

## HCPC approval process report

Education provider	Aston University
Name of programme(s)	PG Cert Health Psychology Professional Practice, Full time
Approval visit date	09 November 2017
Case reference	CAS-12036-Q8R5D4

Contents	
Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	3
Section 3: Requirements to commence assessment.....	3
Section 4: Outcome from first review.....	4

### Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the approval process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

## Section 1: Our regulatory approach

### Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

### How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation of the visitors, inclusive of conditions and recommendations. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

### HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Gareth Roderique-Davies	Practitioner psychologist - Health psychologist
Mohammed Jeewa	Lay
Ruth Baker	Practitioner psychologist - Clinical psychologist
Amal Hussein	HCPC executive
Shaista Ahmad	HCPC executive (observer)

### Other groups involved in the approval visit

There were other groups in attendance at the approval visit as follows. Although we engage in collaborative scrutiny of programmes, we come to our decisions independently.

Trevor Knight	Independent chair (supplied by the education provider)	Aston University
Olivia Knowler	Secretary (supplied by the education provider)	Aston University

Jason Rowbottom	Partnership and Accreditation Officer for BPS Accreditation Team	British Psychological Society
Vicki Staples	Member of BPS Accreditation Team	British Psychological Society
Caroline Limbert	Convenor of BPS Accreditation Team	British Psychological Society

## Section 2: Programme details

Programme name	PG Cert Health Psychology Professional Practice
Mode of study	FT (Full time)
Profession	Practitioner psychologist
Modality	Health psychologist
First intake	01 January 2018
Maximum learner cohort	Up to 8
Intakes per year	4
Assessment reference	APP01758

We undertook this assessment of a new programme proposed by the education provider via the approval process. This involves consideration of documentary evidence and an onsite approval visit, to consider whether the programme meet our standards for the first time.

## Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted	Reason(s) for non-submission
Programme specification	Yes	
Module descriptor(s)	Yes	
Handbook for learners	Yes	
Handbook for practice based learning	Yes	
Completed education standards mapping document	Yes	
Completed proficiency standards mapping document	Yes	
Curriculum vitae for relevant staff	Yes	
External examiners' reports for the last two years, if applicable	Not Required	As this is not yet an approved programme, the education provider was not required to submit this.

We also expect to meet the following groups at approval visits:

<b>Group</b>	<b>Met</b>	<b>Comments</b>
Learners	Yes	As this is not yet an approved programme, we met with potential trainees for the programme currently on the doctorate in Health Psychology.
Senior staff	Yes	
Practice education providers and educators	Yes	
Service users and carers (and / or their representatives)	Yes	
Programme team	Yes	
Facilities and resources	Yes	

## Section 4: Outcome from first review

### **Recommendation of the visitors**

In considering the evidence provided by the education provider as part of the initial submission and at the approval visit, the visitors' recommend that there was insufficient evidence to demonstrate that our standards are met at this time, but that the programme(s) should be approved subject to the conditions noted below being met.

### **Conditions**

Conditions are requirements that must be met before programmes can be approved. We set conditions when there is insufficient evidence that standards are met. The visitors were satisfied that a number of the standards are met at this stage. However, the visitors were not satisfied that there is evidence that demonstrates that the following standards are met, for the reasons detailed below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programmes, and then provide any further evidence to demonstrate how they meet the conditions. We set a deadline for responding to the conditions of 01 February 2018.

## **2.1 The admissions process 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 the information applicants will be provided with at the admissions stage, to ensure that they can make an informed choice about whether to take up a place on the programme.

**Reason:** From the initial documentation provided, the visitors could not determine how the education provider ensures pertinent admissions information relating to the programme will be communicated to potential applicants in order for them to make an informed choice about whether to take up a place on the programme. For this standard, the education provider stated that 'entry requirements will be published on the website and in the postgraduate prospectus', in their SETs mapping document. After scrutinising the evidence provided, the visitors were unable to find the admissions information relating to this programme on the website or in the postgraduate prospectus. In discussion with the programme team, the visitors noted that the education provider intends to provide information about the entry requirements, admissions processes and additional costs on the programme website. However, because the visitors did not have sight of this the visitors could not determine how this information would be appropriately communicated to prospective applicants. In particular how the education provider intends to communicate the following information to prospective applicants:

- the requirement for and process associated with any Disclosure and Barring Service or health requirements and any associated costs to the learner;
- any additional costs learners may incur over and above the usual programme fee;
- the elements of the programme to which accreditation of prior (experiential) learning can be applied;
- the expectation that learners will travel to placements at their own expense and that this is an additional cost for the learners;
- how the doctorate in Health Psychology and this programme are linked;
- IELTS 6.5 is required; learners may be able to source their own practice-based learning and;
- that there is no exit award for this programme.

The visitors therefore require further information showing how prospective applicants are provided with the information they need to make an informed choice about whether to apply for a place on the programme.

## **2.4 The admissions process must assess the suitability of applicants, including criminal conviction checks.**

**Condition:** The programme team must provide further information about the admissions procedures and how they ensure that successful applicants meet the education provider's requirements regarding Disclosure and Barring Service checks.

**Reason:** From the information provided in the documentation and in discussion at the visit, the visitors were clear that all learners must undergo a Disclosure and Barring Service (DBS) check as part of the admissions process to the programme. The visitors

were provided with a statement regarding DBS checks in the SETs mapping document, which states 'questions regarding health conditions are asked on the application form'. From this information the visitors were unable to determine how the DBS check is applied and how policies are structured to deal with any issues that would arise as a result of the check. The visitors were also unable to determine who makes the final decision about accepting a learner onto the programme if any issue does arise. Therefore, the visitors require further information about the DBS checks that are applied at the point of admission. In particular the visitors require further evidence of the education provider's process and clarification of who makes the final decision about accepting an applicant onto the programme if an issue arises.

## **2.5 The admissions process must ensure that applicants are aware of and comply with any health requirements.**

**Condition:** The programme team must provide further information about the admissions procedures and how they ensure that successful applicants meet the education provider's health requirements.

**Reason:** From the information provided in the documentation and in discussion at the visit, the visitors were clear that all learners must complete a health declaration as part of the admissions process to the programme. The visitors were provided with a statement regarding health clearance in the SETs mapping document, which states 'questions regarding health conditions are asked on the application form'. From this information, the visitors were unable to determine the education provider's process for determining what adjustments could or could not reasonably be made if health conditions were disclosed. As such, the visitors did not see evidence of the process in place for managing health declarations. From the initial documentation, the visitors could not determine how the admissions procedures apply the health declarations or how any issues that may arise would be dealt with. In particular, the visitors could not determine who makes the final decision about accepting a learner if adjustments would be required. Therefore, the visitors require further information about the health declarations that are applied at the point of admission and evidence about who makes the final decision about accepting an applicant onto the programme if adjustments are required.

## **2.6 There must be an appropriate and effective process for assessing applicants' prior learning and experience.**

**Condition:** The education provider must demonstrate how their admissions process appropriately and effectively assesses applicants' prior learning.

**Reason:** From their review of the documentation, the visitors were not clear what the process for recognition of prior learning will be for this programme. From discussions at the visit, the visitors understood there is a process in place for assessing applicants' prior learning, however there is limited information in the documentation about how this process works. During the visit, the visitors heard that the recognition of prior learning process would be applied at the point of application and would be assessed through a series of documents, which would be completed as part of the application process. However, the visitors were not clear about the criteria that would be used to make judgements about prior learning, how any policy would be applied to applicants to the programme, or how this policy would be made available to applicants and the staff who would apply it. As such, the education provider will need to clearly define the process

for assessing applicants' prior learning, and how this will be reflected in relevant programme documentation, in order for the visitors to make a judgement about whether this standard is met.

### **3.1 The programme must be sustainable and fit for purpose.**

**Condition:** The education provider must demonstrate that the future plans for the programme are sustainable.

**Reason:** Prior to the visit the visitors understood there would be seven learners per cohort with two annual intakes, as per the visit request form. At the visit, the programme team confirmed that there would be a maximum of ten learners per cohort with four annual intakes spread out through the academic year. The senior team also noted that they could take more learners in one year, and less in another, and that the maximum of ten learners per year would be on a full time equivalent (FTE) basis, and therefore apply across both full time and part time programmes.

The visitors also noted that the education provider will be providing a doctorate in Health Psychology alongside this programme. The visitors were not clear if or how the doctorate in Health Psychology would impact on the resources for this programme. For example, they were not clear how the education provider will staff the doctorate in Health Psychology, or whether the intended learner numbers discussed above included learners currently on the doctorate in Health Psychology.

The visitors did not see a plan in place to explain the staffing and learners numbers on the programme and how this would work alongside the doctorate in Health Psychology. The visitors were also unable to see information which demonstrates that the staff-student ratio will remain at their desired level, once the programme has been running for several years. Therefore, the education provider will need to demonstrate how they will ensure that the learner and staff numbers for the programme are managed, to ensure it is sustainable in the long term.

### **3.3 The education provider must ensure that the person holding overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.**

**Condition:** The education provider must demonstrate that they have an effective process in place for identifying and appointing an appropriately qualified and experienced person holding overall professional responsibility for the programme.

**Reason:** From discussions with the senior team, the visitors were aware of the individuals who will have overall professional responsibility for the programme. The visitors noted that the staff identified were appropriately qualified and experienced and, on the relevant part of the Register. However, from the review of the programme documentation, the visitors were not clear about the process for appointing the person(s) holding overall professional responsibility for the programme. In discussion with the senior team, the visitors heard that there is a process in place to ensure that they identify and appoint an appropriately qualified and experienced person(s) holding overall professional responsibility for the programme. However, the visitors did not have sight of this evidence therefore the visitors could not determine how the education provider appoints or approves a suitable person and, if it becomes necessary, a suitable

replacement. As such, the visitors require the education provider to demonstrate that they have an effective process for ensuring that the person with overall professional responsibility for the programme is appropriately qualified and experienced.

### **3.5 There must be regular and effective collaboration between the education provider and practice education providers.**

**Condition:** The education provider must demonstrate that there is regular and effective collaboration with practice education providers.

**Reason:** The visitors were able to discuss the existing arrangements for collaboration between the education provider and practice education providers relating to MSc in Health Psychology provision. They were given verbal reassurances by the programme team that collaboration has taken place in the development of this programme, but they were not able to see from the evidence provided the nature or extent of this collaboration. In their mapping document, the education provider referred to the 'Placement Handbook' which gives more of a narrative of responsibilities of the education provider and practice education providers relating to collaboration for this programme, but the visitors considered that this did not provide evidence of regular and effective collaboration itself. In discussion with practice education providers, the visitors were informed that some practice educators considered that collaboration with the education provider was not regular. The visitors understood that such collaboration tended to be driven by existing relationships between individuals rather than by a formal process, and that it tended to be reactive. It was not clear to the visitors whether formal records were kept of meetings and communications between the education provider and practice education providers. They were also unable to determine from the evidence provided and from discussions the level of input that practice education providers had had into the development of the new programme. They therefore require the education provider to demonstrate how they will ensure that there is regular and effective collaboration with practice education providers.

### **3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.**

**Condition:** The education provider must demonstrate that there is an effective process in place to ensure access to practice-based learning for all learners.

**Reason:** From a review of the documentation, the visitors noted that the SETs mapping document (SET 3.6) submitted by the education provider stated 'the learning & teaching rationale for each module is outlined in the module descriptor'. However, this standard is about the processes in place that ensure that all learners on the programme have access to practice-based learning which meets their learning needs. In discussions with the programme team, the visitor heard learners could either undergo a placement provided by the education provider or source their own placement for this programme. From these discussions, the visitors were unsure of the process the education provider has taken to ensure availability and capacity of practice-based learning for all learners including future learners. From the evidence provided, the visitors were unable to identify whether there is an effective process in place for ensuring that there is sufficient availability and capacity of practice-based learning for all learners. The visitors therefore require the education provider to demonstrate how they will ensure that all learners are enabled to secure practice-based learning and that there is an effective process in place to ensure access to practice-based learning for all learners.

### **3.7 Service users and carers must be involved in the programme.**

**Condition:** The education provider must demonstrate how they will involve service users and carers in the programme.

**Reason:** From the information provided in the documentary submission, the visitors were unclear how the education provider involves service users and carers in the programme. The visitors were provided with a statement regarding service users and carers in the SETs mapping document, which states 'service users and carers have been consulted in the development of the programme through our existing connections and partnerships in the NHS and in the community'. At the visit, the visitors met with representatives from specialist health organisations who deliver interventions workshops for service users and carers. During discussion, the visitors learned that the representatives themselves do not consider themselves to be service users and carers but as individuals who provide and deliver health workshops to service users and carers. From the documentation and discussion, the visitors saw no formalised information to demonstrate how service users and carers are involved in the programme currently, or will be involved in the programme going forward. The visitors therefore cannot determine the following:

- who the service users and carers are (or will be);
- how they will be involved in the programme;
- how their involvement is appropriate; and
- how the programme team will support them appropriately in undertaking this role.

The visitors therefore require the education provider to provide further evidence demonstrating that service users and carers will be involved in the programme and their strategy for supporting the continued involvement of service users and carers in the programme.

### **4.1 The learning outcomes must ensure that learners meet the standards of proficiency for the relevant part of the Register.**

**Condition:** The education provider must demonstrate how the learning outcomes ensure that those who successfully complete the programme meet the standards of proficiency (SOPs) for practitioner psychologists.

**Reason:** The documentation provided prior to the visit included module descriptors, together with a mapping document giving information about how learners who successfully complete the programme meet the SOPs. However, the SOPs mapping made broad references, rather than specific references to the modules and not the learning outcomes. Therefore, the visitors were unclear how each of the module learning outcomes linked to each of the SOPs, to ensure that learners completing the programme can meet the SOPs for practitioner psychologists. From discussions with the programme team the visitors heard that the necessary learning outcomes were in place but were yet to be finalised throughout the documentation. Therefore, the visitors did not have sufficient evidence to demonstrate that this standard was met. The visitors therefore require further documentation to clearly evidence how the learning outcomes that will ensure that learner can meet the relevant SOPs on successful completion of the programme. The visitors therefore require the education provider to submit further evidence, such as revised documentation, to clearly define the link between the learning

outcomes associated with all aspects of this programme and how these outcomes will ensure that learners completing the programme can meet all of the relevant SOPs for practitioner psychologists.

#### **4.9 The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions.**

**Condition:** The education provider must demonstrate how learners will be able to learn with, and from, professionals and learners in other relevant professions.

**Reason:** In a review of the documentation, the visitors found limited information related to this standard. The SETs mapping document referenced a 'Health Psychology workshop series held monthly for all academic staff, practitioners, researchers, and learners involved in health psychology work'. The visitors noted that the optional nature of these workshops would not ensure that learners are able to learn with, and from, professionals and learners in other relevant professions. At the visit, the programme team noted that there would be many other opportunities for shared teaching and shared learning, but that no further formal plans have been put in place for ensuring learners could learn with and from other professionals and learners from relevant professions. Therefore, in order for the visitors to make a judgment about whether this standard is met, the education provider must demonstrate how they will ensure learners are able to learn with, and from, professionals and learners in other relevant professions on this programme.

#### **4.10 The programme must include effective processes for obtaining appropriate consent from service users and learners.**

**Condition:** The education provider must provide evidence of the formal process in place for obtaining appropriate consent from service users and carers.

**Reason:** From a review of the documentation, the visitors noted that the SETs mapping document (SET 4.10) submitted by the education provider stated that the process for obtaining appropriate consent from learners and service users was contained in the placement handbook. In a review of this documentation, the visitors were unable to locate the information regarding this standard in relation to learners or service users. As such, the visitors did not see evidence of the formal protocols to obtain consent from learners and service users. In particular the visitors were unclear how the education provider manages situations where learners decline from participating as service users in practical sessions. To ensure this standard is met, the visitors require evidence of the formal protocols for obtaining consent from learners and service users and carers. They also require evidence that demonstrates how learners and service users are informed about the requirement for them to participate, and how records are maintained to indicate consent has been obtained. In particular, the visitors require evidence to show what alternative learning arrangements will be put in place where learners do not consent to participating as a service user.

#### **4.11 The education provider must identify and communicate to learners the parts of the programme where attendance is mandatory, and must have associated monitoring processes in place.**

**Condition:** The education provider must define where attendance is mandatory, demonstrate that associated monitoring processes are in place, along with how these requirements are communicated to learners on the programme.

**Reason:** From review of the documentation, the visitors were unclear on the parts of the programme where attendance is mandatory, or what the consequences would be for learners that do not attend parts of the programme. In the documentation, there is an eighty percent attendance requirement, however, it is not clear exactly how this applies across the programme (for example, in the academic and / or practice setting), or how this is monitored. In discussion with the programme team, the visitors could not establish how the team would apply this requirement, or which parts of the programme could not be missed. Therefore, the education provider must define what the requirements are, how attendance is monitored, and how this is communicated to learners.

## **5.2 The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.**

**Condition:** The education provider must demonstrate how they will ensure that all learners have access to practice-based learning of appropriate structure, duration and range to support the achievement of the learning outcomes.

**Reason:** From a review of the documentation, the visitors were unclear how learners have access to practice-based learning of appropriate structure, duration and range to support the achievement of the learning outcomes. In discussions with the programme team, the visitors heard that the education provider intends to make use of a wide variety of practice-based learning settings, and that this could be considered appropriate for a health psychologist trainees. However, it was not clear to the visitors how the education provider ensures that the structure, duration and range of practice-based learning will support the achievement of the learning outcomes and standards of proficiency for each learner. Additionally, the placement handbook gave a narrative briefly explaining some of the details of practice-based learning on the programme. However, it did not give any detailed information about the expected structure, duration or range of practice-based learning. In discussions with the programme team, the visitors were informed practice-based learning for each trainee will look different but the programme team are in the process of developing individual placement plans for each learner. However, they were not able to view evidence of the individualised plan or how this would integrate with the rest of the programme schedule, and how achievement of learning outcomes and standards of proficiency would be ensured. Therefore visitors were not able to determine whether the education provider's approach to ensuring an appropriate structure, duration and range of practice-based learning was sufficient, as they could not see information about what this approach was. They therefore require the education provider to submit further evidence demonstrating how they will ensure an appropriate structure, duration and range of practice-based learning for all learners to determine whether this standard it met.

## **5.3 The education provider must maintain a thorough and effective system for approving and ensuring the quality of practice-based learning.**

**Condition:** The education provider must demonstrate that there is an effective system in place for approving and ensuring the quality of practice-based learning.

**Reason:** The visitors noted a number of different documents submitted by the education provider to demonstrate how the programme meets this standard. However, in considering the programme documentation and discussions held at the visit, the visitors could not find sufficient evidence of any overarching policies, systems and procedures in place regarding the approval and monitoring of practice-based learning. When this was discussed with the programme team, the visitors remained unclear how the education provider will effectively approve and ensure the quality of practice-based learning for this programme particularly for those learner who sourced their own placement. Additionally, the visitors could not determine the criteria used by the programme team to assess a placement and what the overall process would be to approve it, as well as what activities would feed into any quality monitoring of placements. The visitors therefore require further evidence of the overarching policies, systems and procedures in place regarding the approval and monitoring of practice-based learning, and how they are put into practice, to ensure this standard is met. In particular, the visitors require further evidence in the following:

- the criteria used to approve practice-based learning and settings;
- the overall process for the approval and ongoing monitoring of placements; and
- how information gathered from practice-based learning at approval, or during a placement experience is considered and acted upon.

This condition links to the conditions for SET 5.4, 5.5, 5.6 and 5.7.

#### **5.4 Practice-based learning must take place in an environment that is safe and supportive for learners and service users.**

**Condition:** The education provider must demonstrate how they will ensure that all practice-based learning will provide a safe and supportive environment for learners and service users

**Reason:** The visitors understand that learners could either attend a placement provided by the education provider or source their own placement. As the education provider has not demonstrated there is an effective process in place for approving and monitoring practice-based learning, the visitors cannot make a judgement at this stage that the education provider can ensure that all practice-based learning will provide a safe and supportive environment for learners and service users. Specifically, the education provider has not demonstrated there is a process in place for identifying suitable practice-based learning staff, including the criteria that they will use to make this judgement. The visitors cannot make a judgement about whether the education provider has a system for ensuring that the practice-based learning settings provide a safe and supportive environment for learners and service users. As such, the education provider will need to demonstrate what systems they have in place to ensure the practice-based learning setting provides a safe and supportive environment for learners and service users.

#### **5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.**

**Condition:** The education provider must demonstrate that there will be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

**Reason:** The visitors understood that learners could either attend a placement provided by the education provider or source their own placement. As the education provider has not demonstrated there is an effective process in place for approving and monitoring practice-based learning, the visitors cannot make a judgement at this stage that the education provider will have an adequate number of appropriately qualified and experienced staff involved in practice-based learning. Specifically, the education provider has not demonstrated there is a process in place for identifying suitable practice-based learning staff, including the criteria that they will use to make this judgement. In order for the visitors to determine whether this standard is met, the education provider must demonstrate there is a process in place for identifying an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

**5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register.**

**Condition:** The education provider must demonstrate how the system for approving all practice-based learning on this programme will ensure that practice educators have relevant knowledge, skills and experience.

**Reason:** The visitors understand that learners could either attend a placement provided by the education provider or source their own placement. As the education provider has not demonstrated there is an effective process in place for approving and monitoring practice-based learning, the visitors cannot make a judgement at this stage that the education provider has a suitable process for ensuring that practice educators will have relevant knowledge, skills and experience. Specifically, the education provider has not demonstrated there is a process in place for identifying suitable practice-based learning staff, including the criteria that they will use to ensure that these individuals have relevant knowledge, skills and experience. In order for the visitors to make a judgement about whether this standard has been met; the education provider must demonstrate there is a process in place for ensuring practice educators have the relevant knowledge, skills and experience to support safe and effective learning.

**5.7 Practice educators must undertake regular training which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.**

**Condition:** The education provider must demonstrate how they ensure that practice educators undertake regular training, which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.

**Reason:** Prior to the visit, the visitors were unclear on what training would be provided for practice educators, or when the training would be provided. At the visit, during the programme team meeting the visitors learned that the education provider would have links with the practice education providers once a learner applies for the programme. The programme team noted that at this point they would ascertain what training the practice educator may need to support the trainee. However, it is not clear what criteria the education provider will use to determine what training individuals will need, or an indication of the content of training. The visitors are also unclear what training is required of placement staff, for example, when initial training would need to be completed, how frequently refresher training would need to be completed, or about the

content of this training. Therefore, the visitors require evidence to demonstrate how the education provider ensures that all practice educators undertake regular training which is appropriate to their role, the learners' needs and the delivery of the learning outcomes.

### **5.8 Learners and practice educators must have the information they need in a timely manner in order to be prepared for practice-based learning.**

**Condition:** The education provider must provide further information as to how the education provider ensures learners and practice educators are fully prepared for practice-based learning.

**Reason:** The visitors could not determine from the evidence provided how the education provider ensures that learners and practice educators are fully prepared for practice-based learning. In particular, they could not identify how they were made aware of the learners' ability and expected scope of practice while on placement and what the expectations of both the learners and practice educators should be at each individual placements to ensure that learners gain the experience they require. In the meeting with the practice educators, it was clear that discussions regarding information needed for practice-based learning has yet not been discussed or finalised. As such, the visitors were unable to determine the process in place for ensuring learners and practice educators have the information they need in a timely manner in order to be prepared for practice-based learning. The visitors therefore require information about the mechanisms in place, which demonstrates how the education provider ensures learners are fully prepared for practice-based learning. In particular, this should demonstrate how practice educators are made aware of students' experience and expected scope of practice for each placement and how the expectation of both the learners and practice educators at practice-based learning are managed to ensure that learners get the experience they require to meet the relevant learning outcomes. Therefore, the visitors require further evidence to demonstrate how learners and practice educator will be fully prepared for practice-based learning and in a timely manner.

### **6.1 The assessment strategy and design must ensure that those who successfully complete the programme meet the standards of proficiency for the relevant part of the Register.**

**Condition:** The education provider must demonstrate how the assessments of learning outcomes ensure that those who successfully complete the programme meet the standards of proficiency (SOPs) for practitioner psychologists.

**Reason:** The documentation provided prior to the visit included module descriptors, together with a mapping document giving information about how the assessment procedures for the programme will ensure that students who successfully complete the programme meet the SOPs. However, the SOPs mapping made broad references, rather than specific references to the modules and not the learning outcomes. Therefore, the visitors were unclear how the assessment of each module and the associated learning outcomes were linked to each of the SOPs, to ensure that a student completing the programme has demonstrated that they meet the SOPs for practitioner psychologists. From discussions with the programme team, the visitors heard that the necessary learning outcomes and associated assessments were in place but were yet to be finalised throughout the documentation. Therefore, the visitors did not have sufficient evidence to demonstrate that this standard was met. The visitors therefore

require further documentation to clearly evidence how the assessment of the learning outcomes that will ensure that students meet the relevant SOPs on successful completion of the programme. The visitors therefore require the education provider to submit further evidence, such as revised documentation, to clearly define the link between the assessment of students associated with all aspects of this programme and how these assessments will ensure that students completing the programme have demonstrated that they have meet all of the relevant SOPs for practitioner psychologists.

### **6.3 Assessments must provide an objective, fair and reliable measure of learners' progression and achievement.**

**Condition:** The education provider must demonstrates how the assessments provide an objective, fair and reliable measure of learners' progression and achievement.

**Reason:** For this standard, the visitors were directed to various documents including the assessment summaries and details of assessment in all modules. Following a review of the documentation, the visitors were unclear on how some of the assessment methods adopted will provide an objective, fair and reliable measure of learners' progression and achievement. In addition, the visitors were unable to determine the following:

- the journey through the award particular in relation to assessment;
- whether all the modules run in parallel and if so, would it be possible for learner sit all of the assessments at the end of the programme;
- how progressions is assessed and;
- How does performance on the modules influence progression onto other modules?

In discussion with the programme team, the visitors heard that there are assessment criteria that the education provider will use to ensure that the assessments employed provide an objective, fair and reliable measure of learners' progression and achievement. However, the visitors were not provided with the assessment criteria or the process in place to make sure that the assessments in the programme are object, fair and reliable. The education provider therefore, must provide evidence to demonstrate how the assessments provide an objective, fair and reliable measure of learners' progression and achievement.

### **6.4 Assessment policies must clearly specify requirements for progression and achievement within the programme.**

**Condition:** The education provider must provide further evidence which clearly articulates the reassessment opportunities on this programme.

**Reason:** For this standard, the visitors were directed to learner handbook and programme specification. From a review of the documentation the visitors could not identify how many resit opportunities learners will have for this programme. In discussions with the programme team, the visitors confirmed that the assessment regulation specifies that all learners have the opportunity of one resit and all resits will be capped at 40 per cent. This information, however, was not contained in the documentation, as such the visitors were unsure how this pertinent information will be communicated to learners, so that they can progress and achieve within the

programme. Therefore, the visitors require further evidence to demonstrate how the assessment regulations, particularly information about the number of resit attempts, will be communicated to students. In this way the visitors can make determinations about whether the programme meets this standard.

#### **6.5 The assessment methods used must be appropriate to, and effective at, measuring the learning outcomes.**

**Condition:** The education provider must further evidence that the assessment methods employed appropriate to, and effective at, measuring the learning outcomes.

**Reason:** The visitors reviewed the programme module descriptors prior to the visit. They noted that for several modules, for example 'Psychological interventions' had five learning outcomes but only one assessment method in this case an 'individual assignment' worth 100 per cent. From this information, the assessments employed did not appear to measure the corresponding learning outcomes specified in the relevant section of the module descriptor. In discussion with the programme team, the visitors were still unclear on how the chosen assessment methods are in line with the learning outcomes of each modules. As such, the visitors did not have sufficient evidence to demonstrate that this standard was met. Therefore, the visitors were unable to determine how the marking scheme ensures that that it is not possible to pass the assessment if not all of the learning outcomes have been met. They therefore require the programme team to provide evidence, which demonstrates how they ensure that the assessment methods employed for each module area to appropriate to, and effective at, measuring the learning outcomes.

## HCPC approval process report

Education provider	University of Derby
Name of programme(s)	MA Music Therapy, Full time
Approval visit date	25 October 2017
Case reference	CAS-11908-F4W5Q8

### Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	3
Section 3: Requirements to commence assessment.....	3
Section 4: Outcome from first review.....	4

### Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the approval process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

## Section 1: Our regulatory approach

### **Our standards**

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

### **How we make our decisions**

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation of the visitors, inclusive of conditions and recommendations. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

### **HCPC panel**

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Elaine Streeter	Arts therapist - Music therapist
Pauline Etkin	Arts therapist - Music therapist
Deirdre Keane	Lay
Niall Gooch	HCPC executive

## Other groups involved in the approval visit

There were other groups in attendance at the approval visit as follows. Although we engage in collaborative scrutiny of programmes, we come to our decisions independently.

Elaine Owen	Independent chair (supplied by the education provider)	University of Derby
Caroline Harahan	Secretary (supplied by the education provider)	University of Derby
Doug Carr	Internal panel member	University of Derby
John Robertson-Begg	Internal panel member	University of Derby
Peter Whelan	External member of internal panel	Independent music therapist

## Section 2: Programme details

Programme name	MA Music Therapy
Mode of study	FT (Full time)
Profession	Arts therapist
Modality	Music therapist
Proposed first intake	01 September 2018
Maximum learner cohort	Up to 20
Intakes per year	1
Assessment reference	APP01709

We undertook this assessment of a new programme proposed by the education provider via the approval process. This involves consideration of documentary evidence and an onsite approval visit, to consider whether the programme meet our standards for the first time.

## Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted	
Programme specification	Yes	
Module descriptor(s)	Yes	
Handbook for learners	Yes	
Handbook for practice based learning	Yes	
Completed education standards mapping document	Yes	
Completed proficiency standards mapping document	Yes	
Curriculum vitae for relevant staff	Yes	
External examiners' reports for the last two years, if applicable	Not Required	The programme is not running yet so no external examiners' reports are available.

We also expect to meet the following groups at approval visits:

Group	Met	Comments
Learners	Yes	We met with learners from the following programmes as the programme is not running yet: MA Dramatherapy (HCPC-approved) MA Art Therapy (HCPC-approved) BA (Hons) Creative Expressive Therapies
Senior staff	Yes	
Practice education providers and educators	Yes	As the programme is not running yet, we met with practice education providers and educators who work with the University of Derby on the following programmes: MA Dramatherapy (HCPC-approved) MA Art Therapy (HCPC-approved) BA (Hons) Creative Expressive Therapies
Service users and carers (and / or their representatives)	Yes	
Programme team	Yes	
Facilities and resources	Yes	

#### Section 4: Outcome from first review

##### **Recommendation of the visitors**

In considering the evidence provided by the education provider as part of the initial submission and at the approval visit, the visitors' recommend that there was insufficient

evidence to demonstrate that our standards are met at this time, but that the programme(s) should be approved subject to the conditions noted below being met.

### **Conditions**

Conditions are requirements that must be met before programmes can be approved. We set conditions when there is insufficient evidence that standards are met. The visitors were satisfied that 30 of the standards are met at this stage. However, the visitors were not satisfied that there is evidence that demonstrates that the following standards are met, for the reasons detailed below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programmes, and then provide any further evidence to demonstrate how they meet the conditions. We set a deadline for responding to the conditions of 12 January 2018.

#### **2.1 The admissions process 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 demonstrate how they will make it clear to applicants that they will need to fund their own personal therapy.

**Reason:** The visitors were aware from reading programme documentation that it was a requirement of the programme that all learners undertake personal therapy. They considered that this was a reasonable requirement, and noted from discussions with learners and the programme team that the education provider would be able to help learners find local therapists. However, they were not able to determine from the programme documentation where it would be made clear to applicants that each learner would have to fund their own therapy. They therefore require the education provider to amend the information provided to applicants in order to make this clear, so that applicants have the information they require to take up an offer of a place on the programme.

#### **2.2 The selection and entry criteria must include appropriate academic and professional entry standards.**

**Condition:** The education provider must demonstrate how they will assess all applicants' musical skills as required by the standards of proficiency.

**Reason:** The visitors reviewed documentation relating to admissions and discussed the subject with the programme team. The programme specification (page 10) states that applicants "are usually expected to demonstrate competence in music and musicianship at Grade 8 or equivalent in a first instrument, plus a high level of competency in an additional instrument". The visitors considered that this could be an appropriate entrance requirement. However, they did note the use of the word "usually", which suggested that some applicants might not have to meet the requirement, and in discussion with the programme team were not able to clarify under what circumstances the requirement might be waived. In addition they noted that the education provider had not clarified a timescale within which an applicant would be expected to have gained their highest qualification – for example, a maximum length of time since the Grade 8 was gained. The visitors also noted that the education provider have not included any formal musical instruction on the programme, and so appeared to be intending to use

admissions policy to ensure that learners meet SOP 13.34, which states that graduates should “be able to play at least one musical instrument to a high level, and to use their singing voice and a keyboard / harmonic instrument to a competent level”. With this in mind, they were unclear how the education provider would be sure that graduates would meet SOP 13.34 with admissions requirements as they currently are. The visitors noted that there is a link to the condition under SET 4.1, regarding the connection between learning outcomes and standards of proficiency. They therefore require the education provider to submit further evidence demonstrating that the selection and entry criteria include appropriate academic and professional standards.

#### **2.4 The admissions process must assess the suitability of applicants, including criminal conviction checks.**

**Condition:** The education provider must demonstrate that their process for applicant DBS checks enables them to assess the suitability of applicants in an appropriate way.

**Reason:** From review of programme documentation, the visitors were unclear about the process for applicants’ DBS checks. In the programme handbook it states both that enrolment on the programme is dependent on passing a DBS check, and that the DBS check takes place once a learner’s enrolment in the programme is complete. This discrepancy meant that the visitors were not able to determine whether the programme was assessing the suitability of applicants appropriately. They therefore require the education provider to demonstrate that their admissions process assesses applicants’ suitability, including criminal convictions checks.

#### **2.5 The admissions process must ensure that applicants are aware of and comply with any health requirements.**

**Condition:** The education provider must demonstrate how they will assess applicants’ psychological preparedness and suitability for training as a music therapist, and for undergoing personal therapy.

**Reason:** The visitors were able to review documentation relating to admissions. From this review and from discussion with the programme team they were aware that the education provider intends to assess applicants’ psychological readiness to train as a therapist. This is in order to minimise the risk of them not being able to meet the SOPs for arts therapists, including the SOPs specific to music therapists, at the end of the programme. They also noted that the education provider intends to assess applicants’ psychological readiness to undertake personal therapy, since such therapy will be compulsory on the programme. However, they were not clear how the education provider intends to undertake this assessment, and so could not be certain that they would ensure that applicants complied with health requirements. They therefore require the education provider to demonstrate how they will ensure that applicants comply with the programme’s health requirements.

#### **2.6 There must be an appropriate and effective process for assessing applicants’ prior learning and experience.**

**Condition:** The education provider must demonstrate how they will appropriately and effectively assess applicants’ prior learning and experience.

**Reason:** The visitors reviewed documentation relating to how the education provider would take into account prior learning and experience. They were referred to page 10 of the programme specification, to a generic University of Derby policy, and to the website for applicants. The programme specification and the website both referred to the need for “significant relevant experience” for those not meeting the normal entry requirements. The programme specification added that “applicants who do not hold a degree qualification, but have significant relevant experience will be considered for entry onto the programme, subject to demonstrating the required skills and attributes to enable them to undertake the programme.” It was not clear to the visitors from these documents how the education provider would assess what counted as “significant relevant experience” or “skills and attributes”. Further discussion with the programme team did not provide further clarity on what process or criteria would be in place for ensuring that applicants’ prior learning and experience would be assessed in an appropriate and effective way. The visitors therefore require the education provider to demonstrate how they will appropriately and effectively assess applicants’ prior learning and experience.

### **3.3 The education provider must ensure that the person holding overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.**

**Condition:** The education provider must demonstrate that they have an effective process in place for identifying and appointing an appropriately qualified and experienced person holding overall professional responsibility for the programme.

**Reason:** From discussions with the senior team, the visitors were aware that they had not yet identified a person who would hold overall professional responsibility for the programme from the planned start date in September 2018. They noted that the member of staff identified as having taken the lead on the development of the programme would not be taking up this role. From their review of the programme documentation, they were not clear about the process for appointing the person holding overall professional responsibility for the programme. The education provider referred to page 30 the programme handbook in the mapping for this standard. This contained a broad job description but not an indication of the process by which a suitable person would be appointed, and from discussions with the senior team and programme team the visitors did not obtain further clarity about these issues. The visitors therefore require the education provider to demonstrate that they have an effective process for ensuring that the person with overall professional responsibility for the programme is appropriately qualified and experienced.

### **3.5 There must be regular and effective collaboration between the education provider and practice education providers.**

**Condition:** The education provider must demonstrate that there is regular and effective collaboration with practice education providers.

**Reason:** The visitors were able to discuss the existing arrangements for collaboration between the education provider and practice education providers relating to the existing HCPC-approved arts therapy provision. They were given verbal reassurances by the programme team that collaboration has taken place in the development of this programme, but they were not able to see from the evidence provided the nature or

extent of this collaboration. In their mapping document, the education provider referred to narratives of responsibilities of the education provider and practice education providers relating to collaboration in the programme, but the visitors considered that this did not provide evidence of regular and effective collaboration itself. In discussion with practice education providers, the visitors were informed that some practice educators considered that collaboration with the education provider was not regular and effective. It appeared that such collaboration tended to be driven by existing relationships between individuals rather than by a formal process, and that it tended to be reactive. It was not clear to the visitors whether formal records were kept of meetings and communications between the education provider and practice education providers. They were also unable to determine from the evidence provided and from discussions the level of input that practice education providers had had into the development of the new programme. They therefore require the education provider to demonstrate how they will ensure regular and effective collaboration with practice education providers.

### **3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.**

**Condition:** The education provider must demonstrate that there is an effective process to ensure access to practice-based learning for all learners.

**Reason:** From review of the programme documentation and discussions at the visit, the visitors were aware that learners on the programme were expected to source their own practice-based learning. In discussions with learners on the existing HCPC-approved arts therapy programmes, the visitors were informed that some learners, especially those coming from overseas, had problems finding their first practice-based learning and that they had been delayed in starting their practice-based learning as a result. The programme team had been made aware of these issues and had helped learners to resolve them. However, this had taken some time, and appeared to have been done on ad hoc basis. It was a particular problem because practice-based learning is intended to start very early in the programme. The visitors considered the experience of these learners in the context of discussions with the programme team, and keeping in mind that this programme is based on the model for the existing arts therapy programmes. There did not appear to be a formal process in place for ensuring that there was timely and sufficient availability and capacity of practice-based learning in both years of the programme. The visitors therefore require the education provider to demonstrate how they will ensure that all learners are enabled to secure practice-based learning in good time for the scheduled start of all practice-based learning blocks, whether in the first or second years of the programme.

### **3.7 Service users and carers must be involved in the programme.**

**Condition:** The education provider must demonstrate how they will involve service users and carers in the programme.

**Reason:** The visitors were able to meet with representatives of the Experts By Experience (EBE) group that works with health and social care programmes at the University of Derby. While noting that EBE was a large and active group, the visitors were not able to see how members of EBE had been involved in the development of the new programme. It was also not clear from discussions with the EBE members or with the programme team what specific plans were in place for service user and carer involvement in the music therapy programme. The programme handbook (page 29)

states that “the membership of the Programme Committee for the MA in Music Therapy [includes]...experts by experience representatives”. However, the visitors were not able to see information about which service users and carers would be involved with the programme, the ways in which they would be involved, and why that involvement is appropriate. The visitors therefore require the education provider to demonstrate that service users and carers will be involved in the programme.

### **3.10 Subject areas must be delivered by educators with relevant specialist knowledge and expertise.**

**Condition:** The education provider must demonstrate that all parts of the curriculum will be delivered by educators with relevant specialist knowledge and expertise.

**Reason:** From their review of the programme documentation and discussions with the senior team and programme staff, the visitors noted that only one staff member currently on the programme was a registered music therapist. This could be an appropriate arrangement, as the HCPC does not require programmes to have a certain number of registered staff. However, the visitors were not provided with evidence relating to how staff roles and responsibilities would be allocated, and so they were not able to determine whether there would be an adequate number of appropriately qualified and experience staff to deliver the programme effectively. For example, they were not clear which staff member(s) would deliver practical music training to ensure learners’ general musical knowledge is developed into practical knowledge of music techniques used in music therapy, or which staff member(s) would be teaching clinical music improvisation, and so were unable to determine whether the standard was met. They therefore require the education provider to demonstrate that subject areas will be delivered by appropriately qualified and experienced staff.

### **3.12 The resources to support learning in all settings must be effective and appropriate to the delivery of the programme, and must be accessible to all learners and educators.**

**Condition:** The education provider must demonstrate that all learners on the programme will have access to resources which are effective and appropriate to the delivery of the programme.

**Reason:** The visitors were able to view teaching and learning areas and resources, and discuss resourcing of the programme with the senior team and programme team. The approval event was held across two sites belonging to the university, Kedleston Road and Britannia Mill. The education provider was not able to confirm at which site the programme would run, and so the visitors could not make a judgment about the suitability of the teaching and learning areas they had viewed across the two sites. The visitors were not able to view schedules for the use of the various rooms, including the main music teaching room at the Kedleston Road site, which is also regularly used by a small number of learners on the music pathway of the BA (Hons) Creative Expressive Therapies. They could not be certain that the education provider would be able to use the rooms effectively for the 36 learners who would be on the programme by the 2019-20 academic year. In addition, the visitors were not able to determine that the learning resources for the programme were effective, appropriate, and accessible. For example, they were not able to see evidence that sufficient number of instruments would be available for loan where necessary for practice-based learning, or evidence that a suitable amount of music technology for composition was available. They were also

unable to see evidence of suitable practice facilities for learners, for example soundproof rooms where instrumental or vocal practice could take place. With regard to the reading list supplied, the visitors noted that this was a generic list of many titles, which did not link particular texts to parts of the programme, and they were therefore not able to be certain that the books were appropriate to the delivery of the programme. The visitors therefore require the education provider to demonstrate that the programme can be adequately resourced and that all learners will have appropriate access to resources.

### **3.16 There must be thorough and effective processes in place for ensuring the ongoing suitability of learners' conduct, character and health.**

**Condition:** The education provider must demonstrate how they will ensure that learners understand what is required of them in regard to appropriate standards of conduct and character.

**Reason:** The visitors reviewed programme documentation relating to expectations of learner conduct and character. The education provider mapped this standard to sections of the programme handbook. The visitors were satisfied that the standard was met in relation to learners' health, but the materials relevant to character and conduct were generic rather than being tailored to music therapists, and were focused on procedures rather than enabling understanding. The visitors were not able to see how the education provider will enable learners to understand what is required of them specifically in relation to character and conduct. In discussion of the education provider's approach with the programme team, the visitors were given verbal assurances about monitoring of learners with regard to professional conduct and character. However, they were not able to see evidence that learners will be helped, as part of a formal process, to understand what is required of them as music therapists. They therefore require the education provider to submit further evidence showing how they will enable learners to understand appropriate standards of conduct and character.

### **3.17 There must be an effective process in place to support and enable learners to raise concerns about the safety and wellbeing of service users.**

**Condition:** The education provider must demonstrate that learners will be adequately prepared to recognise behaviour and practices that may impact upon the safety and wellbeing of service users.

**Reason:** The visitors discussed with the programme team and learners how learners were prepared to report concerns about the safety and wellbeing of service users. The mapping document submitted by the education provider referred learners to a university whistleblowing policy, and to policies and procedures for raising concerns about educators on placement or about safeguarding issues. However, the visitors were not able to see where and how learners were helped to recognise what might constitute behaviour and practices that may impact upon the safety and wellbeing of service users in the specific context of music therapy. They considered that this created a risk that the concerns process would not be effective in all cases, as learners may not be able to recognise concerns that ought to have been raised. They therefore require that the education provider demonstrates how they will ensure that learners understand what constitutes behaviour and practices that may impact upon the safety and wellbeing of service users in the context of music therapy.

#### **4.1 The learning outcomes must ensure that learners meet the standards of proficiency for the relevant part of the Register.**

**Condition:** The education provider must demonstrate how the learning outcomes ensure that learners meet the following standards of proficiency for music therapists.

- 13.31 recognise that different approaches to music therapy have developed in different cultures and settings, and be able to apply a coherent approach to their work appropriate to each setting in which they practise**
- 13.32 understand the practice and principles of musical improvisation as an interactive, communicative and relational process, including the psychological significance and effect of shared music making**
- 13.33 know a broad range of musical styles and genres and be aware of their cultural contexts**
- 13.34 be able to play at least one musical instrument to a high level, and to use their singing voice and a keyboard / harmonic instrument to a competent level**
- 14.18 be able to use a range of music and music-making techniques competently including improvisation, structured musical activities, listening approaches and creation and composition of material and music technology where appropriate and be able to help a service user to work with these**

**Reason:** The visitors were able to review programme documentation relating to learning outcomes and discuss the issue with programme staff. However, they could not see where in the curriculum a number of the standards of proficiency (SOPs) for music therapists were addressed.

- SOP 13.31 was mapped to three modules: Music And Musicianship In Practice (MAMIP), Music Therapy Clinical Placement 1 (MTCP1) and Music Therapy Clinical Placement 2 (MTCP2), but the visitors were not clear how the learning outcomes of those modules addressed the issue of cultural sensitivity in music therapy as outlined in the SOP.
- SOP 13.32 was mapped to MAMIP and Arts Therapies Theory and Research in relation to Practice 1, but the visitors were not clear how the learning outcomes of these modules would enable learners to understand musical improvisation as a relational process, as outlined in the SOP.
- SOP 13.33 was mapped to MAMIP, but the visitors were not able to see how the learning outcomes of that module would enable learners to be familiar with a broad range of musical styles and genres and their cultural contexts, as outlined in the SOP.
- SOP 13.34 was also mapped to MAMIP, but the visitors were not clear how the learning outcomes would ensure that learners could play one musical instrument to a high level, and use their singing voice and a keyboard / harmonic instrument to a competent level, as outlined in the SOP.
- SOP 14.18 was mapped to MAMIP, MTCP1 and MTCP2, but the visitors could not see how the learning outcomes of this module address the requirements of the SOP, particularly in relation to learners' personal improvisational skills.
- The visitors noted that with regard to SOP 13.34, there is a link to the condition under SET 2.2, regarding the assessment of applicants' musical abilities. If that SOP is not addressed adequately in learning outcomes, then it is difficult to see how the education provider can be sure that learners will meet it by the end of the programme, unless they have an explicit entrance requirement around that level of music ability.

The visitors therefore require the education provider to submit evidence showing how the learning outcomes on the programme will enable all learners to meet the standards of proficiency for music therapists.

## **5.2 The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.**

**Condition:** The education provider must demonstrate how they will ensure that all learners have access to practice-based learning of appropriate structure, duration and range to support the achievement of the learning outcomes.

**Reason:** The visitors were able to review documentation relating to placements and discuss placements with the programme team, learners and practice educators. They noted that the education provider intended to make use of a wide variety of practice-based learning settings, and that this could be considered appropriate for a music therapy learner. However, it was not clear to the visitors how the education provider was intending to ensure that the structure, duration and range of practice-based learning will support the achievement of the learning outcomes and standards of proficiency for each learner. In the mapping provided by the education provider the visitors were referred to pages 8 and 9 of the programme specification, which gave a narrative briefly explaining some of the details of practice-based learning on the programme. However, it did not give any detailed information about the expected structure of practice-based learning. In discussions with the programme team the visitors were informed that learners would undertake practice-based learning two days a week, but they were not able to view evidence of how this would integrate with the rest of the programme schedule, and how achievement of learning outcomes and standards of proficiency would be ensured. The visitors were not able to determine whether the education provider's approach to ensuring an appropriate structure, duration and range of practice-based learning was sufficient, as they could not see information about what this approach was. They therefore require the education provider to submit further evidence demonstrating how they will ensure an appropriate structure, duration and range of practice-based learning for all learners.

## **5.3 The education provider must maintain a thorough and effective system for approving and ensuring the quality of practice-based learning.**

**Condition:** The education provider must demonstrate how they will maintain a thorough and effective system for approving and ensuring the quality of practice-based learning.

**Reason:** The visitors discussed audit of practice-based learning with the programme team and practice educator, and reviewed documentation. The education provider had referred in mapping to the placement handbook, pages 5 and 15. However, it was not clear to the visitors from these references how the audit process worked at the operational level, as they were narrative descriptions of how the process of practice-based learning worked. The visitors were given verbal assurances that there was an annual audit and that there were long-lasting relationships with many practice-based learning providers for the existing arts therapy programmes, although they were not clear that any had yet been secured for the music therapy programme. Additionally, they were able to view in the documentation a description of the process by which the practice-based learning secured by learners was approved. However, they were not provided with a policy or process, including any quality criteria or controls, to manage

the quality of practice-based learning, and so could not determine whether the arrangements met the standard. They were not able to determine whether there was a specific staff role at the education provider dedicated to supervising practice-based learning. They therefore require the education provider to submit further evidence demonstrating that a thorough and effective audit process for all practice-based learning is in place.

#### **5.4 Practice-based learning must take place in an environment that is safe and supportive for learners and service users.**

**Condition:** The education provider must demonstrate how they will ensure that practice-based learning takes place in an environment that is safe and supportive for learners and service users.

**Reason:** The visitors reviewed documentation relating practice-based learning. The education provider referred in their mapping to page 16 of the placement handbook, which contained some information for learners about expectations of behaviour and conduct in practice-based learning settings. However, the visitors could not see what process the education provider will have in place for ensuring that practice-based learning environments are safe and supportive. The visitors were given verbal assurances that that there will be an annual audit, but they were not provided with a policy or process, including any quality criteria or controls, to manage the quality of practice-based learning, and so could not determine whether the arrangements for ensuring a safe and supportive environment in practice-based learning settings met the standard. They therefore require the education provider to submit further evidence demonstrating how they will ensure a safe and supportive environment in all practice-based learning settings.

#### **5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.**

**Condition:** The education provider must demonstrate how they will ensure that there are an adequate number of appropriately qualified and experience staff involved in practice-based learning.

**Reason:** The visitors reviewed documentation relating practice-based learning. The education provider referred in their mapping to pages 4 and 8 of the placement handbook, which contained some information for learners about staffing on practice-based learning. It was not clear to the visitors from looking at this information how the education provider will ensure adequate numbers of suitable staff in practice-based learning settings. The visitors were given verbal assurances that that there was an annual audit and that there were long-lasting relationships with many practice-based learning providers for the existing arts therapy programmes. However, they were not clear that any had yet been secured for the music therapy programme, and they were not provided with a policy or process, including any quality criteria or controls, to manage the quality of practice-based learning, and so could not determine whether the arrangements for ensuring a safe and supportive environment in practice-based learning settings met the standard. They therefore require the education provider to submit further evidence demonstrating how they will ensure that an adequate number of appropriately qualified and experienced staff are involved in practice-based learning.

**5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register.**

**Condition:** The education provider must demonstrate how they will ensure that staff at practice-based learning settings have relevant knowledge, skills and experience and are, unless other arrangements are appropriate, on the relevant part of the Register.

**Reason:** The visitors reviewed documentation relating to staffing of practice-based learning. In the mapping document the education provider had referred them to page 4 of the placement handbook, which contained a short guide for learners on the requirements applying to the practice-based learning that they are intended to secure for themselves. However, they could not be clear from this information how the education provider monitored the knowledge, skills, experience and HCPC registration status of practice educators. It was also not clear how the education provider would decide when it could be appropriate to have as practice educators individuals who were not on the HCPC Register. The visitors were given verbal assurances by the programme team that there would be an annual audit and that there were long-lasting relationships with many practice-based learning providers, but they were not provided with a policy or process, including any quality criteria or controls, to manage the quality of practice-based learning, and so could not determine whether the arrangements for ensuring that practice educators will have relevant knowledge, skills and experience to support safe and effective learning. They therefore require the education provider to submit further evidence demonstrating how they will ensure that an adequate number of appropriately qualified and experienced staff are involved in practice-based learning, and under what circumstances they will waive the normal requirement for HCPC Registration.

**5.7 Practice educators must undertake regular training which is appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme.**

**Condition:** The education provider must demonstrate how they will ensure that staff at practice-based learning settings have undertaken regular appropriate training.

**Reason:** The visitors reviewed documentation related to practice educator training. They were referred to page 4 of the placement handbook, which states that "placement educators' days are held at the university during the autumn and spring terms, and serve as a means of supporting educators in understanding the requirements of the placement process and the needs of students on placement." The visitors were not able to determine from this reference, or from discussion with the programme team and placement educators, whether the training delivered to the practice educators will be appropriate to their role, learners' needs and the delivery of the learning outcomes of the programme. They were not able to see content or materials that will be used during the training, how the education provider will ensure that all practice educators attend the training, and what happens if practice educators, for any reason, do not attend. They therefore require the education provider to demonstrate that the training undertaken by practice educators will be appropriate to their roles, learners' needs and to the delivery of the learning outcomes of the programme, and how they will ensure that practice educators attend when necessary.

## **6.1 The assessment strategy and design must ensure that those who successfully complete the programme meet the standards of proficiency for the relevant part of the Register.**

**Condition:** The education provider must demonstrate how they will ensure that assessment strategy and design ensure that those who successfully complete the programme have met the standards of proficiency for music therapists.

**Reason:** The visitors were able to review documentation relating to assessment strategy. In mapping, the education provider referred the visitors to a section in the programme specification, on page 9. This was a narrative of some of the assessment methods used on the programme. They were not able to see from this information how the education provider would ensure that their assessment strategy and design would ensure that all learners who completed the programme would meet all of the standards of proficiency (SOPs) for music therapists. They were therefore unable to determine that the standard was met. With regard to practice-based learning, the visitors were informed that learners would be expected to present evidence of their clinical case hours in the supervision group at college as part of their assessment, but they were not able to see detail of how frequently learners would be expected to present in this way during their college supervision group, or how much of their clinical practical work would be assessed overall. In their review of module descriptors, the visitors were not always clear how particular assessments would ensure that learners had met the SOPs, for example in Music and Musicianship. They considered that there was a link here to the condition set under SET 4.1, which is focused on whether the learning outcomes are appropriately matched to certain SOPs – 13.31, 13.32, 13.33, 13.34 and 14.20. The SOPs mapping document linked those SOPs to particular modules, but the visitors were not clear how the assessment methods mentioned in the module descriptors would ensure that learners had met those SOPs. The visitors therefore require that the education provider demonstrate how their assessment strategy and design ensures that all learners who complete the programme meet the standards of proficiency for music therapists.

## **6.5 The assessment methods used must be appropriate to, and effective at, measuring the learning outcomes.**

**Condition:** In the Music and Musicianship module, the education provider must demonstrate how they will ensure that assessments methods are appropriate to, and effective at, measuring the learning outcomes.

**Reason:** The visitors reviewed module descriptors and discussed the modules with the programme team. However, with regards to the Music and Musicianship module, in discussion with the programme team they were not able to see how the chosen assessment methods in the module measured the learning outcomes. In particular they were not clear whether the 20 minute viva voce could adequately assess learning outcomes 2 and 4. They were unable to determine how the education provider would ensure that in 20 minutes learners could both “explore and critically evaluate the use of musical improvisation” and “evidence a critical understanding of the use of composition and music analysis in a therapeutic context” to an appropriate level. Discussion with the programme team did not enable the visitors to be clear about how this would be achieved. They therefore require the education provider to submit further evidence demonstrating that assessment methods in this module will measure the learning outcomes appropriately and effectively.

## HCPC approval process report

Education provider	University of Sussex
Name of programme(s)	Post Graduate Diploma in Social Work (Step Up), FTA (Full time accelerated)
Approval visit date	15 November 2017
Case reference	CAS-12068-V8Z7G8

### Contents

Section 1: Our regulatory approach.....	2
Section 2: Programme details.....	3
Section 3: Requirements to commence assessment.....	3
Section 4: Outcome from first review.....	4

### Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the approval process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

## Section 1: Our regulatory approach

### Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

### How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation of the visitors, inclusive of conditions and recommendations. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

### HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Lynda Kelly	Social worker in England
Gary Dicken	Social worker in England
Frances Ashworth	Lay
Jasmine Oduro-Bonsrah	HCPC executive
Jamie Hunt	HCPC executive (observer)

### Other groups involved in the approval visit

There were other groups in attendance at the approval visit as follows. Although we engage in collaborative scrutiny of programmes, we come to our decisions independently.

Bugewa Apampa	Independent chair (supplied by the education provider)	University of Sussex
Claire Brennan	Secretary (supplied by the education provider)	University of Sussex
Robin Banerjee	Internal validation panel member	University of Sussex

## Section 2: Programme details

Programme name	Post Graduate Diploma in Social Work (Step Up)
Mode of study	FTA (Full time accelerated)
Profession	Social worker in England
First intake	01 April 2018
Maximum learner cohort	Up to 13
Intakes per year	1
Assessment reference	APP01764

We undertook this assessment of a new programme proposed by the education provider via the approval process. This involves consideration of documentary evidence and an onsite approval visit, to consider whether the programme meet our standards for the first time.

## Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted	Reason(s) for non-submission
Programme specification	Yes	
Module descriptor(s)	Yes	
Handbook for learners	Yes	
Handbook for practice based learning	Yes	
Completed education standards mapping document	Yes	
Completed proficiency standards mapping document	Yes	
Curriculum vitae for relevant staff	Yes	
External examiners' reports for the last two years, if applicable	Not Required	This is a new programme

We also expect to meet the following groups at approval visits:

Group	Met	Comments
Learners	Yes	The visitors met with learners from the HCPC approved BA (Hons) social work and MA in social work programmes, and also graduates from these

		programmes as the programme seeking approval is new.
Senior staff	Yes	
Practice education providers and educators	Yes	
Service users and carers (and / or their representatives)	Yes	
Programme team	Yes	
Facilities and resources	Yes	

## Section 4: Outcome from first review

### Recommendation of the visitors

In considering the evidence provided by the education provider as part of the initial submission and at the approval visit, the visitors' recommend that there was insufficient evidence to demonstrate that our standards are met at this time, but that the programme(s) should be approved subject to the conditions noted below being met.

### Conditions

Conditions are requirements that must be met before programmes can be approved. We set conditions when there is insufficient evidence that standards are met. The visitors were satisfied that a number of the standards are met at this stage. However, the visitors were not satisfied that there is evidence that demonstrates that the following standards are met, for the reasons detailed below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programmes, and then provide any further evidence to demonstrate how they meet the conditions. We set a deadline for responding to the conditions of 18 January 2018.

### **2.1 The admissions process 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 demonstrate how they inform applicants about the costs associated with the Disclosure Barring Service (DBS) checks.

**Reason:** At the visit, the programme team informed the visitors that applicants would need to pay for the DBS checks once they are accepted onto the programme. However, from a review of the programme documentation, the visitors did not see any information regarding the DBS checks costs associated with the programme, or how the education provider communicates these costs to applicants. Therefore, the education provider must revise the documentation to ensure that the materials available to potential applicants provide them with the information they require; in particular, the information about the DBS costs associated with this programme, in order for them to make an informed choice about whether to take up an offer of a place on a programme.

### **3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.**

**Condition:** The education provider must demonstrate that there is an effective process in place to ensure the availability and capacity of private, voluntary and / or independent (PVI) practice-based learning for all learners.

**Reason:** From a review of the documentation and from discussions at the visit, the visitors noted that learners will be undertaking their 100-day practice-based learning in a statutory setting with Brighton and Hove Council and / or East Sussex County Council. In the practice education provider meeting, the visitors learnt that all learners will undertake their 70-day PVI practice-based learning with Change, Grow and Live (CGL), which is a charity. At the visit, there was no representative from CGL, and therefore the visitors were not able to discuss capacity and availability of practice-based learning with CGL directly. Furthermore, the visitors received no evidence to demonstrate that the education provider and CGL had formally committed to providing the amount and range practice-based learning required to support learning. Therefore, the visitors could not determine how the education provider ensures the availability and capacity of practice-based learning for learners on this programme in the PVI sector. The education provider must therefore provide evidence to demonstrate that there is an effective process in place to ensure the availability and capacity of PVI practice-based learning for all learners.

### **3.7 Service users and carers must be involved in the programme.**

**Condition:** The education provider must ensure that service users and carers involved in the programme are appropriately prepared and supported to undertake their roles.

**Reason:** To evidence this standard the visitors were directed to the Course Handbook, which sets out the Service Users and Carers Advisory Group. At the visit, the visitors learnt from different groups including the learners, programme team and service user and carer group what service user and carer involvement included. Specifically, they were involved in admissions, will share their experiences in taught sessions, and will be involved in the assessment of learners. However, the visitors noted that there is no process to ensure that the group are prepared and supported to be involved in the programme. Service users and carers told the visitors that they did not undertake specific preparation or training prior to their involvement, and that there is no guidance about what is expected of them. The group members noted that they felt particularly unprepared for involvement in the assessment of learners.

Furthermore, the service users and carers noted inconsistencies in how they were debriefed and supported following their involvement. For example, group members noted that they were only debriefed after taught sessions depending on who the lecturer was. Group members were therefore unsure whether they were fulfilling their roles, and at times did not feel supported straight after sharing personal experiences. The programme team echoed that, although they individually provide feedback and debriefs after sessions for service users, there is currently no formal process in place to ensure that it happens.

Therefore, the visitors were unsure:

- how the education provider ensures that the all service users and carers will be fully prepared and supported for their role, to enable them to be effectively involved in the programme; and
- whether there was sufficient support for service users and carers once they had shared their experiences in taught sessions.

The education provider must therefore provide evidence which demonstrates how service users and carers will be prepared and supported to be involved in the programme to undertake their roles effectively.

#### **4.9 The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions.**

**Condition:** The education provider must demonstrate how the programme will ensure that learners are able to learn with, and from, professionals and learners in other relevant professions, and must define why these other professions are relevant to social work.

**Reason:** From the documentation provided, the education provider stated that learners will undertake a “Practice Development Workshop in group work skills...formed into Problem-based learning groups within which they must work together to produce a group presentation, which is assessed”, as part of the Human Development in the Social World module. At the visit, the programme team explained that students will undertake this module with student teachers and nurses. Although the visitors note that the social work learners on this programme will be working alongside other professions, they could not determine whether producing a group presentation together will enable social work learners to learn with and from these groups. The education provider did not also define why having taught sessions with these other professions are appropriate to the programme.

Additionally, the visitors were also informed that learners will be able to learn with and from other professionals and learners whilst out in their various practice-based learning environments. From the discussions, opportunities to be able to learn from and with other professionals and learners from other relevant professions is dependent on where learners are placed and the programme itself would not guarantee learning from and with others. By learning with and from others whilst on their practice-based learning may happen on an ad hoc basis rather than a planned part of the programme.

The education provider must therefore provide evidence, which demonstrates how the programme will ensure that learners are able to learn with, and from, professionals and learners in other relevant professions and must also define why these other professions are appropriate to the programme.

#### **5.1 Practice-based learning must be integral to the programme.**

**Condition:** The education provider must ensure that they have formal agreements with practice education providers in the private, voluntary and / or independent sector.

**Reason:** To evidence this standard the visitors were directed to the Course Specification and Practice Learning Handbook, and at the visit were shown formal agreements between the education provider and the statutory setting practice education providers. In the practice education provider meeting, the visitors were informed that all

learners will undertake their private, voluntary and independent (PVI) practice-based learning with Change, Grow and Live (CGL), which is a charity. From these discussions, the visitors learnt that all learners will undertake their 70 day practice-based learning with CGL, and that the education provider has had conversations with CGL to ensure that there are appropriate practice-based learning opportunities for all learners. However, the visitors received no evidence of formal arrangements in place to secure practice-based learning in the PVI sector for all learners. As there were no formal arrangements in place, the visitors could not determine whether the learning opportunities provided by CGL will be appropriate to enable learners to achieve the learning outcomes. The visitors noted that without seeing the formal agreements in place, they are unable to make a judgement about whether practice-based learning is integral to the programme for all learners. The education provider must therefore provide evidence of the formal arrangements in place to secure practice based learning in the PVI sector for all learners.

## **5.2 The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.**

**Condition:** The education provider must demonstrate that the range of practice-based learning available to learners supports the achievement of the learning outcomes and the standards of proficiency for social workers in England.

**Reason:** For this standard, the visitors were directed to the learning outcomes. In the practice education provider meeting, the visitors were informed that learners will experience a range of practice-based learning with the first in the Private, voluntary and / or independent (PVI) sector and their second practice based learning in a statutory setting placement. At the visit, the visitors learnt that the PVI practice-based learning will take place with Change, Grow and Live (CGL), which is a charity. However, from the evidence provided the visitors were unsure what range of practice-based learning opportunities (CGL) provided. The visitors could therefore not determine whether all learners will have access to a range of appropriate practice-based learning opportunities within CGL itself to support the achievement of the learning outcomes. In addition, there are currently no formal arrangements, which highlight what practice-based learning opportunities all learners will have in place between CGL and the education provider. The visitors could therefore not determine whether there is a range of practice-based learning opportunities available to each learner to enable them to achieve the learning outcomes and the standards of proficiency. The visitors therefore require further evidence, which demonstrates that there is a range of practice-based learning opportunities available to all learners, and that this range of practice-based learning is appropriate to support learners to achieve the learning outcomes and the standards of proficiency for social workers in England.

## **5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.**

**Condition:** The education provider must ensure that there is an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

**Reason:** For this standard the visitors were directed to the practice learning handbook and at the visit were shown a 'Written agreement between the University of Sussex and Social work Placement Providers for students on the BA Social Work and MA Social work Courses'. This agreement sets out arrangements and expectation of the PVI

agencies. Along with the practice learning handbook, this agreement sets out the roles and responsibilities of Practice supervisors and Practice educators. However, as mentioned in the condition for SET 5.1, there are no formal agreements in place to secure PVI practice-based learning for this programme. The visitors could therefore not determine if there will be an adequate number of appropriately qualified and experienced staff involved in practice-based learning. The education provider must therefore ensure that there are formal agreements in place with practice education providers in the PVI sector, which ensure that they will have an adequate number of appropriately qualified staff in place.

**6.7 The education provider must ensure that at least one external examiner for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.**

**Condition:** The education provider must demonstrate that there will be at least one external examiner for the programme, who is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.

**Reason:** For this standard, the visitors were referred to the University of Sussex's External Examiners policy. The visitors noted that as part of the appointment criteria external examiners must "have expertise and experience in the academic area... and will have knowledge of Professional Statutory (PSB) requirements where relevant". The statement in the External Examiner's policy does not define whether the external examiners would have to be from the relevant part of the HCPC Register and, if not, that there is an appropriate reason why. The visitors were also given a document at the visit, which stated that external examiners must have a "social work qualification and be registered with the HCPC". Following the review of the document, the visitors could not determine how this narrative forms part of the formal University policy and how the programme team will use the document. As such, the visitors require evidence to demonstrate that there will be at least one external examiner for the programme, who is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.