one year ago

☒ Response to External Examiner's report for two years ago

- Module evaluation questionnaire – summary reports

- 'Concepts in healthcare' and 'Introduction to professional practice' module descriptors

- School section 'B' of the undergraduate handbook

Section three: Additional documentation

☐   The visitors agreed that no further documentation was required in order to make a recommendation.

☒   The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

        Following receipt of the documentation, the visitors made a final recommendation which can be found in section four.

3.13 There must be a student complaints process in place.

Reason: In reviewing the documentation the visitors noted that the education provider does have a student complaints process in place. However, the visitors were unable to access this process as the information provided pointed to a web-based resource. Therefore the visitors were unable to determine the detail of the student complaints process and subsequently how it is utilised and communicated to students.

Suggested documentation: Hard copy documentation to provide a detailed description of the student complaints process, how it is utilised and how it is communicated to students.

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

Reason: In reviewing the documentation the visitors noted that the education provider does have a process in place for dealing with students' profession related conduct. However, the visitors were unable to access this process as the information provided pointed to a web-based resource. Therefore the visitors were unable to determine the detail of the process in place for dealing with students' profession related conduct, how it is utilised and how students are made aware of the implications of this process.

Suggested documentation: Hard copy documentation to provide a detailed description process in place for dealing with students' profession related conduct, how it is utilised and how students are made aware of the implications of this process.

Section four: Recommendation of the visitors

To recommend a programme for ongoing 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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒	There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐	There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Annual monitoring visitors' report

Contents

Section one: Programme details

Name of education provider	University of Sheffield
Programme title	MMED Sci Clinical Communication Studies
Mode of delivery	Full time
Relevant part of HPC register	Speech and language therapist
Name and profession of HPC visitors	Lorna Povey (Speech and language therapist) Kathryn Burgess (Therapeutic radiographer)
HPC executive	Tracey Samuel-Smith
Date of assessment day	26 May 2011

Section two: Submission details

The following documents were provided as part of the audit submission:

☒ A completed HPC audit form

☒ Internal quality report for one year ago

☒ Internal quality report for two years ago

☒ External Examiner's report for one year ago

☒ External Examiner's report for two years ago

☒ Response to External Examiner's report one year ago

☒ Response to External Examiner's report for two years ago

- Minutes of Teaching Committee, 12 May 2009 & 19 November 2009
- CV's

- First Year Student Handbook (BMedSci, BSc, MMedSci)
- Minutes of Clinical Courses Board of Studies, 10 November 2009
- Learning and Teaching Annual Reflection, 2010-11
- Module Outline for HCS6209 Transition to Professional Development
- Examination Feedback – Guidelines for Students in Human Communication Sciences (SP Whiteside, April 2011)

Section three: Additional documentation

☐   The visitors agreed that no further documentation was required in order to make a recommendation.

☒   The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

Following receipt of the documentation, the visitors made a final recommendation which can be found in section four.

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

Reason: From the annual monitoring standards of education and training (SETs) mapping document submitted, the visitors were directed to the minutes of the Departmental Teaching Committee as evidence of how this standard is met. The SETs mapping documentation stated that the 'focal point for these activities is the Teaching Committee to which programme structure/curriculum changes, external examiner reports, student feedback and key reports for the wider university are submitted'. The visitors noted that a summary of the education provider's responses to the external examiners reports were incorporated into these minutes. However, from their review of the external examiners reports they could not correlate the comments made by the external examiners to the minutes. The visitors were therefore unclear if all the comments by the external examiners had been discussed or if detailed action plans had been agreed.

Section 6 of the minutes of the Departmental Teaching Committee (12 May 2009) stated that a paper had been circulated outlining the process for monitoring and responding to the yearly external examiner reports. The visitors did not receive a copy of this process.

To ensure that this standard is met, the visitors would like to receive further information about how the education provider acts upon the information gathered through its external examiners reports.

Suggested documentation: Clarification of how the information gathered through external examiner reports is acted upon.

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2011-06-29	d	EDU	RPT	AM report - Sheffield - MMED Sci SLT - FT	Final DD: None	Public RD: None

3.13 There must be a student complaints process in place.

Reason: From the annual monitoring SETs mapping document submitted, the visitors were directed to pages 29-30 and 32 of the First Year Student Handbook as evidence of how this standard is met. This document states on page 29 that 'The Staff Student Committee is the key committee for you to get across your views about your degree programme and to influence decision making'. The visitors felt that this was not an appropriate process to deal with all students' concerns about the programme or related services, or to raise concerns about harassment or discrimination. The visitors would therefore like to receive further information of the formal process in place for dealing with all student concerns about the programme and information about how this is communicated to students.

Suggested documentation: Further information about the formal process in place for dealing with student complaints.

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

Reason: From the annual monitoring SETs mapping document submitted, the visitors were informed that 'A Fitness to Practice Panel was set up to meet once per semester from October 2009 onwards.' However, from the documentation submitted the visitors could not identify the process for dealing with concerns about students' profession-related conduct whether within the university or while on placements. In addition the visitors could not identify how students or practice placement providers were informed of the process. The visitors would therefore like to receive further information of how this standard is met.

Suggested documentation: Further information about the formal process in for dealing with students' profession-related conduct.

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.

Reason: From the annual monitoring SETs mapping document submitted, the visitors learnt that there had been changes to the modules HCS6124 Complex Communication Impairment and module HCS6121 Language Processing in Year 1. These modules had been 'restructured to focus more coherently on relevant client groups and fit more closely with student placement experience.' In addition a new Year 2 module linking theory to practice (HCS6216 Integrated Intervention Studies) was instigated in September 2009 and Clinical Methods and Intervention 2 had been removed, with teaching content and assessment diverted to the new module. The SETs mapping document directed visitors to page 1 of the Learning and Teaching Annual Reflection 2008-9 and page 4 of the Learning and Teaching Annual Reflection 2009-10. From these reports, in section 4.2, the visitors learnt about further changes to the assessment of clinical modules. The reports make reference to an 'explanation of how changes to the

curriculum for the MMed would roll in'. However, the visitors did not receive a copy of this document or copies of the module descriptors affected. In summary from the evidence provided the visitors could not determine how the programme continued to ensure that those who successfully complete the programme meet all the SOPs for their part of the Register.

Suggested documentation: Documentation which shows how the learning outcomes for the programme ensure that all those who successfully complete the programme meet the SOPs. This could be in the form of module descriptors.

4.5 The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.

Reason: From the annual monitoring standards of education and training (SETs) mapping document, the visitors were directed to module HCS403/6209 Transition to professional autonomy. The visitors noted that the HPC was taught as part of a two hour module which also included continuing professional development and an introduction to documents task. The assessment for this module was 'an assignment of 3000 words'. From their review of this module the visitors could not clearly identify how students would be taught about to ensure their understanding of the HPC standards of conduct, performance and ethics. The visitors would therefore like to receive further information to ensure that this standard is met.

Suggested documentation: Information which clearly shows how the education provider ensures students understand the implications of the HPC's standards of conduct, performance and ethics. This could be in the form of module descriptors or copies of any presentation(s) or handouts that students receive that cover this area.

4.7 The delivery of the programme must encourage evidence based practice.

Reason: Within the annual monitoring SETs mapping document, the visitors were informed that the dissertation had 'been changed to a 6000 word systematic review of literature relevant to a specific topic'. The visitors were told that this 'was introduced to help make the workload more streamlined and equitable for students, most of whom join the course with prior experience of empirical project work, whilst still highlighting the importance of evidence-based practice.' The visitors were directed to the page 4 of the minutes of the Teaching Committee (12 May 2009) and page 3 of the minutes of Teaching Committee (19 November 2009) as evidence of meeting this standard. From the minutes the visitors were unable to determine the details of the revised assessment and therefore how the systematic review of literature continued to encourage evidence based practice. The visitors would therefore like to receive further information to ensure that this standard continues to be met.

Suggested documentation: Documentation which clearly shows how the programme continues to encourage evidence based practice. This could be in the form of module descriptors.

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.

Reason: From the annual monitoring SETs mapping document submitted, the visitors learnt that there had been changes to module HCS6124 Complex Communication Impairment and module HCS6121 Language Processing in Year 1. These modules had been 'restructured to focus more coherently on relevant client groups and fit more closely with student placement experience.' In addition a new Year 2 module linking theory to practice, HCS6216 Integrated Intervention Studies, had been instigated in September 2009 and Clinical Methods and Intervention 2 had been removed, with teaching content and assessment diverted to the new module. The SETs mapping document directed visitors to page 1 of the Learning and Teaching Annual Reflection 2008-9 and page 4 of the Learning and Teaching Annual Reflection 2009-10. In section 4.2 of these reports the visitors learnt about further changes to the assessment of clinical modules. The reports make reference to an 'explanation of how changes to the curriculum for the MMed would roll in'. However, the visitors did not receive a copy of this document or copies of the module descriptors affected. In summary from the evidence provided the visitors could not determine how the assessment strategy and design for the programme continues to ensure that those who successfully complete the programme meet all the SOPs for their part of the Register.

Suggested documentation: Documentation which shows how the assessment strategy and design for the programme ensure that all those who successfully complete the programme meet the SOPs. This could be in the form of module descriptors.

6.4   Assessment methods must be employed that measure the learning outcomes.

Reason: From the annual monitoring SETs mapping document submitted, the visitors learnt that there had been changes to module HCS6124 Complex Communication Impairment and module HCS6121 Language Processing in Year 1. These modules had been 'restructured to focus more coherently on relevant client groups and fit more closely with student placement experience.' In addition a new Year 2 module linking theory to practice, HCS6216 Integrated Intervention Studies, had been instigated in September 2009 and Clinical Methods and Intervention 2 had been removed, with teaching content and assessment diverted to the new module. The SETs mapping document directed visitors to page 1 of the Learning and Teaching Annual Reflection 2008-9 and page 4 of the Learning and Teaching Annual Reflection 2009-10. In section 4.2 of these reports the visitors learnt about further changes to the assessment of clinical modules. The reports make reference to an 'explanation of how changes to the

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curriculum for the MMed would roll in'. However, the visitors did not receive a copy of this document or copies of the module descriptors affected. In summary from the evidence provided the visitors could not determine whether the assessment methods used continue to the learning outcomes of the programme.

Suggested documentation: Documentation which shows how the assessment methods employed continue to measure the learning outcomes for the programme. This could be in the form of module descriptors.

Section four: Recommendation of the visitors

To recommend a programme for ongoing 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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒ There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐ There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Section five: Visitors' comments

It may be helpful to future visitors scrutinising these programmes to receive new module descriptors where restructuring of content occurs, together with tables showing the modules and credits per year and mapping to the standards of proficiency to ensure that all standards continue to be met.

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2011-06-29	d	EDU	RPT	AM report - Sheffield - MMED Sci SLT - FT	Final DD: None	Public RD: None

Annual monitoring visitors' report

Contents

Section one: Programme details

Name of education provider	University of Sunderland
Programme title	BSc (Hons) Applied Biomedical Sciences
Mode of delivery	Full time
Relevant part of HPC register	Biomedical scientist
Name and profession of HPC visitors	Robert Keeble (Biomedical scientist) Pauline Douglas (Dietitian)
HPC executive	Ruth Wood
Date of postal review	29 July 2011

Section two: Submission details

The following documents were provided as part of the audit submission:

☒   A completed HPC audit form

☒   Internal quality report for one year ago

☒   Internal quality report for two years ago

☒   External Examiner's report for one year ago

☒   External Examiner's report for two years ago

☒   Response to External Examiner's report one year ago

☐   Response to External Examiner's report for two years ago

- The education provider did not enclose their response to the external examiners' report from two years ago. This was because no response was required due to that external examiners' contract ending.

- IBMS Liaison Committee Notes 24 September 2008, 14 October 2009, 24 June 2010
- Notes of the "Enhancing the Placement Experience" Meeting 14 October 2009
- Student placement record of tripartite progress review visit
- Progression and award records: Applied Biomedical Sciences and Biomedical Science 2007 - 2009
- External examiner appointment form (W. Gilmore)
- Joint Biosciences / Pharmacology Module Studies Board minutes 28 October 2009
- Minutes of Module Studies Boards (MSB 28 October 2009; 26 February 2010) and Programme Studies Board (PSB 20 January 2010) for the last year
- BSc (Hons) Applied Biomedical Science programme structure
- Audit tool for quality procedure of clinical placement.

Section three: Additional documentation

☐ The visitors agreed that no further documentation was required in order to make a recommendation.

☒ The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

Following receipt of the documentation, the visitors made a final recommendation which can be found in section four.

3.13 There must be a student complaints process in place.

Reason: On reviewing the annual monitoring standards of education and training mapping document the visitors were directed to a website link to the education providers' students' complaints process. The visitors were unable to access this document. This is a new standard of education and training (SET) as of September 2009 and therefore documentary evidence of the student complaints process is therefore required. The visitors also require information regarding how this complaints process is communicated to students. This is in order to ensure this standard is fully met.

Suggested Documentation: Hard copy of the formal student complaints process used. Information on how this information is communicated to students, for example a copy of the student handbook.

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

Reason: On reviewing the annual monitoring standards of education and training mapping document the visitors were directed to a website link to the education providers' absence report online. The visitors were unable to access this document. Upon further review of the annual monitoring submission the visitors noted reference was made to an issue regarding attendance monitoring, "the new attendance monitoring process that had been implemented by the Faculty was not working and was causing problems" (Joint BSc BMS and Pharmacology Module Studies Board 26 February 2010 – 5. attendance monitoring). The visitors were concerned this statement implied the attendance monitoring mechanisms in place were not effectively working as this could have a detrimental effect on how the students are progressing through the programme. The visitors require further information regarding this issue including if there are any resolving actions being taken, further information about the monitoring mechanisms in place and evidence that attendance requirements are being communicated to students. This is in order to determine whether this standard continues to be met.

Suggested Documentation: A hard copy of the absence report referred to in the SETs mapping document. Any evidence of resolving actions taken as a result of the problems identified. Further information regarding the mechanisms in place for attendance monitoring. Evidence that demonstrates students are informed of the mandatory attendance requirements.

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

Reason: On reviewing the annual monitoring standards of education and training mapping document the visitors were directed to placement tripartite meeting forms, the annual report 2009–2010 and notes of the "enhancing the placement experience meeting" 14 October 2010. From the visitors review of these documents the students profession-related conduct process was unclear. This is a new standard of education and training as of September 2009 and as such further evidence for this standard is required to ensure it is met.

Suggested Documentation: Documentary evidence of the process in place for dealing with students' profession related conduct throughout the academic and placement elements of the course such as the education provider academic/ professional misconduct process or an academic / professional misconduct complaints process. Further evidence of how this process is communicated to students, for example a copy of the student handbook.

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2011-08-01	f	EDU	PPR	AM Report - Sunderland - BSc (Hons) Applied BS - FT	Final DD: None	Public RD: None

Section four: Recommendation of the visitors

To recommend a programme for ongoing 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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒   There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐   There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Section five: Visitors' comments

The visitors noted that in previous visitors' reports there had been comments regarding the importance of submitting any changes that are made to the assessment regulations to the HPC through the major change process so that it can be reviewed to consider whether it affects how the programme continues to meet the SETs. The visitors noted that in the annual review evaluative analysis and strategic plan for Programme Studies Boards 2008-2009 the following statement appears; "The external examiner suggested that we map assessment across the programme with the aim of maintaining diversity but reducing the overall amount of assessment. To this end a number of minor modifications have been completed (PBM 201, PBM 202, PBM 203, PBM 305) or are in the process of being done (PBM 105, PBM 106)".

The visitors wished to draw attention to the comments made by previous visitors reviewing the programme and again emphasise the importance of submitting any changes that are made to the programme to the HPC through the major change process so that they can be reviewed.

On receiving additional documentation through the course of the audit review the visitors noted the following statement was made in the Professional Placement Year; Information for Students document: "On graduation you will be able to enter the HPC register as a BMS and apply for non-trainee posts". The visitors wish to direct the programme team towards the HPC Regulatory status advertising guidelines for education providers which indicates that the terminology used should indicate that HPC approval of a programme does not automatically lead to HPC registration for students who successfully complete the programme; rather it leads to 'eligibility to apply for HPC registration'.

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Annual monitoring visitors' report

Contents

Section one: Programme details

Name of education provider	University of the West of England, Bristol
Programme title	Foundation Degree Paramedic Science
Mode of delivery	Full time
Relevant part of HPC register	Paramedic
Name and profession of HPC visitors	Paul Bates (Paramedic) Gordon Pollard (Paramedic)
HPC executive	Mandy Hargood
Date of postal review	28 June 2011

Section two: Submission details

The following documents were provided as part of the audit submission:

☒ A completed HPC audit form

☒ Internal quality report for one year ago

☒ Internal quality report for two years ago

☒ External Examiner's report for one year ago

☒ External Examiner's report for two years ago

☒ Response to External Examiner's report one year ago

☒ Response to External Examiner's report for two years ago

The Education Provider also included the following documents:

- Annual Monitoring Context Pack

- Mapping Document FdSc Paramedic Science (2010)

- Practice Placement Educator Handbook Paramedic (2009 / 2010)

- Student Paramedic Practice Placement Assessment Document Year 1
- Student Paramedic Practice Placement Assessment Document Year 2
- Module Handbook Physical Assessment and Clinical Reasoning
- Programme Specification FdSc Paramedic Science (Amended July 2010)
- Module Specification FdSc Paramedic Science (September 2010)
- CV Gary Smart Programme Leader FdSc Paramedic Science

Section three: Additional documentation

☒ The visitors agreed that no further documentation was required in order to make a recommendation.

☐ The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

Following receipt of the documentation, the visitors made a final recommendation which can be found in section four.

Section four: Recommendation of the visitors

To recommend a programme for ongoing 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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒ There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐ There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.