

Visitors' report

Name of education provider	The Open University
Programme name	Postgraduate Diploma in Social Work
Mode of delivery	Flexible
Relevant part of the HCPC Register	Social worker in England
Date of visit	27 – 28 September 2016

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Executive summary

The Health and Care Professions Council (HCPC) approve educational programmes in the UK which health and care professionals must complete before they can apply to be registered with us. We are a statutory regulator and our main aim is to protect the public. We currently regulate 16 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'social worker' in England must be registered with us. The HCPC keep a register of health and care professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. The education provider has until 22 November 2016 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 8 December 2016. At this meeting, the Committee will accept, reject or vary the visitors' recommended outcome. 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 14 December. 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 12 January 2017.

Introduction

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

This visit was an HCPC only visit. The education provider and validating body 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 and role of HCPC visitors	Gerry Mulcahy (Social worker in England) David Ward (Social worker in England) Sid Jeewa (Lay visitor)
HCPC executive officers (in attendance)	Ben Potter Tamara Wasylec
Proposed student numbers	100 per cohort, 1 cohort per year
Proposed start date of programme approval	1 January 2018
Chair	Freda Wolfenden (The Open University)
Secretary	Clare Wailes (The Open University)

Sources of evidence

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

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input 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"/>
Student postal induction pack	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information regarding the library services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HCPC did not review the external examiners reports for the last two years prior to the visit as there are currently no external examiners as the programme is new and has not yet run.

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

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

The HCPC met with students and placement providers and educators / mentors from the BA (Hons) Social Work, as the programme seeking approval currently does not have any students enrolled on it.

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

Recommended outcome

To recommend a programme for approval, the visitors must be satisfied 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 the relevant 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 48 of the SETs have been met and that conditions should be set on the remaining 10 SETs.

Conditions are requirements that the education provider must meet before the programme can be approved. 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 can be approved. Recommendations are made to encourage further enhancements to the programme, normally when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

Conditions

2.1 The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.

Condition: The education provider must provide evidence of what admissions information applicants will be provided with to ensure that they can make an informed choice to take up a place on the programme.

Reason: In scrutinising the evidence provided prior, and through discussion at the visit, the visitors understood that the admissions information that will be provided to potential applicants for this programme has yet to be finalised and published. As such the visitors were shown exemplar information relating to the education provider's current undergraduate social work programme and a postgraduate qualification in healthcare. However, they were made aware that the information that would be created and made available to potential applicants for this programme would be different to the information that was provided. Therefore, the visitors did not see what information an applicant would be provided with and as such could not determine how the education provider will ensure that applicants will have all of the information they require to make an informed choice about taking up a place on the programme. Because of this the visitors require further evidence about what admissions information will be produced and how this information will ensure that applicants can make an informed choice about taking up a place on the programme.

2.1 The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.

Condition: The education provider must provide evidence as to how the criteria for evaluating prior, relevant experience will be communicated to applicants.

Reason: In scrutinising the evidence provided prior to the visit, the visitors noted that in order to be offered a place on the programme applicants would need to have achieved a 2.1 in their undergraduate degree. However, if an applicant had not achieved this they could still be offered a place on the programme if they had achieved a 2.2 and could provide evidence of recent, relevant experience. In discussion with the programme team the visitors were informed that the exact criteria that would be used to evaluate any relevant experience was still being finalised. Therefore the visitors could not see, from the evidence provided, what information an applicant would be provided with about how their relevant, recent experience would be evaluated to determine if they would be offered a place on the programme. Because of this the visitors could not determine how the programme team will ensure that applicants will have all of the information they require to make an informed choice about applying to the programme. As such the visitors require further evidence of the information applicants will receive about the required entry criteria around recent, relevant experience and how their experience will be assessed.

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 provide evidence as to how applicants to the programme will be made aware of the different regulatory requirements for social workers in the UK and how they will be affected depending on where they wish to work.

Reason: In scrutinising the evidence provided prior, and through discussion at the visit, the visitors were made aware that the admissions information that will be provided to potential applicants has yet to be finalised and published. The visitors were also made aware that this programme will be able to be studied by students from any part of the UK. The HCPC is the regulatory body for social workers in England only and as such students may be subject to different regulatory body requirements if they study and undertake their practice placement experience in Scotland, Wales or Northern Ireland. If graduates also wanted to work in these countries when they graduate and use the title 'social worker' they would have to register with the relevant regulatory body which may have different registration requirements to the HCPC. As such the visitors were unclear, from the evidence provided, how the education provider will ensure that applicants to the programme have all of the relevant information they require about the regulatory body requirements in the four UK home countries. Therefore the visitors require further evidence of the information that will be provided to applicants to ensure that those applicants are able to make an informed choice about taking up a place on the programme.

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

Condition: The education provider must provide further evidence as to what professional entry standards an applicant will need to meet in order to be offered a place on this programme.

Reason: In scrutinising the evidence provided prior to the visit the visitors noted that in order to be offered a place on the programme applicants would need to have achieved a 2.1 in their undergraduate degree. However, if an applicant had not achieved this they could still be offered a place on the programme if they had achieved a 2.2 and could provide evidence of recent, relevant experience. In discussion with the programme team the visitors were informed that the exact criteria that would be used to evaluate any relevant experience was still being finalised. It was also articulated that criteria were being developed that may be applied if an applicant didn't meet any of the academic criteria. Therefore the visitors were unable to determine, from the evidence provided, what entry criteria will be applied to evaluate applicants' ability, how the criteria will determine the relevance of recent experience and as such who will be offered a place on the programme. Because of this the visitors were unable to determine how the admissions procedure applies appropriate academic and/or professional entry standards. Therefore the visitors require further evidence of the criteria that the education provider will use to evaluate applicants and applicants' relevant experience when they have not met the relevant academic criteria.

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

Condition: The programme team must provide further evidence as to their policy on the accreditation of prior (experiential) learning for this programme.

Reason: In scrutinising the evidence provided prior to the visit the visitors were clear that no accreditation of prior experiential learning (AP(E)L) policy had been provided but noted that the education provider does have a policy on recognition of prior learning. In discussion with the programme team it was clarified that no applicant would be able to use the recognition of prior learning policy as evidence to meet learning outcomes on this programme. However, the visitors could not determine, from the evidence provided, where this is clearly articulated in the programme documentation to ensure that no applicant or student could access this policy. The visitors therefore require further evidence to demonstrate how the programme documentation will clearly articulate that the recognition of prior learning policy of the education provider is not applicable for any applicant to, or student of, this programme.

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

Condition: The programme team must provide further evidence as to how the regular monitoring and evaluation systems in place ensure that information flows as required and issues, when raised, are addressed appropriately in a timely manner.

Reason: From the evidence provided during and prior to the visit the visitors noted the quality monitoring mechanisms that will be in place for this programme. The visitors also noted that there were several members of the wider programme team responsible for different aspects of this monitoring process, including associate lecturers, practice educators, agency co-ordinators, staff tutors, module tutors and programme tutors. In their reading of the documentation, the visitors noted a comment in Peter Nelson's external examiners' report dated 1 December 2015, which asked questions of how the team were managing to handle any variability in assessment standards in the practice placement settings. The visitors could not see a response to this question and in discussion with the programme team identified how the team would deal with this issue. However it was unclear, from the evidence provided, as to how the regular monitoring and evaluation system that will be in place for this programme will ensure that issues like this would be identified and addressed by the appropriate person. As such the visitors require further evidence as to what roles and responsibilities the programme team have in regard to the regular monitoring and evaluation of the programme and how these roles ensure that the monitoring information reaches the relevant people to address issues as they arise.

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

Condition: The programme team must provide further evidence to demonstrate how appropriate protocols are in place to obtain students' consent when they participate as service users in practical teaching sessions.

Reason: From discussions with the students the visitors noted that students on this programme will participate as service users in practical teaching at workshops. The visitors also noted that a formal process for gaining students' consent when they act as service users was presented in the documentation prior to the visit. However, in their discussions with students the visitors noted that students were unaware that there was a formal process for obtaining their consent and did not remember signing consent forms. In discussions with the programme team it was stated that at workshops verbal consent, including the creation of a shared set of rules, was obtained from students but

that the formal process for gaining their consent at workshops was not used. As such the visitors are unclear, from the evidence provided, what policies and processes the programme team use to ensure that students' consent is always obtained where they participate as service users in practical and clinical teaching. The visitors therefore require the programme team to provide further evidence of the policies and processes they will enact to obtain students consent and how they will ensure that these processes are used in all settings where students are acting as service users.

3.15 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.

Condition: The programme team must provide further evidence of what attendance requirements students must meet and what consequences students will face if they do not attend the mandatory elements of the programme.

Reason: From a review of the documentation, the visitors noted that there are no general attendance requirements for students, but that students will be required to attend workshops and a residential weekend. However, the visitors could not determine what procedures are in place to manage any non-attendance and what level of non-attendance would trigger any action from the programme team. In discussion with the programme team the visitors were made aware that while attendance was expected at all workshop days the method for recording attendance would be dependent on the staff tutors who would be responsible for the workshops. The visitors were also made aware that students may not attend a workshop and that they could instead complete alternative work to mitigate against the non-attendance. As such the visitors were unclear as to the absolute requirements for student attendance, what monitoring mechanisms are in place to record attendance and what consequences students face if they do not attend when required. Therefore, the visitors require further evidence of how the programme team articulate to students when attendance is mandatory, how the team monitor attendance and how the team ensure that students will face the stated consequences if they fail to attend.

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

Condition: The programme team must provide further evidence as to how they ensure that if individual issues at the placement setting occur they are adequately dealt with by the appropriate person and the issues are reported appropriately.

Reason: From the evidence provided in advance of the visit the visitors noted the different roles in the central programme team, responsible for the creation and administration of the programme, and the wider programme delivery team. In scrutinising this documentation, and after clarification at the visit, the visitors were aware that module tutors, programme tutors, placement educators and agency co-ordinators may all have a role in ensuring the quality of a students' placement. The visitors also noted the formal approval and monitoring process that the university has to ensure the quality of students' practice placements. However, due to the number of different roles involved the visitors were unclear as to which individuals would have responsibility for identifying issues that students may have on a placement and who would ensure that these issues were resolved. In discussion with the practice placement providers and educators it was clear that responsibility for identifying any

potential issues and addressing them varied depending on the organisation that provided the placement. As such the visitors were unclear, from the evidence provided, how the systems that the education provider will have in place will work to monitor and identify issues with placements, how issues could be reported and dealt with consistently. Therefore, the visitors require further evidence as to how the systems that will be in place will provide a thorough and effective monitoring of all placements to allow any potential issues to be consistently identified and addressed.

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 programme team must provide further evidence as to how they ensure that students, while on placement, introduce themselves appropriately and that service users and carers are appropriately informed of any students' role in their care.

Reason: From a review of the programme documentation the visitors noted that a number of students would be using their current place of employment as at least one of their practice placement providers. In discussion with the students the visitors were made aware that there were variable experiences as to how they 'transitioned' between being an employee to becoming a student. Some students would continue in their role but be released for blocks of time while other students had clear arrangements which meant that while they were at their place of work they were student or trainee social workers. The visitors also learned that there was the potential for some students to come into contact with service users and carers both as a student or trainee social worker and in their different role as an employee of their placement provider. From the evidence provided the visitors were unclear as to how the education provider manages these situations to ensure that service users and carers are aware of the capacity in which students on this programme are working with them. In particular, the visitors could not identify how the education provider ensures that students identify themselves as students to service users and carers in all practice placement settings. Therefore the visitors require further evidence as to the processes that the education provider has in place to ensure that the rights and needs of service users and carers are respected throughout all practice placements.

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

Condition: The programme team must provide further evidence as to how the monitoring and evaluation systems in place ensure that information flows as required to ensure that appropriate standards in the assessment of students are maintained.

Reason: In scrutinising this documentation, and after clarification at the visit, the visitors were aware that module tutors, programme tutors and placement educators may all have a role in assessing a student while on placement. In discussion with the practice placement providers and educators it was made clear that there were differences in the roles depending on the practice placement settings and the areas in which the practice placement is delivered. Despite the differences in the roles however, all students were assessed using the same documentation and the same processes, which were moderated in the relevant areas and then reported back to the education provider. But, because of the number of different roles involved the visitors were unclear as to which individuals would have overall responsibility for the assessment of students, how a view

across a cohort can be taken and how any issues with assessment can be identified and addressed. The visitors were also unclear, from the evidence provided, who was responsible for the moderation of assessment, the identification of any potential issues with assessment and for reporting this back to the relevant members of the central programme team. Because of this the visitors could not identify, from the evidence provided, how the monitoring and evaluation mechanisms that will be in place will ensure that the standards in assessment are comparable across every practice placement setting. Therefore, the visitors require further evidence of how the monitoring and evaluation mechanism that will be in place will ensure that standards in assessment are comparable across all practice placements that issues with assessment standards can be identified and addressed.

6.7 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.

Condition: The programme team must provide further evidence as to how they inform students about their ability to progress and achieve should they fail to complete any part of the programme.

Reason: In their reading of the programme documentation the visitors could not identify how many times a student would be able to fail or complete any aspect of the programme. In their discussion with students and practice placement educators the visitors noted that there was no consensus view regarding how many times a student may fail or repeat any aspect of the programme. The visitors were also made aware that a student may not be able to repeat a placement if the contractual agreement with a placement provider did not allow for this. In discussion with the programme team it was clarified that the academic regulations of the institution would apply but that the programme would have to be subject to some exemptions, which were yet to be determined. As such the visitors could not identify, from the available evidence, how many times a student would be able to repeat any aspect of the programme or how this information will be communicated to students. Therefore, the visitors require further evidence as to how students can progress through the programme, what implications there may be for failure on any element of the programme and how this information will be communicated to students.

Recommendations

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

Recommendation: That the education provider keeps the number of HCPC registrants on the core, and wider, programme teams under review to ensure that there is appropriate input from HCPC registered social workers

Reason: In scrutinising the documentary submission for this programme the visitors noted that there were a number of HCPC register social workers on the programme team. As such they feel that this standard is met. However they also noted that there are only two members of the central team that are HCPC registered and that not all areas had input from an HCPC registrant at module tutor level. Therefore the visitors recommend that the education provider monitors the input from HCPC registered social workers into the programme. In this way, the education provider can ensure that there continues to be a sufficient input from regulated professionals into the programme.

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

Recommendation: That the education provider considers what staff development opportunities are offered to associate lecturers.

Reason: In scrutinising the documentation provided and in discussions at the visit the visitors noted the personal development and academic development opportunities that are provided to staff at the education provider. As such they feel that this standard is met. However, in discussions with the practice placement educators and the programme team it was highlighted that the same opportunities are not provided to associate lecturers on the programme. Therefore, the visitors recommend that the education provider considers providing similar opportunities to associate lecturers who are responsible for a number of elements of the programme. In this way, the education provider may be better able to ensure that they can continue to attract well trained and motivated staff to fill the associate lecturer roles.

3.17 Service users and carers must be involved in the programme.

Recommendation: The programme team keeps under review the process for ensuring that employers, when interviewing applicants to the programme, involve service users and carers in the admissions process.

Reason: In discussion with the programme team the visitors were made aware that service users and carers are involved in a number of aspects of the programme. As such the visitors are content that this standard is met. However, in discussions at the visit the visitors were made aware that while it is the expectation of the education provider that service users and carers are involved in all admissions interviews, this was not always the case when interviews were carried out by employers. Therefore the visitors recommend that the programme team keeps under review the guidance and information it provides to employers so that where possible each admissions interview involves service users and carers. In this way the programme team may be better able to directly compare applicants through a greater consistency in interview delivery.

6.11 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.

Recommendation: The education provider should keep the current requirement under review to ensure that the specific requirements for the education provider to appoint at least one HCPC registered external examiner are adhered to.

Reason: In the documentation provided the visitor noted that there is a statement in the academic regulations which requires external examiners to adhere to the requirements of the relevant professional, statutory and regulatory bodies. As such the visitors are content that this standard is met. However, the visitors recommend that the education provider should keep this under review to ensure that the specific requirements of the HCPC are taken into account when recruiting external examiners. In this way the education provider may be better able to ensure that the regulatory requirements continue to be met.

David Ward
Gerry Mulcahy
Mohammed Jeewa

Visitors' report

Name of education provider	University of Portsmouth
Programme name	Professional Doctorate in Sport and Exercise Psychology
Mode of delivery	Part time
Relevant part of the HCPC Register	Practitioner psychologist
Relevant modality / domain	Sport and exercise psychologist
Date of visit	5 – 6 October 2016

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Executive summary

The Health and Care Professions Council (HCPC) approve educational programmes in the UK which health and care professionals must complete before they can apply to be registered with us. We are a statutory regulator and our main aim is to protect the public. We currently regulate 16 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'practitioner psychologist' or 'sport and exercise psychologist' must be registered with us. The HCPC keep a register of health and care professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. The education provider has until 25 November 2016 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 8 December 2016. At this meeting, the Committee will accept, reject or vary the visitors' recommended outcome. 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 3 January 2017. 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 9 February 2017.

Introduction

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

This visit was part of a joint event. The professional body considered their accreditation of the programme. The professional body and the HCPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of the programme and dialogue throughout the visit; this report covers the HCPC's recommendations on the programme only. As an independent regulatory body, the HCPC's recommended outcome is independent and impartial and based solely on the HCPC's standards. A separate report, produced by the professional body, outlines their decisions on the programme's status.

Visit details

Name and role of HCPC visitors	Tony Parnell (Counselling psychologist) Sandra Wolfson (Sport and exercise psychologist) Ian Hughes (Lay visitor)
HCPC executive officer (in attendance)	Rebecca Stent
Proposed student numbers	2 per cohort, 1 cohort per year
Proposed start date of programme approval	October 2017
Chair	Penny Joyce (University of Portsmouth)
Secretary	Katie Kennedy (University of Portsmouth)
Members of the joint panel	Ian Maynard (British Psychological Society) Andrew Manley (British Psychological Society) Susan Quinn (British Psychological Society) Nigel Atter (British Psychological Society)

Sources of evidence

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

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

The HCPC did not review external examiners' reports from the last two years prior to the visit because the programme is new and there are currently no external examiners.

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

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

The HCPC met with students from the BSc Sport and Exercise Psychology, BSc Sport and Exercise Science, MSc Sport and Exercise Psychology and PhD Sport Psychology programmes 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 satisfied 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 the relevant 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 41 of the SETs have been met and that conditions should be set on the remaining 17 SETs.

Conditions are requirements that the education provider must meet before the programme can be approved. 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 recommendation for the programme.

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

Conditions

3.2 The programme must be effectively managed.

Condition: The education provider must demonstrate how the programme leader will have sufficient time and resources to undertake their role and ensure that the programme will be effectively managed.

Reason: In the documentation prior to the visit, the visitors learnt that there is a named programme leader for this programme who has overall professional responsibility for the programme. However, at the visit, the visitors noted that the programme leader also has responsibility for the BSc and MSc sport and exercise psychology programmes at the education provider. The visitors also noted that there was more than one proposal about the future time commitment of the named programme leader in relation to the other sport and exercise psychology programmes at the education provider. The visitors were unclear from discussions at the visit as to how the programme leader will have sufficient time and resources to manage this programme effectively if the programme leader has responsibility for the two other programmes. Therefore, the visitors require further clarification on the programme leader's commitments as programme leader and whether the capacity of the programme leader will be sufficient to effectively manage this programme.

3.2 The programme must be effectively managed.

Condition: The education provider must provide further evidence to demonstrate that there is a management structure in place to manage the programme effectively particularly in relation to placement.

Reason: In the documentation provided prior to the visit, the visitors learnt each student will have three supervisors: a coordinating supervisor, a research supervisor and an applied practice supervisor. However, from the documentation and discussions at the visit, the visitors were unable to determine the roles and responsibilities of each supervisor in relation to how the programme is managed. In particular, the visitors were unclear about who is responsible for identifying appropriate potential placements for students, approving placements and signing off a student's placement experience. The visitors noted from the placement handbook that the student has primary responsibility for identifying a potential placement. However, at the visit, the visitors learnt that the placement would be decided jointly with the supervisor and that an internal supervisor would approve the placement, visit the placement and sign off student's competencies at placement. If so, the visitors were not clear about which supervisors would undertake each of these responsibilities. Furthermore, due to the range of potential placements available to trainees, the visitors were not clear about the responsibilities of the practice placement educators at the different placement settings. Therefore, the visitors could not determine how there is a clear structure in place which outlines the roles and responsibilities of the student, academic setting staff and practice placement educators for the programme to be effectively managed and how issues would be identified and communicated through the management structure. As such, the visitors require further evidence which outlines the roles and responsibilities of all parties involved in the management of the programme in order to demonstrate how the programme will be effectively managed.

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

Condition: The education provider must provide further evidence to demonstrate how the programme will ensure that upon successful completion of the programme all students will meet the following standards of proficiency (SOPs):

- 13.1 understand the structure and function of the human body, together with knowledge of health, well-being, disease, disorder and dysfunction, relevant to their domain**
- 13.2 be aware of the principles and applications of scientific enquiry, including the evaluation of the effectiveness of interventions and the research process**
- 13.3 recognise the role of other professions and stakeholders relevant to the work of their domain**
- 13.4 understand the structures and functions of UK service providers applicable to the work of their domain**
- 13.5 understand the theoretical basis of, and the variety of approaches to, assessment and intervention**
- 13.6 understand the role of the practitioner psychologist across a range of settings and services**
- 13.7 understand the concept of leadership and its application to practice**
- 13.8 understand the application of consultation models to service-delivery and practice, including the role of leadership and group processes**
- 13.52 understand cognitive processes, including motor skills practice skills, learning and perception; and self-regulation**
- 13.54 understand exercise and physical activity including:**
 - determinants, such as motives, barriers and adherence;**
 - outcomes in relation to affect, such as mood and emotion;**
 - cognition and mental health issues, such as self-esteem, eating disorders, depression and exercise dependence;**
 - lifestyle and quality of life; and**
 - injury**
- 13.55 understand individual differences including:**
 - mental toughness, hardiness and resilience;**
 - personality;**
 - confidence;**
 - motivation;**
 - self-concept and self-esteem; and stress and coping**
- 13.56 understand social processes within sport and exercise psychology including:**
 - interpersonal skills and relationships;**
 - group dynamics and functioning;**
 - organisational issues; and leadership**
- 13.57 understand the impact of developmental processes, including lifespan issues and processes related to career transitions and termination**

Reason: From a review of the documentation, the visitors were unable to identify how within the learning outcomes described, the curriculum of the programme ensures that students will be able to meet the above standards of proficiency (SOPs) for sport and exercise psychologists. The visitors could not see how these SOPs were addressed in the learning outcomes in the documentation. From discussions at the visit, the visitors were also unable to determine whether these SOPs will be delivered in the programme and how students will meet these SOPs if they have not met them before commencing the programme. Therefore, the visitors require further evidence that the learning outcomes ensure that those who successfully complete the programme will meet all of the standards of proficiency for sport and exercise psychologists.

4.7 The delivery of the programme must encourage evidence based practice

Condition: The education provider must provide further evidence to demonstrate how the programme encourages evidence based practice.

Reason: The visitors noted from the documentation that there are two shared University-wide professional doctoral units on the programme: 'Proposal for Professional Research and Development Project' and 'Publication and Dissemination'. The visitors noted that the third and final unit, 'Professional Research and Development Project in Sport and Exercise Psychology', is a 360 credit module specific to this programme which involves a research project to demonstrate evidence based practice. However, the visitors did not have sufficient detail in the documentation provided at, and prior to, the visit to determine the content of this module. As such, the visitors were unable to determine how this module encourages evidence based practice. Therefore, the visitors require further information about the content of this module in order to determine whether the delivery of the programme encourages evidence based practice.

5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.

Condition: The education provider must demonstrate how the number, duration and range of practice placements is appropriate to support the delivery of the programme and the achievement of the learning outcomes.

Reason: The visitors noted from discussions at the visit that students could potentially undertake a broad range of placements from working with an individual athlete to working in a football club. Furthermore, from discussions at the visit, the visitors could not identify the policy about how the education provider will decide and define the appropriate number, duration and range of placements that students will have to undertake in order to meet the learning outcomes. Therefore, the visitors could not determine how practice placements will effectively support the delivery of the programme and achievement of the learning outcomes. As such, the visitors require further evidence to illustrate the procedures or policies in place for determining how the number, duration and range of practice placements are appropriate to support the delivery of the programme and the achievement of all the learning outcomes across a potentially broad range of placements.

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

Condition: The education provider must provide further evidence as to how the system for approving all practice placements on this programme will ensure that the practice placement settings provide a safe and supportive environment.

Reason: In reading the documentation provided prior to the visit, the visitors noted that students are required to identify their own practice placements and provide the details to the education provider as part of the admissions process. The visitors were informed at the visit that, due to the nature of this process and the programme, the placements that students could identify could be as varied as working with an individual athlete to working in a football club. However, the visitors were also informed at the visit that the placements identified by the students would be jointly decided with one of the internal supervisors at the education provider. It was therefore unclear who would identify these placements in practice. From the evidence supplied the visitors were also made aware that the education provider would utilise the institution wide policy for the approval and monitoring of these practice placements to ensure that they meet the relevant criteria. However, given the varied nature of the practice placements that students could experience on this programme, the visitors could not see how the generic monitoring and approval process that is employed by the education provider could be utilised to approve and monitor placements for this programme, particularly as students spend a significant amount of time at placement on this programme. In particular, the visitors could not determine, from the evidence provided, how the approval and monitoring systems will ensure that the practice placement settings provide a safe and supportive environment and who is responsible for ensuring this environment at placement. Therefore, the visitors require further evidence to demonstrate that practice placement settings will provide a safe and supportive environment.

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

Condition: The education provider must provide further evidence to demonstrate that there is a thorough and effective system for approving and monitoring all placements.

Reason: In reading the documentation provided prior to the visit, the visitors noted that students are required to identify their own practice placements and provide the details to the education provider as part of the admissions process. The visitors were informed at the visit that, due to the nature of this process and the programme, the placements that students could identify could be as varied as working with an individual athlete to working in a football club. However, the visitors were also informed at the visit that the placements identified by the students would be jointly decided with one of the internal supervisors at the education provider. It was therefore unclear who would identify these placements in practice. From the evidence supplied the visitors were also made aware that the education provider would utilise the institution wide policy for the approval and monitoring of these practice placements to ensure that they meet the relevant criteria. However, given the varied nature of the practice placements that students could experience on this programme, the visitors could not see how the generic monitoring and approval process that is employed by the education provider could be utilised to approve and monitor placements for this programme, particularly as students spend a significant amount of time at placement. In addition, the visitors were unclear about the roles and responsibilities of the different internal supervisors and practice placement

educators at placement. As such, the visitors could not determine how this current system would ensure that students are able to meet the learning outcomes across such a broad range of potential placements and how the consistency of assessment of placement experience is ensured. Furthermore, the visitors learnt that there will be review visits to the placement. However, the visitors were unable to determine the frequency of these visits and who would be responsible for all of these visits and therefore whether this would be an effective system for monitoring placements. Therefore, the visitors require further evidence which demonstrates that the education provider has a thorough and effective system for approving and monitoring all placements for this programme.

5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

Condition: The education provider must provide further evidence as to how the system for approving all practice placements on this programme will ensure that the placement providers have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

Reason: In reading the documentation provided prior to the visit, the visitors noted that students are required to identify their own practice placements and provide the details to the education provider as part of the admissions process. The visitors were informed at the visit that, due to the nature of this process and the programme, the placements that students could identify could be as varied as working with an individual athlete to working in a football club. However, the visitors were also informed at the visit that the placements identified by the students would be jointly decided with one of the internal supervisors at the education provider. It was therefore unclear who would identify these placements in practice. From the evidence supplied the visitors were also made aware that the education provider would utilise the institution wide policy for the approval and monitoring of these practice placements to ensure that they meet the relevant criteria. However, given the varied nature of the practice placements that students could experience on this programme, the visitors could not see how the generic monitoring and approval process that is employed by the education provider could be utilised to approve and monitor placements for this programme, particularly as students spend a significant amount of time at placement. In particular, the visitors could not determine, from the evidence provided, how the approval and monitoring systems will ensure that placement providers have equality and diversity policies in relation to students. Therefore, the visitors require further evidence about how the education provider ensures that the placement providers have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

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

Condition: The education provider must demonstrate that there is an adequate number of appropriately qualified and experienced staff at the placement setting.

Reason: In reading the documentation provided prior to the visit, the visitors noted that students are required to identify their own practice placements and provide the details to the education provider as part of the admissions process. The visitors were informed at the visit that, due to the nature of this process and the programme, the placements

that students could identify could be as varied as working with an individual athlete to working in a football club. However, the visitors were also informed at the visit that the placements identified by the students would be jointly decided with one of the internal supervisors at the education provider. It was therefore unclear who would identify these placements in practice. From the evidence supplied the visitors were also made aware that the education provider would utilise the institution wide policy for the approval and monitoring of these practice placements to ensure that they meet the relevant criteria. However, given the varied nature of the practice placements that students could experience on this programme, the visitors could not see how the generic monitoring and approval process that is employed by the education provider could be utilised to approve and monitor placements for this programme, particularly as students spend a significant amount of time at placement. In particular, the visitors could not determine, from the evidence provided, how the approval and monitoring systems will ensure that there will be an adequate number of appropriately qualified and experienced staff at the practice placement setting. Therefore, the visitors require further evidence to demonstrate that there will be an adequate number of appropriately qualified and experienced staff at the practice placement setting.

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

Condition: The education provider must provide further evidence as to how the system for approving all practice placements on this programme will ensure that practice placement educators have relevant knowledge, skills and experience.

Reason: In reading the documentation provided prior to the visit, the visitors noted that students are required to identify their own practice placements and provide the details to the education provider as part of the admissions process. The visitors were informed at the visit that, due to the nature of this process and the programme, the placements that students could identify could be as varied as working with an individual athlete to working in a football club. However, the visitors were also informed at the visit that the placements identified by the students would be jointly decided with one of the internal supervisors at the education provider. From the evidence supplied the visitors were also made aware that the education provider would utilise the institution wide policy for the approval and monitoring of these practice placements to ensure that they meet the relevant criteria. However, given the varied nature of the practice placements that students could experience on this programme, the visitors could not see how the generic monitoring and approval process that is employed by the education provider could be utilised to approve and monitor placements for this programme. In particular, the visitors could not determine, from the evidence provided, how the approval and monitoring systems will ensure that practice placement educators at each setting will have relevant knowledge, skills and experience. Therefore, the visitors require further evidence to demonstrate how the education provider will ensure that practice placement educators at each practice placement setting will have the required knowledge, skills and experience to supervise students from this programme.

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

Condition: The education provider must provide further evidence to demonstrate how the training they provide for practice placement educators is appropriate to prepare them to supervise students on this programme.

Reason: The visitors noted from the document 'A Priming Resource for Placement Providers' provided at the visit and from discussions at the visit that the education provider intends to run practice placement educator training to practice placement educators, including refresher training. However, in the documentation provided at the visit, the visitors did not see information about the content of this training and, from discussions at the visit, the visitors could not determine how this training will meet all of the requirements for practice placement educators at a potentially diverse range of practice placements which may be undertaken by students on this programme. Therefore, the education provider must provide further evidence outlining the content, broad learning outcomes and any assessment or qualifications from the training provided to practice placement educators in order to demonstrate that practice placement educators undertake appropriate practice placement educator training, including how this is refreshed periodically.

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

Condition: The education provider must provide further evidence as to how the system for approving all practice placements on this programme will ensure that practice placement educators are appropriately registered, unless other arrangements are agreed.

Reason: In reading the documentation provided prior to the visit, the visitors noted that students are required to identify their own practice placements and provide the details to the education provider as part of the admissions process. The visitors were informed at the visit that, due to the nature of this process and the programme, the placements that students could identify could be as varied as working with an individual athlete to working in a football club. However, the visitors were also informed at the visit that the placements identified by the students would be jointly decided with one of the internal supervisors at the education provider. It was therefore unclear about who would identify these placements in practice. From the evidence supplied, the visitors were also made aware that the education provider would utilise the institution wide policy for the approval and monitoring of these practice placements to ensure that they meet the relevant criteria. However, given the varied nature of the practice placements that students could experience on this programme, the visitors could not see how the generic monitoring and approval process that is employed by the education provider could be utilised to approve and monitor placements for this programme, particularly as students spend a significant amount of time at placement. In particular, the visitors could not determine, from the evidence provided, how the approval and monitoring systems will ensure that practice placement educators are appropriately registered, unless other arrangements are agreed. Therefore, the visitors require further evidence to demonstrate that practice placement educators are appropriately registered, unless other arrangements are agreed.

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

Condition: The education provider must provide further evidence to demonstrate that there will be regular and effective collaboration between the education provider and the practice placement provider.

Reason: At the visit, the visitors heard from the programme team that the education provider intends to have regular meetings with the practice placement providers to ensure that there is regular and effective collaboration with them. However, the visitors were not made aware, from the evidence provided, what this meeting would cover, how often it would occur or which practice placement providers or educators would be invited. As such, the visitors could not determine how this meeting will facilitate regular and effective collaboration between the education provider and the practice placement providers. Therefore, the visitors require further evidence to demonstrate that there will be regular and effective collaboration between the education provider and the practice placement provider.

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:

- the learning outcomes to be achieved;
- the timings and the duration of any placement experience and associated records to be maintained;
- expectations of professional conduct;
- the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and
- communication and lines of responsibility.

Condition: The education provider must provide further evidence to demonstrate how students, practice placement providers and practice placement educators are fully prepared for placement.

Reason: The visitors were referred to the placement handbook for this standard. However, the visitors could not determine how students, practice placement providers and educators will be fully prepared for placement given the range of potential placements students may undertake. The visitors were unclear about how all parties will be prepared in different situations of placement, including any information in relation to learning outcomes to be achieved at placement due to the broad range of potential placements. The visitors also learnt that the lines of responsibility of staff at placement vary in relation to kind, type and duration of placement. In the documentation provided prior to the visit, the visitors learnt each student will have three internal supervisors: a coordinating supervisor, a research supervisor and an applied practice supervisor. However, from the documentation and discussions at the visit, the visitors were unable to determine the roles and responsibilities of each supervisor in relation to placement. Therefore, the visitors were not clear about the lines of responsibility and communication across the broad range of potential placements and could not determine how students, placement providers and educators will be prepared in relation to this. As the number, range and duration of placement experience has not been defined by the education provider, the visitors were also unclear about how students, practice placement providers and practice placement educators will be fully prepared for placement in relation to the timings and the duration of placement experience. Therefore, the education provider must provide further evidence to demonstrate how students, practice placement providers and practice placement educators will be fully prepared for placement.

6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.

Condition: The education provider must provide further evidence to demonstrate how the assessment strategy and design ensures that the student who successfully completes the programme will have met the SOPs for practitioner psychologists, including the SOPs for sport and exercise psychologists.

Reason: From discussions at the visit, the visitors noted that the student writes up a reflective account of their placement experience and that there are competency forms which an internal supervisor at the education provider signs off. The visitors understood from discussions at the visit that SOPs 1-15 would be met and assessed through the placement experience. In documents provided prior to the visit, the visitors could only see how SOPs were met in the theoretical aspect of the programme and not how they were met at the practice setting. The visitors were provided with competency forms at the visit which listed the headings of SOPs 1-15 but the visitors noted that each individual SOP was not listed under the main headings. The visitors saw in the documentation that there is an appendix for the competency forms which lists each individual SOP, but they could not determine from the competency form how supervisors would be clear that each individual SOP has been met and signed off at placement. Therefore, the education provider must provide further evidence to demonstrate how the assessment strategy and design ensures that the student who successfully completes the programme will have met the standards of proficiency for sport and exercise psychologists on successful completion of the programme, including how this is recorded and signed off.

6.4 Assessment methods must be employed that measure the learning outcomes

Condition: The education provider must provide further evidence to demonstrate how the assessment methods at placement measure the learning outcomes.

Reason: From discussions at the visit, the visitors noted that the student writes up a reflective account of their placement experience and that there are competency forms which an internal supervisor at the education provider signs off. The visitors learnt at the visit that the internal supervisor will visit the placement and that the frequency of visits would depend on the length of the placement. However, the visitors did not see a policy for how the frequency of visits to the placement will be determined. In addition, the visitors could not see whether there is a system in place to ensure that practice placement educators are confirming this placement experience when the internal supervisor is not present. Consequently, the visitors could not see how the education provider ensures that students have provided an accurate log of their placement experience and how the internal supervisor can confirm whether competencies have been met at placement. As such, the visitors could not determine how the assessment methods employed at placement measure the learning outcomes. Therefore, the visitors require further evidence to demonstrate how the assessment methods employed measure the learning outcomes.

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

Condition: The education provider must provide further evidence to demonstrate how the measurement of student performance is objective and ensures fitness to practise at placement.

Reason: From discussions at the visit, the visitors were unclear about the roles and responsibilities of the practice placement educators and internal supervisors in relation to the assessment of students at placement. In addition, the visitors were unclear as to how practice placement educators are fully prepared for placement. Therefore, the visitors were unable to determine who is responsible for the measurement of student performance and how the measurement of student performance is objective and ensures fitness to practise, particularly across a potentially broad range of placements which have not yet been defined by the education provider. As such, the visitors require further evidence to demonstrate how the education provider ensures that the measurement of student performance is objective and ensures fitness to practice.

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

Condition: The education provider must provide further evidence to demonstrate that there are effective monitoring and evaluation mechanisms in place to ensure that all students are assessed fairly and to the same standard at placement.

Reason: From discussions at the visit, the visitors noted that the student writes up a reflective account of their placement experience and that there are competency forms which an internal supervisor at the education provider signs off. The visitors learnt at the visit that the internal supervisor will visit the placement and that the frequency of visits would depend on the length of the placement. However, the visitors did not see a policy for how the frequency of visits to the placement will be determined. In addition, the visitors could not see whether there is a system in place to ensure that practice placement educators are confirming this placement experience when the internal supervisor is not present. Consequently, the visitors could not see how the education provider ensures that students have provided an accurate log of their placement experience and how the internal supervisor can confirm whether competencies have been met at placement. As such, the visitors could not determine how students would be assessed fairly and to the same standard across a broad range of placements. Therefore, the visitors require further evidence to demonstrate that there are effective monitoring and evaluation mechanisms in place to ensure consistency and appropriate standards in assessment for all students on placement.

Recommendations

3.17 Service users and carers must be involved in the programme.

Recommendation: The visitors recommend that the education provider increases and consolidates future service user involvement in this programme.

Reason: At the visit, the visitors met a service user who was involved in the development of the programme. The visitors were therefore satisfied that this standard was met at threshold. The visitors also noted that the education provider has plans in place for service user involvement in relation to further development of the programme and evaluation of the programme. The visitors heard about plans for service users to talk about their experiences to students on the programme and that the service user feedback will inform the trainee's development. In addition, in meetings at the visit, it was confirmed that there will be opportunities to involve service users further in the programme. The visitors would encourage the education provider to document and implement these plans to involve service users further in the programme and to keep service user involvement under review.

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