Visitors' report

Name of education provider	University of Glamorgan
Programme name	MSc Health Psychology
Mode of delivery	Full time
Relevant part of HPC Register	Practitioner psychologist
Relevant modality / domain	Health psychologist
Date of visit	08 – 09 July 2010

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 approval of the programme. The education provider has until 3 September 2010 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 16 September 2010. 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 December 2010. 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 16 February 2011.

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 an HPC only visit. The education provider did not validate or review the programmes at the visit and the professional body did not consider their accreditation of the programmes. The education provider supplied an independent chair and secretary for the visit. The visit also considered a different programme – MSc Health Psychology – part time. A separate visitor report exists for this programme.

Visit details

Name of HPC visitors and profession	George Delafield (Occupational/forensic psychologist) Lynn Dunwoody (Health psychologist)
HPC executive officer (in attendance)	Lewis Roberts
HPC observer	Arun Midha
Proposed student numbers	4 – 10 per year
Proposed start date of programme approval	30 September 2011
Chair	Rhobert Lewis (University of Glamorgan)
Secretary	Hayley Burns (University of Glamorgan)

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	☒	☐	☐
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Draft advertising leaflet	☒	☐	☐
Staff Appraisal Process and CPE policy	☒	☐	☐

The HPC did not review external examiners' reports prior to the visit as there is currently no external examiner as the programme is new.

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	☒	☐	☐
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Learning resources	☒	☐	☐
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	☒	☐	☐

The HPC met with students from the MSc Health Psychology British Psychological Society (BPS) accredited 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 35 of the SETs have been met and that conditions should be set on the remaining 22 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 all programme documentation, including advertising materials, to update the programme title and ensure that the terminology utilised provides applicants with all the information required on the possible outcomes of the programme.   The education provider must make it absolutely clear to applicants which programme has been accredited by the British Psychological Society (BPS) and which programme is seeking approval by the HPC, and that the route to HPC registration is clearly outlined in relation to the programme seeking approval by the HPC.

Reason: From a review of the documentation submitted the visitors noted that the education provider currently delivers an MSc Health Psychology programme that is accredited by the BPS. The education provider is seeking HPC approval on a new programme also with the programme title MSc Health Psychology with full and part time modes of study.

The visitors noted that the programmes were differentiated by incorporating a reference to either the HPC or BPS in the programme titles. The utilisation of HPC in the title was prevalent throughout the programme documentation and advertising material. The visitors' articulated that while the use of this term was not intended to mislead it could mean that potential applicants could reach certain conclusions from this. Specifically, the programme title may lead applicants to expect automatic or guaranteed registration with the HPC after completing the programme. All education programmes approved by the HPC simply confer eligibility to register for students who successfully complete the programme. As this is the case, the utilisation of HPC in the title of the programme does not follow the HPC *Regulatory status advertising guidelines for education providers.* The visitors therefore require the programme title and documentation to be revisited.

Furthermore, in order to prevent confusion amongst applicants and students the visitors require the programme documentation to be explicit and consistent in reference to the programmes delivered by the education provider, utilising correct and consistent terminology to each programme. The documentation also needs to clearly outline the programme (and the mode of study of this programme) that is subject to HPC approval and what this entails for students regarding eligibility to apply to the HPC Register on successful completion of 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 all programme documentation, including advertising materials, to ensure that potential applicants are made aware that the education provider will not organise the practice placement for the practice placement module element of the programme. The education provider

must make it clear to potential applicants that in order to undertake the programme of study students will be required to be either employed in a suitable work setting or able to organise a work placement that can provide the practice placement element of the programme.

The education provider must also revisit all programme documentation and advertising materials to ensure that the funding arrangements for insurance costs are clearly stated throughout. The education provider must finally revisit all the programme documentation to ensure that the terminology in use is reflective of current statutory regulation.

Reason: Through discussions with the programme team the visitors were informed that students would be required to organise their own practice placement. The expectation would be that students would either be employed in a suitable work setting or able to organise a work setting that can provide the practice placement element of the programme. The education provider discussed the possibility of this changing once the links to local placement providers were further developed. From a review of the documentation the visitors felt that the placement model was not clearly stated and potential applicants could apply for the programme unaware of the requirement to facilitate their own practice placement. The education provider must therefore clearly state that any applicant who wishes to undertake the programme of study will be required to be already employed in a suitable work setting or able to organise a work setting that can provide the practice placement element of the programme.

The visitors noted that the education provider made some reference to the funding arrangements for insurance costs; however they determined that this information did not provide enough detail and was not clearly stated in all aspects of the programme documentation and advertising materials.

The visitors also noted that the programme documentation submitted by the education provider did not fully comply with the advertising guidance issued by HPC. In particular, there were instances of reference to HPC 'accrediting' the programme. The HPC does not 'accredit' education programmes; instead we 'approve' education programmes. The visitors considered the terminology to be misleading to applicants and students and therefore required the documentation to be reviewed to remove any instance of incorrect terminology throughout.

The visitors therefore require further evidence to ensure that the applicant can make an informed choice about whether to take up an offer of a place on a 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 the programme documentation to ensure that absolute consistency is in place when stating the English-language requirements.

Reason: From the documentation and discussions at the visit the visitors noted that the programme team had made some reference to the English language

requirements at admissions. The visitors did however note that some inconsistencies are in place in some of the documentation around the level the education provider requires for the International English Language Testing System (IELTS). The visitors require the documentation to be reviewed to ensure that IELTS scores presented in advertising materials are consistent with those in the programme documentation. The education provider should refer to the HPC *Regulatory status advertising guidelines for education providers* for further guidance.

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

Condition: The education provider must revisit the programme documentation to ensure that absolute consistency is in place when making reference to criminal conviction checks and that the funding arrangements are clear.

Reason: From the documentation and discussions at the visit the visitors noted that the programme team had made some reference to the criminal conviction checks. The visitors did however note inconsistencies in the documentation i.e. criminal conviction checks are clearly covered in the programme documentation but lacking from some of the advertising materials. The visitors require the education provider to make it clear within the admissions criteria and all advertising materials that undertaking a criminal conviction check will be a requirement of the programme. The visitors also require the education provider to make clear reference to the funding arrangements for criminal conviction checks within all programme documentation and advertising materials.

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

Condition: The education provider must revisit the programme documentation to ensure that absolute consistency is in place when making reference to the required academic entry standards.

Reason: From a review of the programme documentation and advertising materials the visitors noted an inconsistency in the documentation. On one occasion the education provider makes reference to applicants requiring a 'good degree' and in another document making reference to applicants requiring a minimum of a 2:2. The visitors require these inconsistencies to be removed so that applicants are clearly aware of the academic standards required to gain entry onto the programme.

3.2 The programme must be effectively managed.

Condition: The education provider must revisit the documentation to clearly show the programme management structure. This should include the lines of responsibility, and how the management of practice placement providers is conducted, highlighting the roles and responsibilities of everyone involved. The education provider must also clarify the systems used to ensure that the placement components of the programme are managed effectively.

Reason: The documentation provided did not convince the visitors that the programme would be effectively managed using the proposed management structure. The evidence provided did not clearly define the roles and responsibilities of the programme team, and the visitors therefore require further information to demonstrate that effective systems are in place and that the people involved have the appropriate skills and expertise to apply those systems. Through discussion with the programme team, the visitors noted that the programme team had limited experience of running programmes with a practice placement component.

In particular, the visitors require evidence that the following processes are in place, together with copies of the documents relating to these processes:- practice placement audits and placement feedback; evaluations and partnership meetings; and service level agreements or memoranda of understanding with placement providers.

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

Condition: The education provider must demonstrate how the resources in the practice placement settings are monitored to ensure that student learning is supported and the resources are effectively used.

Reason: From a review of the documentation submitted the visitors did not see any evidence that all practice placements would be audited to ensure that practice placement settings have suitable resources to support student learning and that these resources are effectively used. The visitors require clarification of the mechanisms in place that demonstrate that the education provider audits the resources in new placement settings and then continually monitors this provision. The visitors also require details of the mechanism that students can feed into if they feel provision is not sufficient or not being used effectively. The visitors also require the procedures outlining the mechanism that students can use to provide feedback if they have concerns about resources, highlighting the actions that would be taken if a placement did not have appropriate resources to support student learning

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 demonstrate how the practice placement settings are monitored to ensure that they have adequate and accessible facilities to ensure that the welfare and wellbeing of students is supported.

Reason: From a review of the documentation submitted the visitors did not see any evidence that all practice placements would be audited to ensure that practice placement settings have adequate and accessible facilities to support the welfare and wellbeing of students. The visitors require clarification of the mechanisms in place that demonstrate that the education provider audits and continually monitors the facilities in new practice placement settings. The visitors also require clarification of the mechanism that ensures that these facilities are adequate and accessible. The visitors finally require evidence of the procedures

outlining the actions that would be taken if a placement did not have adequate and accessible facilities to support the welfare and wellbeing of students.

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

Condition: The education provider must provide further evidence to demonstrate the systems in place to offer students academic and pastoral support whilst on placement.

Reason: From a review of the documentation and discussions with the programme team the visitors were unable to clarify the system of academic and pastoral support that is in place for students whilst on placement. In particular the visitors were unable to clarify how many times students would be visited whilst on placement and when they would be visited during their placement experience. The visitors therefore require clarification of the support students will receive whilst on placement. The visitors also require further information on the expected levels of dialogue between the education provider and the practice placement educators.

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 provide further evidence to demonstrate the system in place for gaining student consent before they participate as service users in practical teaching on the programme.

Reason: From the documentation provided the visitors could not find evidence of a consent procedure in place to mitigate any risk involved in participating as service users in practical teaching. The visitors require further evidence to show the consent policy in place, how the education provider will collect consent and how they will inform students about this policy and their right to confidentiality.

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 revisit the HPC Standards of Proficiency (SOP) mapping document of the programme to clearly reference how the learning outcomes and module descriptors of the programme demonstrate that students will meet the standards of proficiency.

Reason: From the documentation provided prior to the visit the visitors were unable to see where all of the standards of proficiency were being met within the programme from the module descriptors and learning outcomes. The visitors provided this feedback to the education provider prior to the visit and were presented with an amended mapping document. From this the visitors were still unable to determine that this standard is met and therefore the visitors require the education provider to revisit the mapping document to show where the module descriptors and learning outcomes are aligned to the standards of proficiency. The visitors noted that the evidence presented both before the visit and during the visit was too general to enable them to evaluate the mapping,

especially in relation to the practice placement module as the learning outcomes are very broad and do not show student progression in terms of learning, development and practise of health psychology. The visitors therefore require further evidence to demonstrate that this standard is met and the specific content of the placement module, learning outcomes and how these relate to SOPs and professional body curriculum guidance.

5.1 Practice placements must be integral to the programme.

Condition: The education provider must revisit the programme documentation and clearly outline how practice placements are integral to the programme.

Reason: From a review of the programme documentation and discussions with the programme team and practice placement providers the visitors noted that there was not enough evidence that the education provider was responsible for managing placements in the programme. The visitors require further evidence to show the ongoing partnership arrangements with practice placements, how the education provider supports and encourages practice placement staff to take part in developing the programme and how the learning outcomes for the practice placement are in line with the rest of the programme.

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 approving and monitoring the placements. The education provider must also produce guidelines on their placement requirements articulating what they constitute as a safe and supportive placement environment.

Reason: From a review of the documentation and discussions with the programme team and practice placement providers the visitors could not find evidence of a mechanism in place to check and monitor the quality of practice placements and therefore demonstrate that the education provider was responsible for and managing the 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 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 produce clear policies and procedures to support the approval and monitoring of placements.

Reason: From the documents submitted and discussions with the programme team the visitors 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 therefore that the education provider was responsible for the placements in the programme. The visitors need further detail of how the education provider makes a judgement on what constitutes an acceptable

placement. The visitors require the education provider to produce clear policies and procedures in relation to placements in the programme to ensure that this standard is met.

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

Condition: The education provider must clarify the process for approving and monitoring placements, including the process for monitoring staff numbers and experience within the placements utilised on the programme. The education provider must also document the criteria by which they judge staff to be appropriately qualified and experienced.

Reason: From the documentation provided prior to the visit and speaking to the programme team and practice placement providers the visitors could not find evidence of a mechanism in place to check and monitor the quality of practice placements, and therefore demonstrate that the education provider was responsible for managing the placements in the programme. The visitors require further information to clarify the mechanisms that the education provider uses to monitor the staff numbers and experience at the practice placements, and the requirements that the education provider sets to ensure that placement staff support student learning effectively.

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

Condition: The education provider must clarify the process for approving and monitoring placements and document the process for monitoring knowledge, skills and experience of practice placement educators. The education provider must also document the criteria by which they judge staff to be appropriate to operate as a practice placement educator.

Reason: From a review of the programme documentation and discussions with the programme team and practice placement providers the visitors could not find evidence of the mechanism in place to check and monitor the knowledge, skills and experience of practice placement educators. The visitors require further information to clarify the mechanisms that the education provider uses to monitor the knowledge, skills and experience at the practice placement educators, and the requirements that the education provider sets to ensure that placement staff support student learning effectively.

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

Condition: The education provider must articulate the mechanism they use to ensure practice placement educators undertake appropriate practice placement educator training before they undertake any supervision of students on the programme.

Reason: From the documentation submitted and discussions with the programme team and placement providers it was not made clear that sufficient arrangements are in place to prepare practice placement educators to supervise

students on the programme. The visitors require the education provider to evidence the mechanism that records and monitors when a practice placement educator has undertaken initial training, refresher training or enhancement activity. The visitors require evidence that mechanisms are in place to ensure that all new practice placement educators receive appropriate training.

The visitors require clarification of how the education provider ensures the suitability of any training for preparing educators to take students from this programme. The visitors noted that practice placement educators are involved in the assessment of students in the placement module; the visitors require information outlining how the practice placement educators are prepared to deliver both formative and summative assessments to ensure standards are consistent across all placements. The visitors therefore require further evidence to demonstrate that this standard is met.

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

Condition: The education provider must revisit the programme documentation and provide evidence outlining how they ensure that regular and effective collaboration between the education provider and the practice placement providers takes place.

Reason: From discussions with the programme team and the practice placement educators it was not clear that measures for regular and effective collaboration were currently in place. The visitors noted the placement model (one where students are responsible for organising their own placement) and did not feel that sufficient evidence had been presented to suggest that a framework was in place to support regular and effective collaboration. The visitors require the education provider to provide further evidence to outline the collaboration strategy, highlighting the approach used to engage new practice placement settings, given the likeliness of a short retention period of placements if the practice placement is the workplace of the individual student.

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 revisit the programme documentation to demonstrate how practice placement providers and practice placement educators are fully prepared for placements in the programme.

Reason: From a review of the documentation provided the visitors noted that the learning outcomes were not clearly communicated within the practice placement handbook and therefore it was not clear how the learning outcomes for

placements were linked to the standards of proficiency. The visitors also noted that the lines of communication and responsibility between the education provider, the students and the practice placement were not always clear. Linked to this the visitors noted that they had not received evidence that practice placement educators were given any training on the formative and summative placement assessments required for the programme. Finally, the visitors require clarification of the induction process for students when they start a placement, how placements are introduced to this process and what the expectations are. The visitors therefore require further evidence to demonstrate that this standard is being met.

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.

Condition: The education provider must provide evidence to demonstrate the system in place to ensure that when students are in practice placement settings service users are aware that they are in training.

Reason: From discussions with the programme team the visitors noted the practice placement model. The programme team made it clear that students would be responsible for the organisation of their own placement and envisaged a situation where students would either be working in a suitable setting or able to organise their own placement. The visitors noted that for students who used their place of work as the practice placement for the programme, it was likely that they would be employed in a particular role with their employer and once they enrol on the programme they would become a 'Student Health Psychologist'. The visitors seek further clarification around the mechanisms in place to ensure that service users are aware any change in job title and role is communicated to service users and that they are aware that students are in training. The visitors require details of mechanisms in place to ensure that appropriate consent is sought.

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 revisit the programme documentation and provide evidence to demonstrate how the assessment strategy and design ensures that students who successfully complete the programme have met the standards of proficiency.

Reason: From a review of the documentation and discussions with the programme team the visitors were unable to clarify the number of resits students are allowed to take on the programme and within what period of time. In particular the visitors require clarification around the maximum number of resits allowed within the placement module, especially given the fact that the programme team stated that it is highly likely that a students place of work may also be the placement setting for the programme. The visitors require further information to ensure that the assessment strategy and design ensures that students successfully completing the programme achieve the standards of proficiency.

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

Condition: The education provider must revisit the programme documentation and outline how the education provider ensures that the practice placement educators assessments of student performance on placement is objective and that students are fit to practice.

Reason: From a review of the documentation and discussions with the programme team the visitors noted that practice placement educators played a key role in the assessment of students whilst on placement. The visitors also noted that they had not received evidence that practice placement educators were given any training on the formative and summative placement assessments required for the programme. The visitors require information outlining how the practice placement educators are prepared to deliver both formative and summative assessments to ensure standards are consistent across all placements. The visitors therefore require further evidence to demonstrate that this standard is being met.

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 clearly state within their programme documentation that students awarded with an aegrotat award are not eligible to apply for registration for admission to the Register.

Reason: From a review of the programme documentation the visitors could find no evidence of a policy clearly stating that students awarded an aegrotat award are not eligible to apply for registration with the HPC. The visitors could also find no evidence to suggest that a mechanism is in place to communicate this message to students. Therefore the visitors require further evidence to demonstrate that this standard is being met.

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 reviewing the programme documentation to highlight the HPC's standards of conduct, performance and ethics and reference them at every appropriate opportunity.

Reason: From a review of the documentation the visitors noted that the education provider had referenced the HPC's standards of conduct, performance and ethics, however they also noted a number of occasions where the standards could have been referenced and were not, or the standards of the professional body were referenced instead. The visitors also noted a number of occasions where the standards were referenced incorrectly using the wrong title. The visitors recommend that the documentation is reviewed to remove any incorrect referencing and to ensure that the standards are referenced at every suitable opportunity.

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

Recommendation: The education provider should consider encouraging interprofessional learning.

Reason: The visitors noted from discussions with the programme team that some interprofessional experience was taking place through the use of visiting lecturers from other professions. The visitors recommend the programme team strive to develop interprofessional learning in the programme to help students further develop the ability to communicate and work with other professionals.

George Delafield
Lynn Dunwoody

Visitors' report

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Relevant part of HPC Register	Practitioner psychologist
Relevant modality / domain	Health psychologist
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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 35 of the SETs have been met and that conditions should be set on the remaining 22 SETs.

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

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Condition: The education provider must revisit all programme documentation, including advertising materials, to update the programme title and ensure that the terminology utilised provides applicants with all the information required on the possible outcomes of the programme.   The education provider must make it absolutely clear to applicants which programme has been accredited by the British Psychological Society (BPS) and which programme is seeking approval by the HPC, and that the route to HPC registration is clearly outlined in relation to the programme seeking approval by the HPC.

Reason: From a review of the documentation submitted the visitors noted that the education provider currently delivers an MSc Health Psychology programme that is accredited by the BPS. The education provider is seeking HPC approval on a new programme also with the programme title MSc Health Psychology with full and part time modes of study.

The visitors noted that the programmes were differentiated by incorporating a reference to either the HPC or BPS in the programme titles. The utilisation of HPC in the title was prevalent throughout the programme documentation and advertising material. The visitors' articulated that while the use of this term was not intended to mislead it could mean that potential applicants could reach certain conclusions from this. Specifically, the programme title may lead applicants to expect automatic or guaranteed registration with the HPC after completing the programme. All education programmes approved by the HPC simply confer eligibility to register for students who successfully complete the programme. As this is the case, the utilisation of HPC in the title of the programme does not follow the HPC *Regulatory status advertising guidelines for education providers.* The visitors therefore require the programme title and documentation to be revisited.

Furthermore, in order to prevent confusion amongst applicants and students the visitors require the programme documentation to be explicit and consistent in reference to the programmes delivered by the education provider, utilising correct and consistent terminology to each programme. The documentation also needs to clearly outline the programme (and the mode of study of this programme) that is subject to HPC approval and what this entails for students regarding eligibility to apply to the HPC Register on successful completion of 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 all programme documentation, including advertising materials, to ensure that potential applicants are made aware that the education provider will not organise the practice placement for the practice placement module element of the programme. The education provider

must make it clear to potential applicants that in order to undertake the programme of study students will be required to be either employed in a suitable work setting or able to organise a work placement that can provide the practice placement element of the programme.

The education provider must also revisit all programme documentation and advertising materials to ensure that the funding arrangements for insurance costs are clearly stated throughout. The education provider must finally revisit all the programme documentation to ensure that the terminology in use is reflective of current statutory regulation.

Reason: Through discussions with the programme team the visitors were informed that students would be required to organise their own practice placement. The expectation would be that students would either be employed in a suitable work setting or able to organise a work setting that can provide the practice placement element of the programme. The education provider discussed the possibility of this changing once the links to local placement providers were further developed. From a review of the documentation the visitors felt that the placement model was not clearly stated and potential applicants could apply for the programme unaware of the requirement to facilitate their own practice placement. The education provider must therefore clearly state that any applicant who wishes to undertake the programme of study will be required to be already employed in a suitable work setting or able to organise a work setting that can provide the practice placement element of the programme.

The visitors noted that the education provider made some reference to the funding arrangements for insurance costs; however they determined that this information did not provide enough detail and was not clearly stated in all aspects of the programme documentation and advertising materials.

The visitors also noted that the programme documentation submitted by the education provider did not fully comply with the advertising guidance issued by HPC. In particular, there were instances of reference to HPC 'accrediting' the programme. The HPC does not 'accredit' education programmes; instead we 'approve' education programmes. The visitors considered the terminology to be misleading to applicants and students and therefore required the documentation to be reviewed to remove any instance of incorrect terminology throughout.

The visitors therefore require further evidence to ensure that the applicant can make an informed choice about whether to take up an offer of a place on a 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 the programme documentation to ensure that absolute consistency is in place when stating the English-language requirements.

Reason: From the documentation and discussions at the visit the visitors noted that the programme team had made some reference to the English language

requirements at admissions. The visitors did however note that some inconsistencies are in place in some of the documentation around the level the education provider requires for the International English Language Testing System (IELTS). The visitors require the documentation to be reviewed to ensure that IELTS scores presented in advertising materials are consistent with those in the programme documentation. The education provider should refer to the HPC *Regulatory status advertising guidelines for education providers* for further guidance.

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

Condition: The education provider must revisit the programme documentation to ensure that absolute consistency is in place when making reference to criminal conviction checks and that the funding arrangements are clear.

Reason: From the documentation and discussions at the visit the visitors noted that the programme team had made some reference to the criminal conviction checks. The visitors did however note inconsistencies in the documentation i.e. criminal conviction checks are clearly covered in the programme documentation but lacking from some of the advertising materials. The visitors require the education provider to make it clear within the admissions criteria and all advertising materials that undertaking a criminal conviction check will be a requirement of the programme. The visitors also require the education provider to make clear reference to the funding arrangements for criminal conviction checks within all programme documentation and advertising materials.

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

Condition: The education provider must revisit the programme documentation to ensure that absolute consistency is in place when making reference to the required academic entry standards.

Reason: From a review of the programme documentation and advertising materials the visitors noted an inconsistency in the documentation. On one occasion the education provider makes reference to applicants requiring a 'good degree' and in another document making reference to applicants requiring a minimum of a 2:2. The visitors require these inconsistencies to be removed so that applicants are clearly aware of the academic standards required to gain entry onto the programme.

3.2 The programme must be effectively managed.

Condition: The education provider must revisit the documentation to clearly show the programme management structure. This should include the lines of responsibility, and how the management of practice placement providers is conducted, highlighting the roles and responsibilities of everyone involved. The education provider must also clarify the systems used to ensure that the placement components of the programme are managed effectively.

Reason: The documentation provided did not convince the visitors that the programme would be effectively managed using the proposed management structure. The evidence provided did not clearly define the roles and responsibilities of the programme team, and the visitors therefore require further information to demonstrate that effective systems are in place and that the people involved have the appropriate skills and expertise to apply those systems. Through discussion with the programme team, the visitors noted that the programme team had limited experience of running programmes with a practice placement component.

In particular, the visitors require evidence that the following processes are in place, together with copies of the documents relating to these processes:- practice placement audits and placement feedback; evaluations and partnership meetings; and service level agreements or memoranda of understanding with placement providers.

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

Condition: The education provider must demonstrate how the resources in the practice placement settings are monitored to ensure that student learning is supported and the resources are effectively used.

Reason: From a review of the documentation submitted the visitors did not see any evidence that all practice placements would be audited to ensure that practice placement settings have suitable resources to support student learning and that these resources are effectively used. The visitors require clarification of the mechanisms in place that demonstrate that the education provider audits the resources in new placement settings and then continually monitors this provision. The visitors also require details of the mechanism that students can feed into if they feel provision is not sufficient or not being used effectively. The visitors also require the procedures outlining the mechanism that students can use to provide feedback if they have concerns about resources, highlighting the actions that would be taken if a placement did not have appropriate resources to support student learning

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 demonstrate how the practice placement settings are monitored to ensure that they have adequate and accessible facilities to ensure that the welfare and wellbeing of students is supported.

Reason: From a review of the documentation submitted the visitors did not see any evidence that all practice placements would be audited to ensure that practice placement settings have adequate and accessible facilities to support the welfare and wellbeing of students. The visitors require clarification of the mechanisms in place that demonstrate that the education provider audits and continually monitors the facilities in new practice placement settings. The visitors also require clarification of the mechanism that ensures that these facilities are adequate and accessible. The visitors finally require evidence of the procedures

outlining the actions that would be taken if a placement did not have adequate and accessible facilities to support the welfare and wellbeing of students.

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

Condition: The education provider must provide further evidence to demonstrate the systems in place to offer students academic and pastoral support whilst on placement.

Reason: From a review of the documentation and discussions with the programme team the visitors were unable to clarify the system of academic and pastoral support that is in place for students whilst on placement. In particular the visitors were unable to clarify how many times students would be visited whilst on placement and when they would be visited during their placement experience. The visitors therefore require clarification of the support students will receive whilst on placement. The visitors also require further information on the expected levels of dialogue between the education provider and the practice placement educators.

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 provide further evidence to demonstrate the system in place for gaining student consent before they participate as service users in practical teaching on the programme.

Reason: From the documentation provided the visitors could not find evidence of a consent procedure in place to mitigate any risk involved in participating as service users in practical teaching. The visitors require further evidence to show the consent policy in place, how the education provider will collect consent and how they will inform students about this policy and their right to confidentiality.

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 revisit the HPC Standards of Proficiency (SOP) mapping document of the programme to clearly reference how the learning outcomes and module descriptors of the programme demonstrate that students will meet the standards of proficiency.

Reason: From the documentation provided prior to the visit the visitors were unable to see where all of the standards of proficiency were being met within the programme from the module descriptors and learning outcomes. The visitors provided this feedback to the education provider prior to the visit and were presented with an amended mapping document. From this the visitors were still unable to determine that this standard is met and therefore the visitors require the education provider to revisit the mapping document to show where the module descriptors and learning outcomes are aligned to the standards of proficiency. The visitors noted that the evidence presented both before the visit and during the visit was too general to enable them to evaluate the mapping,

especially in relation to the practice placement module as the learning outcomes are very broad and do not show student progression in terms of learning, development and practise of health psychology. The visitors therefore require further evidence to demonstrate that this standard is met and the specific content of the placement module, learning outcomes and how these relate to SOPs and professional body curriculum guidance.

5.1 Practice placements must be integral to the programme.

Condition: The education provider must revisit the programme documentation and clearly outline how practice placements are integral to the programme.

Reason: From a review of the programme documentation and discussions with the programme team and practice placement providers the visitors noted that there was not enough evidence that the education provider was responsible for managing placements in the programme. The visitors require further evidence to show the ongoing partnership arrangements with practice placements, how the education provider supports and encourages practice placement staff to take part in developing the programme and how the learning outcomes for the practice placement are in line with the rest of the programme.

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 approving and monitoring the placements. The education provider must also produce guidelines on their placement requirements articulating what they constitute as a safe and supportive placement environment.

Reason: From a review of the documentation and discussions with the programme team and practice placement providers the visitors could not find evidence of a mechanism in place to check and monitor the quality of practice placements and therefore demonstrate that the education provider was responsible for and managing the 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 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 produce clear policies and procedures to support the approval and monitoring of placements.

Reason: From the documents submitted and discussions with the programme team the visitors 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 therefore that the education provider was responsible for the placements in the programme. The visitors need further detail of how the education provider makes a judgement on what constitutes an acceptable

placement. The visitors require the education provider to produce clear policies and procedures in relation to placements in the programme to ensure that this standard is met.

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

Condition: The education provider must clarify the process for approving and monitoring placements, including the process for monitoring staff numbers and experience within the placements utilised on the programme. The education provider must also document the criteria by which they judge staff to be appropriately qualified and experienced.

Reason: From the documentation provided prior to the visit and speaking to the programme team and practice placement providers the visitors could not find evidence of a mechanism in place to check and monitor the quality of practice placements, and therefore demonstrate that the education provider was responsible for managing the placements in the programme. The visitors require further information to clarify the mechanisms that the education provider uses to monitor the staff numbers and experience at the practice placements, and the requirements that the education provider sets to ensure that placement staff support student learning effectively.

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

Condition: The education provider must clarify the process for approving and monitoring placements and document the process for monitoring knowledge, skills and experience of practice placement educators. The education provider must also document the criteria by which they judge staff to be appropriate to operate as a practice placement educator.

Reason: From a review of the programme documentation and discussions with the programme team and practice placement providers the visitors could not find evidence of the mechanism in place to check and monitor the knowledge, skills and experience of practice placement educators. The visitors require further information to clarify the mechanisms that the education provider uses to monitor the knowledge, skills and experience at the practice placement educators, and the requirements that the education provider sets to ensure that placement staff support student learning effectively.

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

Condition: The education provider must articulate the mechanism they use to ensure practice placement educators undertake appropriate practice placement educator training before they undertake any supervision of students on the programme.

Reason: From the documentation submitted and discussions with the programme team and placement providers it was not made clear that sufficient arrangements are in place to prepare practice placement educators to supervise

students on the programme. The visitors require the education provider to evidence the mechanism that records and monitors when a practice placement educator has undertaken initial training, refresher training or enhancement activity. The visitors require evidence that mechanisms are in place to ensure that all new practice placement educators receive appropriate training.

The visitors require clarification of how the education provider ensures the suitability of any training for preparing educators to take students from this programme. The visitors noted that practice placement educators are involved in the assessment of students in the placement module; the visitors require information outlining how the practice placement educators are prepared to deliver both formative and summative assessments to ensure standards are consistent across all placements. The visitors therefore require further evidence to demonstrate that this standard is met.

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

Condition: The education provider must revisit the programme documentation and provide evidence outlining how they ensure that regular and effective collaboration between the education provider and the practice placement providers takes place.

Reason: From discussions with the programme team and the practice placement educators it was not clear that measures for regular and effective collaboration were currently in place. The visitors noted the placement model (one where students are responsible for organising their own placement) and did not feel that sufficient evidence had been presented to suggest that a framework was in place to support regular and effective collaboration. The visitors require the education provider to provide further evidence to outline the collaboration strategy, highlighting the approach used to engage new practice placement settings, given the likeliness of a short retention period of placements if the practice placement is the workplace of the individual student.

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 revisit the programme documentation to demonstrate how practice placement providers and practice placement educators are fully prepared for placements in the programme.

Reason: From a review of the documentation provided the visitors noted that the learning outcomes were not clearly communicated within the practice placement handbook and therefore it was not clear how the learning outcomes for

placements were linked to the standards of proficiency. The visitors also noted that the lines of communication and responsibility between the education provider, the students and the practice placement were not always clear. Linked to this the visitors noted that they had not received evidence that practice placement educators were given any training on the formative and summative placement assessments required for the programme. Finally, the visitors require clarification of the induction process for students when they start a placement, how placements are introduced to this process and what the expectations are. The visitors therefore require further evidence to demonstrate that this standard is being met.

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.

Condition: The education provider must provide evidence to demonstrate the system in place to ensure that when students are in practice placement settings service users are aware that they are in training.

Reason: From discussions with the programme team the visitors noted the practice placement model. The programme team made it clear that students would be responsible for the organisation of their own placement and envisaged a situation where students would either be working in a suitable setting or able to organise their own placement. The visitors noted that for students who used their place of work as the practice placement for the programme, it was likely that they would be employed in a particular role with their employer and once they enrol on the programme they would become a 'Student Health Psychologist'. The visitors seek further clarification around the mechanisms in place to ensure that service users are aware any change in job title and role is communicated to service users and that they are aware that students are in training. The visitors require details of mechanisms in place to ensure that appropriate consent is sought.

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 revisit the programme documentation and provide evidence to demonstrate how the assessment strategy and design ensures that students who successfully complete the programme have met the standards of proficiency.

Reason: From a review of the documentation and discussions with the programme team the visitors were unable to clarify the number of resits students are allowed to take on the programme and within what period of time. In particular the visitors require clarification around the maximum number of resits allowed within the placement module, especially given the fact that the programme team stated that it is highly likely that a students place of work may also be the placement setting for the programme. The visitors require further information to ensure that the assessment strategy and design ensures that students successfully completing the programme achieve the standards of proficiency.

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

Condition: The education provider must revisit the programme documentation and outline how the education provider ensures that the practice placement educators assessments of student performance on placement is objective and that students are fit to practice.

Reason: From a review of the documentation and discussions with the programme team the visitors noted that practice placement educators played a key role in the assessment of students whilst on placement. The visitors also noted that they had not received evidence that practice placement educators were given any training on the formative and summative placement assessments required for the programme. The visitors require information outlining how the practice placement educators are prepared to deliver both formative and summative assessments to ensure standards are consistent across all placements. The visitors therefore require further evidence to demonstrate that this standard is being met.

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 clearly state within their programme documentation that students awarded with an aegrotat award are not eligible to apply for registration for admission to the Register.

Reason: From a review of the programme documentation the visitors could find no evidence of a policy clearly stating that students awarded an aegrotat award are not eligible to apply for registration with the HPC. The visitors could also find no evidence to suggest that a mechanism is in place to communicate this message to students. Therefore the visitors require further evidence to demonstrate that this standard is being met.

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 reviewing the programme documentation to highlight the HPC's standards of conduct, performance and ethics and reference them at every appropriate opportunity.

Reason: From a review of the documentation the visitors noted that the education provider had referenced the HPC's standards of conduct, performance and ethics, however they also noted a number of occasions where the standards could have been referenced and were not, or the standards of the professional body were referenced instead. The visitors also noted a number of occasions where the standards were referenced incorrectly using the wrong title. The visitors recommend that the documentation is reviewed to remove any incorrect referencing and to ensure that the standards are referenced at every suitable opportunity.

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

Recommendation: The education provider should consider encouraging interprofessional learning.

Reason: The visitors noted from discussions with the programme team that some interprofessional experience was taking place through the use of visiting lecturers from other professions. The visitors recommend the programme team strive to develop interprofessional learning in the programme to help students further develop the ability to communicate and work with other professionals.

George Delafield
Lynn Dunwoody

There appears to have been some misunderstanding on our part here. We were under the impression that it had been established at the start of the visit that the start date of the programme would be September 2011, and we've been operating on that premise. I just spoke with another of your colleagues and he suggested that I put that in an e mail.

As far as the conditions deadline is concerned, we would be happy with December 10th 2010

Many thanks for your help

Best wishes

Bev

Dr Bev John CPsychol AFBPsS
Head of Research & Reader in Psychology