

## Visitors' report

<b>Name of education provider</b>	Queen Margaret University
<b>Programme name</b>	Aptitude Test in Hearing Aid Dispensing
<b>Mode of delivery</b>	Distance learning
<b>Relevant part of the HCPC Register</b>	Hearing aid dispensers
<b>Date of visit</b>	18 – 19 June 2014

## Contents

Executive summary .....	2
Introduction.....	3
Visit details .....	3
Sources of evidence .....	4
Recommended outcome .....	5
Conditions.....	6
Standards of education and training not applicable to the programme.....	11

## Executive summary

The Health and Care Professions Council (HCPC) approve educational programmes in the UK which health and care professionals must complete before they can apply to be registered with us. We are a statutory regulator and our main aim is to protect the public. We currently regulate 16 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title '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 26 August 2014. At the Committee meeting, the programme was approved. This means that the education provider has met the conditions 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.

The visit also assessed whether a number of standards under SET 5 (Practice placements) were applicable to the programme as a result of entry requirements for prior qualifications and experience as an audiologist working in the NHS.

This visit was part of a joint event. The education provider validated the programme. The education provider and the HCPC 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 HCPC's recommendations on the programme only. As an independent regulatory body, the HCPC's recommended outcome is independent and impartial and based solely on the HCPC's standards. A separate report, produced by the education provider, outlines their decisions on the programme's status.

## Visit details

Name of HCPC visitors and profession	Richard Sykes (Hearing aid dispenser) Gordon Burrow (Chiropodist / podiatrist)
HCPC executive officer (in attendance)	Nicola Baker
Proposed student numbers	Ten per cohort, two times a year
Proposed start date of programme approval	September 2014
Chair	Mark Percival (Queen Margaret University)
Secretary	Fraser Rudge (Queen Margaret University)
Members of the joint panel	Anne Laurie (Internal panel member)

## Sources of evidence

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

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 the practice placement handbook prior to the visit. Due to the nature of the programme the documentation does not exist. The programme does not include any practice placements.

The HCPC did not review external examiners' reports from the last two years prior to the visit as the programme is new and therefore external examiners' reports have not been produced.

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The HCPC did not meet with the placements providers and educators / mentors due to the nature of the programme. The programme does not include any practice placements so there are no placement providers or educators / mentors to meet with.

The HCPC met with students from the Diploma in Higher Education Hearing Aid Audiology and MSc Audiology (Pre-Registration) as the programme seeking approval currently does not have any students enrolled on it.

The HCPC did not see the specialist teaching accommodation because it is a distance learning programme and does not require any specialist laboratories or 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 to recommend to the Education and Training Committee that a number of SETs are not applicable to this education programme and they are not required to be met before the programme can be approved.

The visitors agreed that 34 of the SETs have been met and that conditions should be set on the remaining ten SETs. The visitors agreed that 13 of the SETs are not applicable to this programme.

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 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 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 programme team must provide further evidence that the admissions procedures will give applicants the information they require about the programme.

**Reason:** The standards of education and training (SETs) mapping document for this SET directed visitors to an 'Example of Publicity Material for Hearing Aid Aptitude Test Short Course'. At the visit, the programme team indicated that the students on the MSc Audiology (Pre-registration) who would be a potential pool of applicants for this programme and would be given information about the programme in their handbook. There would also be full information on the website about all the options for audiology and hearing aid dispensing programmes, together with the overall aims and registration implications in the context of professional regulation. However, from the evidence provided in the documentary submission, the visitors were unable to see how the information given to potential applicants will clearly articulate the programme's aims and objectives. They also could not determine from the documentation, how students would be clearly informed of the process that will be applied for criminal convictions checks and any associated costs to them. To assess whether this standard is met the visitors require further evidence as to how potential applicants will receive all relevant information, in order to make an informed choice as to whether to take up an offer of a place on the programme.

### **2.5 The admissions procedures must apply selection and entry criteria, including appropriate academic and / or professional entry standards.**

**Condition:** The programme team must provide further evidence that the application of selection and entry criteria for the programme will be robust in ensuring that students meet all standards of proficiency on completion of the programme.

**Reason:** The visitors noted students on the programme will be accepted based on a level of prior learning and experience and the programme had no direct contact taught curriculum or practice placement elements. The admissions procedures are therefore essential in ensuring that those who successfully complete this programme will have then met all of the standards of proficiency for hearing aid dispensers. The programme documentation states that due to the differing audiological qualifications over previous years, cases for entering the programme are taken on an individual basis, but applicants must have a recognised qualification in audiology and evidence of recent clinical practice. The visitors were provided with a table (Hearing Aid Aptitude Test document, pages 4 - 5) showing examples of portfolios of prior learning, along with the rationale, procedure and outcomes to demonstrate which would lead to acceptance onto the programme. All admissions will be reviewed by the Diploma in Hearing Aid Audiology Admissions Committee, made up of three academic programme team members, but the visitors could not find any further information in the documentation as to the process for ensuring the clinical practice evidence presented will meet required criteria, and ultimately the relevant standards of proficiency (SOPs). At the visit, the programme team discussed in more detail the rationale, procedures and outcomes for the portfolios of prior learning that will be acceptable. They indicated that there will be clear guidance given to applicants on equivalency, and as to what they are required to

show in their portfolio of evidence. The procedure used will also incorporate guidance issued by the HCPC on continuing professional development and returning to practice. However, the visitors were unable to determine from the documentation provided on the admissions processes, how the practical and clinical skills required for the profession will be determined as met on entry to the programme. As such, the visitors require further evidence in the documentation that the programme will consistently apply entry standards for prior learning and experience to ensure that accepted applicants will have appropriate and sufficient experience of working in a clinical environment.

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

**Condition:** The education provider must revisit the documentation used to support student learning throughout the programme to ensure it accurately reflects this programme.

**Reason:** The visitors reviewed the programme documentation submitted, including the student handbook and module descriptor prior to the visit. In reviewing these documents the visitors could not see sufficient detailed information of the teaching, learning and assessment methods or supporting texts and guidance to support students on the module, as were articulated by the programme team in further detail at the visit. The visitors also discussed with the programme team instances of misleading information in these documents, which referred to elements of the Diploma in Hearing Aid Audiology programme, within which this module sits. For example the module descriptor states that the pre-requisites are, "All level 1 modules", and the student handbook contains references to levels, year groups and progression throughout, which do not apply to students taking this programme. The visitors also noted that the 'Broad Aim and Learning Outcomes' as detailed in the student handbook (pages 3 – 4), varied significantly from those given in the module descriptor, and that the pass mark for assessments was inconsistently stated across pages 14 and 15 of the 'pre course guide' document. The visitors therefore require further evidence that the key details of the programme will be clearly and accurately reflected in the documentation to support students through the programme.

### **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 further outline where students' attendance is mandatory and how the attendance policy for the programme is effectively communicated and implemented.

**Reason:** The programme documentation submitted prior to the visit indicated that attendance online could be monitored through statistic tracking of student access to the resources, but did not clearly specify the minimum attendance requirements for this programme. The students are informed that they will need to regularly access the material and join in discussion groups, and that access will be monitored by the module co-ordinator. In discussion at the visit, the programme team confirmed that any non-participation in activities will be discussed on a case by case basis. The programme team also provided further detail of each learning experience that will be used, as to how and when the online lectures would be released, the types of tasks that student would be required to complete and how the students' participation in online activities will

be monitored. However, the visitors were unable to find information in the documentation for students detailing which elements of the online teaching and learning were mandatory, the attendance levels that would trigger proceedings, or the actions that may be taken. Therefore, the visitors require the programme documentation to be revised to clearly identify where on the programme students' attendance is mandatory and how the attendance mechanisms are effectively communicated and monitored.

#### **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 further evidence to demonstrate how the learning outcomes ensure that those who successfully complete the programme will meet the standards of proficiency for their part of the Register.

**Reason:** The visitors were directed to the admission criteria and module descriptor as evidence for this SET. From a review of the documentation submitted the visitors noted that the 'Broad Aim and Learning Outcomes' as detailed in the student handbook (pages 3 – 4), varied significantly from those given in the module descriptor. The visitors were therefore unable to determine what the definitive learning outcomes for the programme were and the rationale behind those specific learning outcomes. As stated in the condition against SET 2.5, the visitors were also unable to determine from the information provided on the admissions processes, how the practical and clinical skills required for the profession will be determined as met on entry to the programme. This is essential in ensuring that those who successfully complete this programme will have then met all of the standards of proficiency for hearing aid dispensers. Therefore, the visitors need further evidence of how the learning outcomes (together with admissions procedures) ensure that those who successfully complete the programme meet all the standards of proficiency for their part of the Register.

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

**Condition:** The programme must provide further evidence in the documentation that the delivery of the programme will develop autonomous and reflective thinking.

**Reason:** The visitors were directed to the module descriptor as evidence for this SET. The visitors also reviewed example questions from the exam for the module. From these documents, the visitors could not determine how the programme will encourage independent and reflective thinking through the learning, teaching and assessment strategies. At the visit, the programme team provided further details of the learning approaches and broader content that the module will include, how the programme will be structured and the approach to student-centred learning throughout the online delivery of the module. However, from the documentation provided, the visitors could not find evidence as to how this SET would be met. They therefore require further evidence as to how the delivery of the programme will support and develop autonomous and reflective thinking.

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

**Condition:** The programme must provide further evidence in the documentation that the delivery of the programme will encourage evidence based practice.

**Reason:** The visitors were directed to the module descriptor as evidence for this SET. From this document the visitors could not see any professional journals, research articles or current texts recommended for students on the programme. The 'Main Texts' section listed "Relevant Health and Care Professions Council standards and guidance documents including standards of proficiency" and "Current Office of Fair Trading /Health and Safety Legislation", with a statement that additional reading lists will be provided throughout the module. The visitors also reviewed example questions from the exam for the module. At the visit, the programme team provided further detail of the learning approaches and broader content that the module will include, the structure of the programme and the approach to student-centred learning throughout the online delivery of the module. However, from the documentation provided, the visitors could not find evidence as to how this SET would be met. They therefore require further evidence in the programme documentation as to how the delivery of the programme will support and develop 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 programme must provide further evidence in the documentation as to the range of learning and teaching approaches that will be used in the delivery of the curriculum.

**Reason:** The visitors were directed to the 'Programme structure Course and QMU handbook' as evidence for this SET, but were unable to find detail of the range of learning and teaching approaches used in this programme from this mapping. The visitors reviewed the 'Learning Experiences' section of the module descriptor provided. The information in this section stated that there would be ten hours of online lectures and 90 hours self study, but no further information was given as to the breakdown of these types of learning approaches. At the visit, the meaning of the term 'self study' as used at the education provider and the distinction between 'directed study' and 'independent learning' was discussed. The programme team provided further detail of the learning approaches that would be used, including how and when the online lectures would be released, the types of tasks that student would be required to complete and how the programme will be structured. The visitors require this detail to be clearly articulated in the programme documentation to demonstrate that the range of learning and teaching approaches used will ensure effective delivery of the curriculum.

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

**Condition:** The education provider must ensure that the assessment methods employed measure the learning outcomes.

**Reason:** This condition is linked with the condition under SET 4.1. From a review of the documentation submitted the visitors noted that the 'Broad Aim and Learning Outcomes' as detailed in the student handbook (pages 3 – 4), varied significantly from those given in the module descriptor. The visitors were therefore unable to determine what the learning outcomes for the programme were and the rationale behind those specific learning outcomes. The visitors also noted from the 'Assessment Pattern' section of the module descriptor that the module will be assessed through an examination, though there was no indication in the document as to the length, question format or nature of this examination. The programme team clarified the length and format of the examination at the visit, and explained the types of questions that may be

involved. However to ensure that this SET will be met, the visitors require the education provider to provide evidence in the programme documentation that assessment methods will clearly assess all the learning outcomes and that those who successfully complete the programme can practise safely and effectively.

**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 submit further evidence that assessment regulations clearly specify that there are no aegrotat awards offered by the education provider, or else specify the requirement for an aegrotat award not to provide eligibility for admission to the HCPC Register.

**Reason:** The visitors noted that the SETs mapping stated, “There is no aegrotat award”, though the visitors could not identify where it is clearly stated in the assessment regulations that aegrotat awards are not awarded by the education provider, or, if offered, that they do not provide eligibility to apply to the Register. As such, the visitors were unclear as to how this information is clearly communicated to students. The visitors therefore require further evidence to demonstrate the policy of the education provider to not award aegrotat awards for this programme. In this way the visitors can be sure that this information is available to students and that this standard is met.

## Standards of education and training not applicable to the programme

### **5.1 Practice placements must be integral to the programme.**

**Reason:** Prior to the visit the programme team submitted documentation for the programme. This included a SETs mapping document in which the education provider has made the case that standards under SET 5 are not applicable to the programme because the programme does not include practice placements. The visitors discussed this with the programme team and it was indicated this programme is designed for those audiology applicants who wish to gain the required additional knowledge to be able to practice as hearing aid dispensers. The visitors have set conditions on the admission procedures for the programme to ensure there are robust admissions procedures in place for this programme. The visitors were satisfied that if the programme meets all conditions in this report, practice placements would not need to be integral to this programme. The visitors therefore recommend standard 5.1 is not applicable to 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.**

**Reason:** Prior to the visit the programme team submitted documentation for the programme. This included a SETs mapping document in which the education provider has made the case that standards under SET 5 are not applicable to the programme because the programme does not include practice placements. The visitors discussed this with the programme team and it was indicated this programme is designed for those audiology applicants who wish to gain the required additional knowledge to be able to practice as hearing aid dispensers. The visitors have set conditions on the admission procedures for the programme to ensure there are robust admissions procedures in place for this programme. The visitors were satisfied that if the programme meets all conditions in this report, practice placements would not need to be integral to this programme, and therefore recommend standard 5.2 is not applicable to the programme.

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

**Reason:** Prior to the visit the programme team submitted documentation for the programme. This included a SETs mapping document in which the education provider has made the case that standards under SET 5 are not applicable to the programme because the programme does not include practice placements. The visitors discussed this with the programme team and it was indicated this programme is designed for those audiology applicants who wish to gain the required additional knowledge to be able to practice as hearing aid dispensers. The visitors have set conditions on the admission procedures for the programme to ensure there are robust admissions procedures in place for this programme. The visitors were satisfied that if the programme meets all conditions in this report, practice placements would not need to be integral to this programme, and therefore recommend standard 5.3 is not applicable to the programme.

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

**Reason:** Prior to the visit the programme team submitted documentation for the programme. This included a SETs mapping document in which the education provider has made the case that standards under SET 5 are not applicable to the programme because the programme does not include practice placements. The visitors discussed this with the programme team and it was indicated this programme is designed for those audiology applicants who wish to gain the required additional knowledge to be able to practice as hearing aid dispensers. The visitors have set conditions on the admission procedures for the programme to ensure there are robust admissions procedures in place for this programme. The visitors were satisfied that if the programme meets all conditions in this report, practice placements would not need to be integral to this programme, and therefore recommend standard 5.4 is not applicable to the programme.

#### **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.**

**Reason:** Prior to the visit the programme team submitted documentation for the programme. This included a SETs mapping document in which the education provider has made the case that standards under SET 5 are not applicable to the programme because the programme does not include practice placements. The visitors discussed this with the programme team and it was indicated this programme is designed for those audiology applicants who wish to gain the required additional knowledge to be able to practice as hearing aid dispensers. The visitors have set conditions on the admission procedures for the programme to ensure there are robust admissions procedures in place for this programme. The visitors were satisfied that if the programme meets all conditions in this report, practice placements would not need to be integral to this programme, and therefore recommend standard 5.5 is not applicable to the programme.

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

**Reason:** Prior to the visit the programme team submitted documentation for the programme. This included a SETs mapping document in which the education provider has made the case that standards under SET 5 are not applicable to the programme because the programme does not include practice placements. The visitors discussed this with the programme team and it was indicated this programme is designed for those audiology applicants who wish to gain the required additional knowledge to be able to practice as hearing aid dispensers. The visitors have set conditions on the admission procedures for the programme to ensure there are robust admissions procedures in place for this programme. The visitors were satisfied that if the programme meets all conditions in this report, practice placements would not need to be integral to this programme, and therefore recommend standard 5.6 is not applicable to the programme.

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

**Reason:** Prior to the visit the programme team submitted documentation for the programme. This included a SETs mapping document in which the education provider has made the case that standards under SET 5 are not applicable to the programme because the programme does not include practice placements. The visitors discussed this with the programme team and it was indicated this programme is designed for those audiology applicants who wish to gain the required additional knowledge to be able to practice as hearing aid dispensers. The visitors have set conditions on the admission procedures for the programme to ensure there are robust admissions procedures in place for this programme. The visitors were satisfied that if the programme meets all conditions in this report, practice placements would not need to be integral to this programme, and therefore recommend standard 5.7 is not applicable to the programme.

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

**Reason:** This included a SETs mapping document in which the education provider has made the case that standards under SET 5 are not applicable to the programme because the programme does not include practice placements. The visitors discussed this with the programme team and it was indicated this programme is designed for those audiology applicants who wish to gain the required additional knowledge to be able to practice as hearing aid dispensers. The visitors have set conditions on the admission procedures for the programme to ensure there are robust admissions procedures in place for this programme. The visitors were satisfied that if the programme meets all conditions in this report, practice placements would not need to be integral to this programme, and therefore recommend standard 5.8 is not applicable to the programme.

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

**Reason:** Prior to the visit the programme team submitted documentation for the programme. This included a SETs mapping document in which the education provider has made the case that standards under SET 5 are not applicable to the programme because the programme does not include practice placements. The visitors discussed this with the programme team and it was indicated this programme is designed for those audiology applicants who wish to gain the required additional knowledge to be able to practice as hearing aid dispensers. The visitors have set conditions on the admission procedures for the programme to ensure there are robust admissions procedures in place for this programme. The visitors were satisfied that if the programme meets all conditions in this report, practice placements would not need to be integral to this programme, and therefore recommend standard 5.9 is not applicable to the programme.

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

**Reason:** Prior to the visit the programme team submitted documentation for the programme. This included a SETs mapping document in which the education provider

has made the case that standards under SET 5 are not applicable to the programme because the programme does not include practice placements. The visitors discussed this with the programme team and it was indicated this programme is designed for those audiology applicants who wish to gain the required additional knowledge to be able to practice as hearing aid dispensers. The visitors have set conditions on the admission procedures for the programme to ensure there are robust admissions procedures in place for this programme. The visitors were satisfied that if the programme meets all conditions in this report, practice placements would not need to be integral to this programme, and therefore recommend standard 5.10 is not applicable to the 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.**

**Reason:** Prior to the visit the programme team submitted documentation for the programme. This included a SETs mapping document in which the education provider has made the case that standards under SET 5 are not applicable to the programme because the programme does not include practice placements. The visitors discussed this with the programme team and it was indicated this programme is designed for those audiology applicants who wish to gain the required additional knowledge to be able to practice as hearing aid dispensers. The visitors have set conditions on the admission procedures for the programme to ensure there are robust admissions procedures in place for this programme. The visitors were satisfied that if the programme meets all conditions in this report, practice placements would not need to be integral to this programme, and therefore recommend standard 5.11 is not applicable to the programme.

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

**Reason:** Prior to the visit the programme team submitted documentation for the programme. This included a SETs mapping document in which the education provider has made the case that standards under SET 5 are not applicable to the programme because the programme does not include practice placements. The visitors discussed this with the programme team and it was indicated this programme is designed for those audiology applicants who wish to gain the required additional knowledge to be able to practice as hearing aid dispensers. The visitors have set conditions on the admission procedures for the programme to ensure there are robust admissions procedures in place for this programme. The visitors were satisfied that if the programme meets all conditions in this report, practice placements would not need to be integral to this programme, and therefore recommend standard 5.12 is not applicable to the programme.

**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.**

**Reason:** Prior to the visit the programme team submitted documentation for the programme. This included a SETs mapping document in which the education provider has made the case that standards under SET 5 are not applicable to the programme because the programme does not include practice placements. The visitors discussed this with the programme team and it was indicated this programme is designed for those audiology applicants who wish to gain the required additional knowledge to be able to practice as hearing aid dispensers. The visitors have set conditions on the admission procedures for the programme to ensure there are robust admissions procedures in place for this programme. The visitors were satisfied that if the programme meets all conditions in this report, practice placements would not need to be integral to this programme, and therefore recommend standard 5.13 is not applicable to the programme.

Richard Sykes  
Gordon Burrow