

Visitors' report

Name of education provider	Hidden Hearing Limited
Programme name	Award in Hearing Aid Dispensing Competence
Mode of delivery	Work based learning
Relevant part of the HCPC Register	Hearing aid dispensers
Date of visit	16 - 17 April 2013

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Executive summary

The Health and Care Professions Council (HCPC) approve educational programmes in the UK which health and care professionals must complete before they can apply to be registered with us. The HCPC is a statutory regulator and our main aim is to protect the public. The HCPC currently regulates 16 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 HCPC keep a register of health and care professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. This recommended outcome was accepted by the Education and Training Committee (Committee) on 12 September 2013. At the Committee meeting, the programme was approved. This means that the education provider has met the condition(s) outlined in this report and that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

Introduction

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

This visit was an HCPC only visit. The education provider did not validate or review the programme at the visit and the professional body did not consider their accreditation of the programme. The education provider supplied an independent chair and secretary for the visit.

Visit details

Name of HCPC visitors and profession	Elizabeth Ross (Hearing aid dispenser) Sarah Johnson (Occupational therapist)
HCPC executive officer (in attendance)	Abdur Razzaq
Proposed student numbers	20 per year
Proposed start date of programme approval	October 2013
Chair	Roger Lewin (British Society of Hearing Aid Audiologist)
Secretary	Nick Barton (Hidden Hearing Limited)

Sources of evidence

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

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

The HCPC did not review a programme specification prior to the visit as the education provider does not create programme specifications for this award type. The HCPC did not review external examiners' reports from the last two years prior to the visit, there have been no past external examiners reports as the programme is new.

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

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

The HCPC met with students from the Foundation Degree in Hearing Aid Audiology (De Montfort University) programme, as the programme seeking approval currently does not have any students enrolled on it.

Recommended outcome

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

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

The visitors agreed that 32 of the SETs have been met and that conditions should be set on the remaining 25 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.

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 review the programme documentation, including advertising materials, to ensure the terminology used is accurate, consistent and reflective of the language associated with statutory regulation and the HCPC.

Reason: The visitors noted the documentation submitted by the education provider contained incorrect terminology. Appendix 4 Becoming A Hearing Aid Dispenser is sent to potential applicants and on the front page states “Our unique fully funded programme of training, work experience and block release enables you to gain a FdSc (Audiology) degree and be ready for HPC registration in 13 Month” and on page 4 there are references to the programme as ‘Hidden Hearing Training’ which negate the title of the programme in the earlier reference.. The visitors also noted inconsistencies around the levels of Criminal Record checks/clearance required from potential applicants and students. They also noted the education provider has referenced HCPC as ‘HPC’ in the documentation submitted. . The HPC is now known as The Health and Care Professions Council (HCPC). Such incorrect and inconsistent statements create confusion and have the potential to mislead potential applicants and students. Therefore the visitors require the education provider to review the programme documentation, including advertising materials, to ensure that the terminology used is accurate, reflects the language associated with statutory regulation and avoids any potential confusion for applicants and students.

3.2 The programme must be effectively managed.

Condition: The education provider must provide further evidence to clearly outline the management structure of the programme, including the lines of responsibility and links to the management of practice placement providers.

Reason: At the visit, the HCPC Panel met with the programme team, senior staff and practice placement supervisors and discussed how various aspects of the programme are managed. However, from the documentation provided and discussions at the visit the visitor were unable to determine the management processes in place for the programme. The visitors were subsequently unable to determine if there are effective systems in place to manage the programme and that the people involved have appropriate skills and expertise to work within these systems. The visitors require the programme team to provide further evidence which clearly articulates the management structure of the programme; the roles and lines of responsibility; where the links to the management of practice placement providers are; and the associated processes. This will enable the visitors to determine this programme will be effectively managed.

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

Condition: The education provider must submit further evidence regarding the systems in place for monitoring and evaluating the programme.

Reason: From the documentation provided, the visitors could not determine if there are regular monitoring and evaluation systems in place. From the programme team meeting the visitors learnt the monitoring and evaluation systems for the programme were either in the process of being developed or did not exist. The visitors suggest the education provider consult the Standards of Education and Training Guidance document for further information regarding how to meet this SET. The visitors therefore require further information which demonstrates how the monitoring and evaluation systems in place are appropriate to, and effective for, the programme and how any information gathered will be acted upon.

3.4 There must be a named person who has overall professional responsibility for the programme who must be appropriately qualified and experienced and, unless other arrangements are agreed, be on the relevant part of the Register.

Condition: The education provider must provide the role description for the individual with overall responsibility for the programme and details of the resources in place to support them in their role.

Reason: Prior to the visit the visitors did not receive any evidence relating to the named person who holds overall professional responsibility for the programme. From discussions with the programme team, the visitors learnt the education provider has now appointed a programme leader who has overall responsibility for the programme. However, the visitors could not determine whether the named person was appropriate for the role and had the right level of support without having sight of the programme leader role job description and details of the required criteria for the role. The visitors consider this condition to be linked with SET 3.2. The visitors therefore require the role description for the individual with overall responsibility for the programme and details of the resources in place to support them in their role, to ensure this SET is met.

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 there is an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Reason: Prior to the visit the visitors received a list of internal and external training associates who deliver the academic content of the programme. From the programme team meeting, the visitors learnt there were two internal training associates responsible for delivering the curriculum and managing the programme. Other internal training associates and external training associates were used as visiting teaching staff to teach the curriculum. Discussions also indicated the two internal training associates were responsible for administrative activities and support services available to students on the programme as well. The visitors could not determine the impact the extra responsibilities would have on the two internal training associates and were unable to ascertain that the programme has an adequate number of appropriately qualified and experienced staff to deliver the programme curriculum and undertake the operational activities associated with the programme. The visitors therefore require further information around the roles and responsibilities of the staff in place to ensure this SET is met.

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 staff have appropriate qualifications and experience to deliver an effective programme.

Reason: From the documentation submitted prior to the visit the visitors noted the teaching staff did not have formal teaching qualifications although they were qualified trainers. In discussions with the programme team, the visitors highlighted the importance of creating staff development policies encouraging staff to gain formal teaching qualifications to help them in their role of creating modules, formulating assessments and assessment criteria, marking and moderating assessments, developing the programme and leading modules with associated administration. The education provider acknowledged this however had not considered this need beforehand. The visitors therefore were unable to determine how the education provider will ensure the staff have the expertise to deliver an effective programme and therefore require further evidence considering the detail above demonstrating how this SET is met.

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 information about the programme for staff development for those individuals undertaking the activities relating to the academic teaching elements of the programme.

Reason: From the documentation and discussions with the programme team, the visitors could not determine whether the education provider had a policy for development in place. The visitors learnt that development and training is provided at various times throughout the year and requirements are identified through appraisals and reviews. The visitors also noted from the staff CVs that none of the teaching staff had formal teaching qualifications. The visitors were unable to determine how the teaching staff maintained their research, teaching and professional development to enable them to deliver an effective programme. The visitors noted it is important for the programme curriculum to ensure the teaching staff are up to date academically and professionally. The visitors require further information about the programme for staff development for those individuals undertaking teaching of the curriculum to ensure they are equipped for teaching this programme.

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

Condition: The education provider must submit evidence to demonstrate the resources to support student learning in all settings are effectively used.

Reason: From the documentation received prior to the visit and the tour of facilities, the visitors noted that there were no opportunities for the students to access core text books and supportive journals either online or from a library, although there was a limited selection of books available. The visitors noted the nature of this programme meant students will be onsite for blocks of time and then offsite for longer periods of time. The visitors noted the programme offered limited resources for distance learning. To determine whether this SET has been met, the visitors require further information

regarding how the education provider will support student learning in all settings especially when considering offsite students, core text books, journals and other academic resources.

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 further evidence that demonstrates how they provide adequate and accessible facilities to support the welfare and wellbeing of students in all settings.

Reason: From discussions with the students from the Foundation Degree in Hearing Aid Audiology programme the visitors noted a number of positive comments about the support offered by the programme team. The visitors also noted in discussions with the programme team examples were given describing how they have supported the welfare and wellbeing of students by offering flexibility within the programme, including where appropriate, assignment extensions and also counselling support. However, the visitors noted the programme documentation did not describe the systems in place to support the welfare and wellbeing of students. They considered that as the first point of reference for these students, the programme documentation should provide information about the support systems in place. The visitors therefore require the education provider to revisit the programme documentation to outline the facilities and systems available for student support, to demonstrate how the education provider provides adequate and accessible facilities for students.

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

Condition: The education provider must provide further information about the student support systems in place for the programme.

Reason: The documentation provided prior to the visit included information about the academic and pastoral support systems in place on the programme. The visitors noted the two internal training associates were allocated as personal tutors for all the students. Discussions with students from the Foundation Degree in Hearing Aid Audiology programme revealed the programme team was considered to be very supportive, but there was some variability in the levels of support offered to students, possibly as a result of the staffing levels on the programme. Given the lack of clarity around staffing levels (SET 3.5) the visitors were concerned about the ability of the programme team to sustain the level of support needed for this programme alongside running and developing the programme effectively. The visitors noted the demands placed on the programme team in supporting students on a complex programme that involved practice placements, academic work and hence were concerned about the sustainability and consistency of the support systems. The visitors therefore require further information about the student support systems in place, the allocation of students to personal tutors, how students are made aware of the support systems and the amount of time allocated to personal tutorials so they can be assured that student support is sustainable and can be delivered consistently.

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

Condition: The education provider must demonstrate how the learning outcomes ensure that students who complete the programme meet all the standards of proficiency (SOPs) for hearing aid dispensers.

Reason: The visitors noted the SOPs mapping document referenced SOPs to particular learning outcomes within the module descriptors. The visitors noted that within some modules there were learning outcomes that were not attached to assessments within the modules. The visitors were unable to determine all SOPs were being covered by the modules and subsequently assessed. For example, SOP 1b2 was stated as being covered by learning outcome 4 within module BUS2013(1) Business Aspects. Within this module descriptor learning outcome 4 was not assessed. The visitors were not able to determine how within the six modules, this programme will ensure that students who complete the programme will be able to meet all the SOPs for hearing aid dispensers. The visitors suggest a detailed breakdown of how each SOP is delivered in relation to the learning outcomes will assist their review of this SET. The visitors require further evidence of how the programme's learning outcomes ensure that students who complete the programme meet the SOPs for hearing aid dispensers.

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

Condition: The education provider must demonstrate how the curriculum reflects the philosophy, core values, skills and knowledge of the hearing aid dispensing profession.

Reason: The programme intends to deliver graduates that are eligible to apply to the HCPC Register as a hearing aid dispenser. The visitor noted from reading the documentation and from discussions with the students, the programme is heavily focused on company training. The visitors acknowledge the students felt prepared as a hearing aid dispenser and noted the work the education provider has done to ensure students learn the skills needed to be a hearing aid dispenser. The SETs mapping document for other SETs make reference to the programme using British Society of Hearing Aid Audiologist (BSHAA) guidelines. However, the visitors noted through the programme documentation no reference is made to any professional bodies or the QAA benchmark statements for healthcare professions or other similar external frameworks. The visitors could not determine from the documentation how any professional body guidance is reflected in the programme or how the programme team worked to include it within the curriculum. The visitors require further evidence to demonstrate how the curriculum reflects the philosophy, core values, skills and knowledge of the hearing aid dispensing profession.

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

Condition: The education provider must submit evidence to demonstrate how they ensure the delivery of the programme supports and develops autonomous and reflective thinking.

Reason: From the documentation received prior to the visit, the visitors could not determine how the education provider ensured the delivery of the programme supports and develops autonomous and reflective thinking. Within the programme team meeting, it was highlighted they planned some of the teaching methods and assessment to encourage students to reflect on their learning and practice throughout the programme.

However the visitors could not see any evidence of this in the documentation. The visitors suggest ways for the students to consider their own practice, the limits of their practice, their responsibilities, how they link to other professionals could be demonstrated through self-appraisals, discussion groups, reflective logs, placement reviews or professional development portfolios. The visitors therefore require information which ensures the delivery of the programme supports and develops autonomous and reflective thinking.

4.7 The delivery of the programme must encourage evidence based practice.

Condition: The education provider must demonstrate how the delivery of the programme encourages evidence based practice.

Reason: From a review of the documentation submitted it was clear the programme consisted of several competency based assessments with formal teaching and learning approaches in place. The visitors noted that students on the programme were assessed against a range of competencies based on learning taught in the curriculum. The visitors were unable to find evidence of evidence based practice within the programme such as through student-centred and independent learning, teaching and assessment strategies. The visitors suggest ways for the programme to encourage evidence based practice could be through self-appraisals, discussion groups, reflective logs, placement reviews or professional development portfolios. The visitors therefore require further evidence to demonstrate how the delivery of the programme encourages evidence based practice.

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

Condition: The education provider must submit evidence which shows how they ensure the range of learning and teaching approaches used are appropriate to the effective delivery of the curriculum.

Reason: From the documentation received prior to the visit, the visitors could not determine how the education provider ensures the range of learning and teaching approaches used are appropriate to the effective delivery of the curriculum. Within the programme team meeting, the visitors were made aware that due to the nature of the programme, a number of learning and teaching approaches will be used. The visitors require further information about the range of approaches and how they are used to ensure they are appropriate for the programme. The visitors therefore require the information detailed above to determine whether this SET is met.

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 update the programme documentation to clearly specify the range of practice placements that all students will undertake through the duration of the programme.

Reason: From a review of the programme documentation the visitors were unable to determine the range of practice placement experiences that students will undertake throughout the duration of the programme. The visitors noted during discussions with

the programme team that students would experience one placement location for the entirety of the programme unless their supervisor was moved in which case they could be moved to another location. Although all placements are provided by the education provider, the visitors were unable to determine if the students get a range of practice placement experience with appropriately managed direct and indirect supervision in line with student's experience and competence whilst on the programme. The visitors need to be assured that all students gain access to the required range of learning experiences in a variety of practice environments with a range of clientele to achieve the learning outcomes. The visitors require the education provider to clearly define the range of practice placements that all students will undertake throughout the duration of the programme and update the programme documentation to clearly specify this information.

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

Condition: The education provider must provide further evidence about how the approval and monitoring of practice placements ensures that a safe and supportive environment is provided for students while they are on placements.

Reason: The visitors noted in the programme documentation, and in discussion with the programme team, that each placement setting utilised by the programme will be provided directly by the education provider. The visitors also noted that once the initial 9 week placement is complete, students go on domiciliary visits as part of their placement experience. The domiciliary visit occurs when the students are given an area for themselves, where they are a pre-registration hearing aid dispenser visiting clients and selling hearing aids. The pre-registration hearing aid dispenser has no prescribed contact with their supervisor although if necessary they can contact their supervisor via telephone. The visitors were unclear as to the approval and monitoring processes involved with this placement experience and how the education provider ensured that practice placement settings provide a safe and supportive environment especially while students are on domiciliary visits. Therefore the visitors require further evidence of the approval and monitoring processes and more specifically how they ensure that domiciliary visits provide a safe and supportive environment for students. In this way the visitors can be sure that this SET is met.

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

Condition: The education provider must ensure practice placement educators are appropriately trained and prepared to work with students from this programme.

Reason: From the documentation provided the visitors could not determine how the programme team ensured the practice placement educators were fully prepared to work with students. The documentation did not include a practice educator's handbook or any other information detailing how the programme is structured, learning outcomes to be achieved at placements or information supporting the assessment of placements. The visitors expect training of some form to be provided by the programme team to enable the practice educators to be aware of their role and responsibility for the student, the support offered by the programme team, any changes that may occur to the programme and to ensure parity across the assessment of placements. The visitors suggest the education provider consult the Standards of Education and Training Guidance

document for further information regarding how to meet this SET. The visitors therefore require further evidence demonstrating how this SET is met.

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

Condition: The programme team must provide further evidence of the formal procedures in place for regular and effective communication with practice placement educators.

Reason: From documentation and in discussion with the programme team, and the practice placement providers, the visitors noted there would be limited collaboration between the education provider and the practice placement providers. The documentation indicated there would be a programme review group which would have one representative from practice placement providers. The visitors noted that the intended practice placement providers had not had any impact into the design of this programme. There was no additional evidence for any practice placement provider meetings or ways to feedback to the programme team in the future. The visitors were concerned that the programme would not have a strong partnership and ongoing relationship with the practice placement providers as a group of stakeholders for the programme. The visitors suggest the education provider consult the Standards of Education and Training Guidance document for further information regarding how to meet this SET. The visitors therefore require further evidence demonstrating how this SET is met.

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 the mechanism they use to ensure practice placement educators are fully prepared for placements.

Reason: From the documentation provided the visitors could not determine how the programme team ensured the practice placement educators were fully prepared for placement. The documentation did not include a placement handbook or any other information detailing how the programme is structured, learning outcomes to be achieved at placements, 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. This SET links to SET 5.8. The visitors expect the programme team to enable the practice placement educators to be aware of their role and responsibility for the student, the support offered by the programme team, any changes that may occur to the programme and to ensure there is parity across the assessment of placements. The visitors suggest the education provider consult the Standards of Education and Training Guidance document for further information regarding how to meet this SET. The visitors therefore require further evidence demonstrating how this SET is met.

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

Condition: The education provider must provide further evidence to demonstrate the domiciliary visits will encourage safe and effective practice.

Reason: The visitors noted in the programme documentation, and in discussion with the programme team, that each placement setting utilised by the programme will be provided directly by the education provider. The visitors also noted that once the initial 9 week placement is complete, students go on domiciliary visits as part of their placement experience. The domiciliary visit occurs when the students are given an area for themselves, where they are a pre-registration hearing aid dispenser visiting clients and selling hearing aids. The pre-registration hearing aid dispenser has no prescribed contact with their supervisor although if necessary they can contact their supervisor via telephone. The visitors were unclear how the education provider ensured that domiciliary visit settings encourage safe and effective practice without structured input from a supervisor. Therefore the visitors require further evidence to demonstrate the domiciliary visits will encourage safe and effective practice. In this way the visitors can be sure that this SET is 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 demonstrate how the assessment strategy ensures ensure that students who complete the programme meet all the standards of proficiency (SOPs) for hearing aid dispensers.

Reason: The visitors noted the SOPs mapping document referenced SOPs to particular learning outcomes within the module descriptors. The visitors noted that within some modules there were learning outcomes that were not attached to assessments within the modules. The visitors were unable to determine all SOPs were being assessed appropriately by the modules. For example, SOP 1b2 was stated as being covered by learning outcome 4 within module BUS2013(1) Business Aspects. Within this module descriptor learning outcome 4 was not assessed. The visitors were not able to determine how within the six modules, this programme will ensure that students who complete the programme will be able to meet all the SOPs for hearing aid dispensers. The visitors suggest a detailed breakdown of how each SOP is delivered in relation to the learning outcomes and assessment of the learning outcomes will assist their review of this SET. The visitors require further evidence of how the programme's learning outcomes ensure that students who complete the programme meet the SOPs for hearing aid dispensers.

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

Condition: The education provider must demonstrate how the assessment methods will measure all learning outcomes.

Reason: The visitors noted in the module descriptors that some learning outcomes were not attached to assessments within the module. For example within module BUS2013(1) Business Aspects there are 9 learning outcomes of which 4 are assessed

within the module leaving 5 not assessed. During discussion with the programme team it was highlighted that this was an area to be reviewed further. The visitors therefore require further evidence of how the programme's assessment methods will assess all learning outcomes.

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

Condition: the education provider must ensure there are effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment of students.

Reason: The documentation provided prior to the visit did not include any information about external examiner policies or policies to ensure there are effective monitoring and evaluation mechanisms in place ensuring appropriate standards in the assessment. At the visit further information was given about the external examiner however there was still confusion from the programme team regarding the policies surrounding the external examiner role and the evaluation of assessments including the format and frequency of reports to be completed, what access to marked assessments they have and the resulting actions to be taken by the programme team from any external examiner reports. The visitors require further evidence to demonstrate the education provider has policies in place to ensure appropriate standards in the assessment.

6.10 Assessment regulations must clearly specify requirements for a procedure for the right of appeal for students.

Condition: The education provider must provide further evidence to demonstrate there are procedures in place for the right of appeal for students.

Reason: Documentation submitted prior to the visit directed visitors to information about the trainee complaints, grievances and appeal for this SET. The visitors could not determine how this information linked to the students having the right to appeal against assessment, progression and achievement decisions made by the programme team. During discussions the programme team highlighted that this was an area they needed to further develop. The visitors therefore require further evidence to demonstrate there is a procedure in place for the right of appeal for students and how this is communicated to students.

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 about the external examiner recruitment policy. It was not evident that there was an explicit requirement for at least one of the external examiners to be from the hearing aid dispensing part of the Register. The visitors were satisfied with the current external examiner for the programme. However, the visitors need to see

evidence that HCPC requirements regarding the external examiner on the programme have been included in the documentation to demonstrate that this standard continues to be met.

Sarah Johnson
Elizabeth Ross