

Visitors' report

Name of education provider	University of Brighton
Programme name	BSc (Hons) Occupational Therapy
Mode of delivery	Part time
Relevant part of HPC Register	Occupational therapist
Date of visit	15 March 2011

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Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Occupational therapist' must be registered with us. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. The education provider has until 14 April 2011 to provide observations on this report. The report and any observations received will be considered by the Education and Training Committee (Committee) on 31 March 2011. At this meeting, the Committee will accept the visitors' recommended outcome and approve the programme.

Introduction

The HPC visited the programme at the education provider to consider major changes proposed to the programme. The major change affected the following standards - curriculum and assessment. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

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

Visit details

Name of HPC visitors and profession	Claire Brewis (Occupational therapist) Jane Grant (Occupational therapist)
HPC executive officer(s) (in attendance)	Ruth Wood
Proposed student numbers	30 per cohort once a year
Initial approval	September 2005
Effective date that programme approval reconfirmed from	September 2011
Chair	Phil Mandy (University of Brighton)
Secretary	Nicky Pont (University of Brighton)

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Periodic Review 2010	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Response to Visitors' assessment of major change	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators/mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The HPC did not meet with the senior managers of the education provider with responsibility for resources for the programme; the major change did not rely on the senior manager team so there was no requirement to meet with them.

The HPC did not see the learning resources or specialist teaching accommodation, the nature of the major change did not affect these facilities so there was no requirement to visit them.

Recommended outcome

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

The visitors agreed to recommend to the Education and Training Committee that the ongoing approval of the programme is reconfirmed.

The visitors did not set any conditions for the programme.

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

.The visitors have also made a number of recommendations for the programme.

Recommendations are observations on the programme or education provider, which do not need to be met before the programme is recommended for ongoing approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors did not make any commendations on the programme.

Commendations are observations of innovative best practice by a programme or education provider.

Recommendations

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

Recommendation: The visitors wish to recommend the programme team closely monitor the assessment methods employed in modules OT504 and OT603, to ensure the assessment methods are effective in measuring the learning outcomes.

Reason: From a review of documentation received prior to the visit, the visitors noted the external examiners reports for 2008-2009 and 2009-2010. On both occasions the external examiners commented on issues associated with module learning outcomes and in particular the number and nature of the learning outcomes and the alignment with assessment methods. As a result of the external examiners comments the programme team has made a number of structural changes to both the modules and learning outcomes. This visit was brought about because of these major changes to the programme.

Prior to the visit, the visitors were concerned that the restructured modules OT504 and OT603 contained a large number of learning outcomes and that the assessment of these modules did not clearly align to the learning outcomes. After discussion at the visit and from reviewing additional documentation the visitors were reassured by the assessment methods and were satisfied this standard was met.

In light of the fact that both external examiners and the visitors had concerns about the number of learning outcomes and their alignment with the assessment methods, before and after the module restructure, the visitors wish to recommend the programme team closely monitor the assessment methods employed within these two modules and monitor their effectiveness.

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

Recommendation: : The visitors wish to recommend the programme team ensure all learning outcomes for module OT603 will be included within the assessment criteria for this module.

Reason: The visitors received documentation at the visit which included guidelines designed for students and assessors, detailing specific assessment assignments. These guidelines explained the assessments and linked the assignments to the learning outcomes for the module it was associated with. The visitors received the assessment guidelines and criteria for the existing viva assessment (which is to be modified to the new module of OT603) and were reassured the programme team would follow the same template for the new OT603 module. The visitors realise the module assessments are still within the development stage, they felt assessment guidelines and criteria are a valuable tool for students and assessors and recommend the programme team ensure all learning outcomes for the module will be included within the assessment guidelines and criteria when they come to produce it.

Claire Brewis
Jane Grant

Visitors' report

Name of education provider	British Psychological Society
Programme name	Qualification in Educational Psychology (Scotland (Stage 2))
Mode of delivery	Flexible
Relevant part of HPC Register	Practitioner psychologist
Relevant modality / domain	Educational psychologist
Date of visit	17 – 18 February 2011

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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 'Educational 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 28 March 2011 to provide observations on this report. The report and any observations received will be considered by the Education and Training Committee (Committee) on 31 March 2011. At this meeting, the Committee will accept the visitors' recommended outcome and approve the programme.

Introduction

The HPC planned to visit the 'Award in Educational Psychology (Scotland)' programme at the education provider as the practitioner psychology profession came onto the register in July 2009 and a decision was made by the Education and Training Committee to visit all existing programmes from this profession.

During the visit preparation stage the education provider notified the executive that this programme was to be closed. A 'Qualification in Educational Psychology (Scotland (Stage 2))' would replace the existing programme. This visit assessed the new programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

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

Visit details

Name of HPC visitors and profession	Judith Bamford (Educational psychologist) Andrew Richards (Educational psychologist)
HPC executive officer(s) (in attendance)	Ruth Wood
HPC observer	Paula Lescott
Proposed student numbers	30 candidates to be enrolled at any one time (on a continuous rolling cohort basis)
Proposed start date of programme approval	September 2011
Chair	Kathryn Waddington (City University)
Secretary	N/A (Meetings were recorded)

Sources of evidence

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

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

The HPC did not review External examiners' reports from the last two years prior to the visit, the documentation does not exist because 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators/mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The HPC met with candidates who had completed the Award in Educational Psychology (Scotland) as the programme seeking approval currently does not have any candidates enrolled on it.

The HPC did not see specialist teaching accommodation because the nature of the programme means there is no need for education provider located specialist teaching accommodation.

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 the programme is approved.

The visitors did not set any conditions for the 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 have also made two 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 have also made a commendation for the programme. Commendations are observations of innovative best practice by a programme or education provider.

Recommendations

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

Recommendation: The programme team may wish to consider candidates consent whilst they work with service users during the probationary period.

Reason: Documentation and discussion at the visit highlighted that consent protocols for candidates whilst on the programme (participating as service users in practical and clinical teaching) was not required, due to the nature of the taught content of the programme being entirely at the probationary period setting. The visitors were confident that this standard was met.

It was also discussed that consent protocols for service users when being treated by candidates during the probationary period were in place. The visitors noted sessions between candidates and service users could be videoed and used during assessment of the candidates probationary period. The visitors also noted candidates did not give their consent for the session to be videoed and then used for assessment. The visitors felt that if the candidates had to give their consent alongside the service users consent, it would necessitate them to think more about how the session could be viewed by outsiders and therefore could give more importance to the session. The visitors therefore wish to recommend that the programme team consider including candidates consent along with the service user consent protocols already in place.

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

Recommendation: The programme team may wish to consider including a 'checklist' of the standards of proficiency for educational psychologists to be used by candidates and co-ordinating supervisors through the probationary period.

Reason: Documentation and discussions at the visit included information about the standards of proficiency. Discussions with the candidates and co-ordinating supervisors indicated they felt they were fully aware of the SOPs throughout the programme and confident they were being met at the end of the programme. The visitors were confident that the learning outcomes and the assessment of the programme ensured that those who successfully completed the programme met the standards of proficiency for the educational psychology part of the HPC Register. The visitors noted that whilst all the standards of proficiency were being met, the candidates and co-ordinating supervisors did not have an obvious list of the standards of proficiency to refer to through the probationary period. The visitors, therefore, recommend the programme team consider including a 'checklist' of the standards of proficiency for educational psychologists to allow both the candidates and co-ordinating supervisors to track progress through the probationary period.

Commendations

The visitors wish to commend the following aspects of the programme:

Commendation: The visitors wish to commend the programme for its innovative design and purpose.

Reason: The education provider has created this programme which is designed to be used solely for Scottish educational psychologists who wish to further their careers whilst continuing their work. Through experience and practice rather than academic means, this programme will produce qualified practitioners eligible for HPC Registration. The visitors considered this programme to be unique for its specialist provision for the profession and the locale. The visitors felt the education provider, as the professional body, had found a gap in provisions for educational psychology in Scotland and directly addressed this shortfall by introducing this programme providing an alternative to meeting the required practitioner standards when previously there was no alternative. The visitors felt the programme to be crucial in supporting the needs of the profession in Scotland and considered this to be innovative best practice by the professional body.

Judith Bamford
Andrew Richards

Visitors' report

Name of education provider	Glasgow Caledonian University
Programme name	Local Analgesia with Nail Surgery for Podiatrists
Mode of delivery	Part time
Relevant part of HPC Register	Chiropodist / Podiatrist
Relevant entitlement(s)	Local anaesthetic
Date of visit	13 January 2011

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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. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

As well as approving educational programmes for people who want to join the Register, the HPC also approve a small number of programmes for those already on the Register. The post-registration programmes we currently approve are supplementary prescribing programmes (for chiropodists / podiatrists, radiographers and physiotherapists) and programmes in local anaesthetics and prescription-only medicine (for chiropodists / podiatrists).

The visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. The education provider has until 28 February 2011 to provide observations on this report. The report and any observations received will be considered by the Education and Training Committee (Committee) on 31 March 2011. At this meeting, the Committee will accept the visitors' recommended outcome and approve the programme.

Introduction

The HPC visited the programme at the education provider to consider issues raised by the previous year's annual monitoring process. The issues raised by annual monitoring affected the following standards - programme admissions, programme management and resources, curriculum, practice placements and assessment. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that those who complete the programme meet the standard of proficiency (SOPs) for this entitlement.

This visit was an HPC only visit. The education provider did not validate or review the programme at the visit and the professional body did not consider their accreditation of the programme. The education provider did not provide a chair or secretary for the event as it considered the programme to be a short continuing development course and therefore a chair and secretary were not required.

Visit details

Name of HPC visitors and profession	Paul Blakeman (Chiropodist/Podiatrist) Catherine Mackenzie (Speech and Language Therapist)
HPC executive officer(s) (in attendance)	Mandy Hargood
Proposed student numbers	12 (two cohorts per year)
Initial approval	1 February 2006
Effective date that programme approval reconfirmed from	September 2011

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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HPC did not review a programme specification prior to the visit as a programme specification has not been created for this award type. A mapping document for the SOPs was not required by the visitors as the programme is a post-registration qualification.

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators/mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet the standard of proficiency (SOP) for this entitlement.

The visitors agreed to recommend to the Education and Training Committee that the ongoing approval of the programme is reconfirmed.

The visitors did not set any conditions for the programme.

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

The visitors have made a number of recommendations for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for ongoing approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors did not make any commendations on the programme.

Commendations are observations of innovative best practice by a programme or education provider.

Recommendations

3.2 The programme must be effectively managed.

Recommendation: The education provider should consider revisiting the Final programme documentation to check for any minor anomalies within this document.

Reason: The visitors were happy that this standard was met and the programme was managed effectively. However, the visitors noted in the Final programme documentation that there were inconsistencies. For example on page 8 of the Final programme documentation the number quoted for reflection and consolidation is 8 hours, whilst on the timetable on page 20 this figure is given as 10 hours. The programme team, in the meeting with the visitors noted already this anomaly, and said that the Final programme documentation would be checked and this and any other anomalies noted would be removed. The visitors considered that the programme team should review the documentation to be assured that the information contained in the Final programme documentation is accurate to enhance the programme management.

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

Recommendation: The programme team should continue to explore with the education provider how students on the programme can borrow library books under their own registration.

Reason: During the tour it was identified that students on this programme could not take books out of the library and during the programme team meeting, the team explained that the students on this programme could not take out books from the library, as the programme is seen as a continuing development programme. As it has no credit attached to it, students do not matriculate from the programme and their library access rights are limited to reviewing books in the library. This would ensure parity with their fellow matriculated students.

The visitors, whilst happy that this standard was met, as students can access the books and can use the internet facilities to look at journals, recommended that the programme team continues to explore further with the education provider to allow students to take out books from the library in order to enhance how they meet this standard.

Paul Blakeman
Catherine Mackenzie