

Education and Training Committee, 5 June 2014

Review of the annual monitoring of practitioner psychologist and hearing aid dispenser programmes in the 2012-13 academic year

Executive summary and recommendations

**Introduction**

The Education Department routinely reviews the integration of new professions into the HCPC's operational processes. Practitioner psychologist and hearing aid dispenser programmes are currently being integrated into the annual monitoring process for the first time. This is happening over three academic years for practitioner psychologist programmes and over two academic years for hearing aid dispenser programmes.

This report focuses on the integration of both professions with annual monitoring in the 2012-13 academic year. This was the first academic year for hearing aid dispensers and the second for practitioner psychologist programmes. It follows on from a similar review for practitioner psychologist programmes in the 2011-12 academic year.

**Decision**

This paper is for information only. No decision is required.

**Background information**

None

**Resource implications**

None

**Financial implications**

None

**Appendices**

Report on the review of the annual monitoring of practitioner psychologist and hearing aid dispenser pre-registration education and training programmes

## Review of the process of annual monitoring of practitioner psychologist and hearing aid dispenser pre-registration education and training programmes

### **About this document**

As part of the Education Department's on-going review of the operational processes for the integration of new professions into the HCPC model of regulation, this report focuses on the outcomes of the annual monitoring submissions from practitioner psychologist and hearing aid dispenser pre-registration education and training programmes delivered at UK education providers in the 2012-13 academic year. It follows on from a review of the outcomes of the annual monitoring process for practitioner psychologist programmes in 2011-12. This report draws on a quantitative review of Education Department records of the annual monitoring process used for pre-registration education and training practitioner psychologist and hearing aid dispenser programmes. In addition it also utilises a qualitative review of the visitors' reports produced as a result of the process.

### **Annual monitoring: overview of the process**

When we approve an education programme the programme obtains what we refer to as 'open-ended approval' and is then subject to our monitoring processes. Education providers can inform the education executive of changes to their programme and a decision is made as to the appropriate process for the change to be assessed through – the approval visit process, the major change process or the annual monitoring process.

Our annual monitoring process is a documentary, retrospective process where we consider whether a programme continues to meet our standards of education and training (SETs) and continues to effectively deliver and assess the standards of proficiency (SOPs). Each year every approved programme is subject to the annual monitoring process, when, on an annual cycle, a programme will either have to submit a declaration to confirm that no changes have been made or they are required to submit detailed documentary evidence about how the programme is continuing to meet the SETs through an audit. When we carry out an annual monitoring audit it is normally reviewed by two HCPC Partner visitors. At least one visitor will be from the relevant part of the Register and all visitors undergo a conflict of interest process. The documentation is reviewed by the visitors, along with previous reports from the approval, annual monitoring and major change processes.

The visitors make recommendations to the Education and Training Committee Panel (ETP). They either recommend that there is sufficient evidence to show the programme continues to meet the SETs or that there is insufficient evidence to show how the programme continues to meet our standards. The visitors can ask the education provider for further documentation before making a recommendation to ETP. If the visitors and ETP agree there is insufficient evidence to show how the

programme continues to meet our standards a visit would be required to gather evidence and, if required, place conditions on on-going approval.

Complete submissions are those where the visitors' have made their recommendation of the programme and the recommendation has been sent to an ETP meeting for ratification. All finalised annual monitoring reports are publically available Education and Training Committee papers which are online on the HCPC website.

### **The annual monitoring process 2012-13**

Annual monitoring for this session followed the process as laid down in the process documentation. Unlike in previous years, for this annual monitoring cycle programmes were not required to provide evidence of how they were meeting additional SETs or different SOPs. As such education providers were required to provide the standard documentation required for annual monitoring audits to be considered by visitors. If a declaration was due, an education provider was expected to submit a declaration that no changes to the programme had been made. This was then processed through the Education Department executive and once this process was completed the result was reported to the Education and Training Committee.

**Table 1: Year in which programmes will be subject to annual monitoring**

<b>Practitioner psychologist programmes</b>	
Programmes visited 2009-10	Subject to annual monitoring 2011-12
Programmes visited 2010-11	Subject to annual monitoring 2012-13
Programmes visited 2011-12	Subject to annual monitoring 2013-14
<b>Hearing aid dispenser programmes</b>	
Programmes visited 2010-11	Subject to annual monitoring 2012-13
Programmes visited 2011-12	Subject to annual monitoring 2013-14

Table 1 shows the academic year that practitioner psychologist programmes were first subject to annual monitoring based on the academic year of their scheduled approval visit and the academic year that hearing aid dispenser programmes were first subject to annual monitoring based on the academic year of their scheduled approval visit.

This report looks at the practitioner psychologist programmes to be subject to annual monitoring for the first time (those which were visited in 2010-11) and those that are subject to annual monitoring for a second time those which were visited in 2009-10. This report also considers the hearing aid dispenser programmes subject to annual monitoring for the first time having been visited in 2010- 11.

On the list of approved programmes HCPC currently has 92 open and approved practitioner psychologist programmes. Of these programmes 51 were subject to our annual monitoring process in 2012-13 (Appendix 1). For this annual monitoring cycle 34 practitioner psychologist programmes submitted annual monitoring audits and 18 submitted declarations. This was an increase from the previous year when

eight programmes were considered through annual monitoring. This increase is due to the timing of approval visits to practitioner psychologist programmes, particularly as fewer programmes were considered in the 2009-10 academic year as the visits only began in January 2010.

HPCP currently has 19 open and approved hearing aid dispenser programmes on the list of approved programmes. Of these six were subject to our annual monitoring process in 2012-13 (Appendix 2). For this annual monitoring cycle four hearing aid dispenser programmes submitted annual monitoring audits and two programmes submitted declarations. This is the first year in which hearing aid dispenser programmes have been subject to annual monitoring which accounts for the relatively low number considered in annual monitoring this year.

### Annual monitoring 2012-13 outcomes

Table 2 shows the outcomes of all of the programmes subject to annual monitoring for 2012-13. The practitioner psychologist (PP) and hearing aid dispenser (HAD) programmes have been isolated to enable comparisons to be made with the outcomes for all other programmes.

**Table 2 – summary of outcomes**

Outcome of AM	Programmes					
	HAD	%	PP	%	Other	%
Sufficient evidence of standards continuing to be met	6	100	51	100	420	99
Insufficient evidence of standards continuing to be met	0	0	0	0	1	1

As of September 2013 all of the programmes subject to annual monitoring in 2012-13 had completed the annual monitoring cycle, having been considered and had a final decision made on their approval from the Education and Training Committee (ETC). For all practitioner psychologist and hearing aid dispenser programmes the outcome was the same with ETC determining that there was sufficient evidence provided to show that the programmes continued to meet the SETs. This is consistent with the decisions agreed for all other programmes which have completed annual monitoring as almost all of the other programmes considered had the same decision made. As such there were no discernable patterns specific to the practitioner psychologist programmes or the hearing aid dispenser programmes when they were subject to the annual monitoring process.

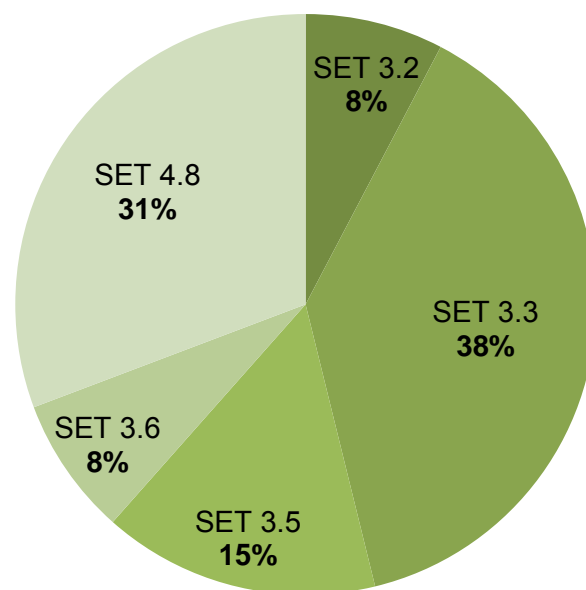
**Table 3 – requests for further information**

Outcome of initial audit review	Programmes					
	HAD	%	PP	%	Other	%
Programmes for which visitors did not request further evidence	5	83	44	86	427	89
Programmes for which visitors requested further evidence	1	17	7	14	50	11

Table 3 shows that the percentage of programmes not required to submit further evidence is broadly comparable across practitioner psychologists, hearing aid dispensers and all other professions. Whilst the percentage of hearing aid dispenser programmes for which visitors requested further evidence appears higher, this is slightly misleading due to the small number of programmes considered overall for this profession. In fact, visitors only requested further evidence for one of the six hearing aid dispenser programmes assessed in 2012-13.

For the seven (14%) practitioner psychologist programmes which were required to provide additional evidence, in each case the documentation was provided within two weeks in line with process expectations.

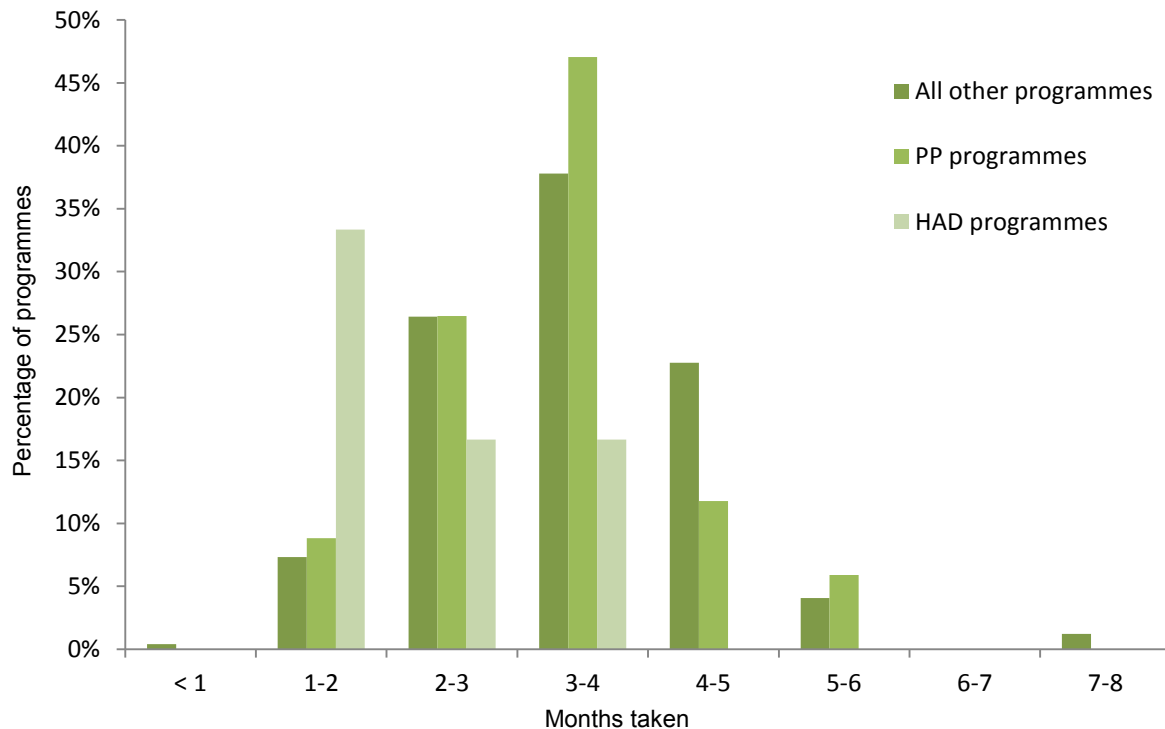
**Graph 1 – Conditions around which requests for additional documentation were made on practitioner psychology programmes**



Graph 1 shows which SETs the requests for further evidence related to for practitioner psychologist programmes. The eight requests for additional documentation were framed around programme management and resources, curriculum and assessment. As articulated above the standards around which the additional evidence was requested mainly concerned the regular monitoring and evaluation mechanisms that were being employed by the programmes (SET 3.3); the range of learning and teaching approaches used (SET 4.8) and the number of staff available to deliver the programme (SET 3.5). For SET 3.3, the most common request was for further evidence of how these monitoring and evaluation mechanisms were used by the external examiners and in the annual monitoring reports, while three programmes had a request for additional evidence of their teaching and learning strategies (SET 4.8) as they had changed the emphasis on programme delivery since the programme was approved. These requests are similar to those asked of all other programmes however, and as such there is no discernable pattern that can be highlighted as specific to practitioner psychologist programmes.

For hearing aid dispensers there was only one request for additional documentation and this was against SET 6.6 to clarify a point made in the annual monitoring report to ensure the education provider was meeting the requirements of their own monitoring systems.

**Graph 2 - Number of months taken to consider annual monitoring audits**



Graph 2 shows how long it took to consider audit submissions from practitioner psychologist programmes and hearing aid dispenser programmes when compared to all other programmes that were subject to audit in 2012-13. This shows that the hearing aid dispenser programmes performed better than most other programmes while the practitioner psychologist programmes took a very similar amount of time to be considered as all other professions. Overall, the average time taken to consider an audit from a practitioner psychologist programme was 3.3 months; for hearing aid dispenser programmes it was 2.3 months. This means that both professions performed better than all other professions which took, on average, 3.4 months to be considered. Therefore, there was no defined pattern specific to either profession in regards to the time it took to consider their audits. While hearing aid dispenser programmes appear to have been considered faster, due to the small number looked at this year these results are skewed due to two programmes being considered within two months.

This pattern was slightly different for declarations as practitioner psychologist programme took 2.2 months to be considered and hearing aid dispenser programmes took 1.8 months compared to the average of 1.5 months for all other programmes. While this is a slightly different pattern these numbers are as a result of when the Education and Training Committee were scheduled to meet and could consider the declarations. Over a third of the practitioner psychologist programmes'

declarations arrived in November 2012 and as such were not considered by the Committee until the next scheduled meeting in February 2013. If this anomaly was removed then the average time taken for a practitioner psychologist programme declaration to be considered was 1.4 months, in line with all other programmes.

### **Conclusion**

From the data collected and reviewed here it is clear that there are no emerging trends which are specific to practitioner psychologist programmes or hearing aid dispenser programmes when compared to programmes from other professions regulated by the HCPC. Of the 57 programmes considered from these two professions, all had on-going approval reconfirmed by the Education and Training Committee. This suggests that the approvals process previously undertaken by these programmes was as robust and thorough as anticipated. As such, the programmes have met the requirements of the HCPC's annual monitoring process by demonstrating how they have continued to meet the standards of education and training.

From the evidence gathered it appears the practitioner psychologist and hearing aid dispenser programmes have assimilated well into the HCPC annual monitoring process. There is no evidence to suggest they should be treated any differently to programmes from other professions. Therefore, on the basis of this review and report, there is no further work that the Education Department will be recommended to undertake in regards to the engagement of these two professions with the annual monitoring process.

## Appendix 1

Practitioner psychology programmes subject to annual monitoring 2012–2013.

Education Provider	Programme Name	Mode of Study
British Psychological Society	Qualification in Counselling Psychology	Flexible
British Psychological Society	Qualification in Educational Psychology (Scotland (Stage 2))	Flexible
British Psychological Society	Qualification in Forensic Psychology (Stage 2)	Flexible
British Psychological Society	Qualification in Health Psychology (Stage 2)	Flexible
British Psychological Society	Qualification in Occupational Psychology (Stage 2)	Flexible
British Psychological Society	Qualification in Sport and Exercise Psychology (Stage 2)	Flexible
Canterbury Christ Church University	Doctorate in Clinical Psychology (DClinPsychol)	Full Time
Cardiff Metropolitan University	Post Graduate Certificate in Practitioner Health Psychology	Full Time
Cardiff Metropolitan University	Post Graduate Certificate in Practitioner Health Psychology	Part Time
Cardiff Metropolitan University	Post Graduate Diploma in Practitioner Forensic Psychology	Full Time
Cardiff Metropolitan University	Post Graduate Diploma in Practitioner Forensic Psychology	Part Time
Cardiff University (Prifysgol Caerdydd)	Doctorate in Clinical Psychology (DClinPsy)	Full Time
City University	Professional Doctorate in Counselling Psychology	Full Time
Coventry University & University of Warwick	Doctorate in Clinical Psychology (D.Clin.Psy)	Full Time
Institute of Education, University of London	Doctorate in Professional Educational, Child and Adolescent Psychology (DEdPsy)	Full Time
Institute of Psychiatry, King's College London	Doctorate in Clinical Psychology (DClinPsy)	Full Time
Keele University & Staffordshire University	Doctorate in Clinical Psychology (DClinPsy)	Full Time
London Metropolitan University	Professional Doctorate in Health Psychology	Full Time
London Metropolitan University	Professional Doctorate in Health Psychology	Part Time
Metanoia Institute	Doctorate in Counselling Psychology and Psychotherapy by Professional Studies	Part Time



	(DCPsych)	
Oxford Health NHS Foundation Trust	Doctorate in Clinical Psychology (D.Clin Psych)	Full Time
Queen's University of Belfast	Doctorate in Clinical Psychology (DclinPsych)	Full Time
Regent's University London	DPsych in existential-phenomenological Counselling Psychology	Full Time
Roehampton University	PsychD in Counselling Psychology	Full Time
Teesside University	Doctorate in Clinical Psychology (DclinPsy)	Full Time
Teesside University	Doctorate in Counselling Psychology (DCounsPsy)	Full Time
University College London	Doctorate in Clinical Psychology (DclinPsych)	Full Time
University of Bath	Doctorate in Clinical Psychology	Full Time
University of Birmingham	Applied Educational and Child Psychology (D.Ed.Psy)	Full Time
University of Birmingham	Clinical Psychology Doctorate (ClinPsyD)	Full Time
University of Bristol	Doctorate of Educational Psychology (D.Ed.Psy.)	Full Time
University of Essex	Doctorate in Clinical Psychology (DClinPsy)	Full Time
University of Exeter	Doctorate in Clinical Psychology	Full Time
University of Hull	Doctorate in Clinical Psychology (ClinPsyD)	Full Time
University of Leeds	Doctorate in Clinical Psychology (DClinPsychol)	Full Time
University of Leicester	Doctorate in Clinical Psychology (DClinPsy)	Full Time
University of Lincoln	Doctorate in Clinical Psychology (DclinPsy)	Full Time
University of Liverpool	Doctorate in Clinical Psychology (D.Clin.Psychol)	Full Time
University of Manchester	Doctorate in Counselling Psychology	Full Time
University of Manchester	Educational and Child Psychology (D.Ed.Ch.Psychol)	Full Time
University of Manchester	Doctorate in Clinical Psychology (ClinPsyD)	Full Time
University of Nottingham	Professional Doctorate in Forensic Psychology	Full Time

University of Nottingham	Top up Professional Doctorate in Forensic Psychology	Full Time
University of Nottingham	Doctorate in Clinical Psychology (DclinPsy)	Full Time
University of Plymouth	Professional Doctorate in Clinical Psychology	Full Time
University of Southampton	Doctorate in Educational Psychology	Full Time
University of Southampton	Health Psychology Research and Professional Practice (MPhil)	Full Time
University of Southampton	Health Psychology Research and Professional Practice (MPhil)	Part Time
University of Southampton	Health Psychology Research and Professional Practice (PhD)	Full Time
University of Southampton	Health Psychology Research and Professional Practice (PhD)	Part Time
University of West of England, Bristol	Professional Doctorate in Health Psychology	Part Time

## Appendix 2

Hearing aid dispenser programmes subject to annual monitoring 2012–2013.

<b>Education provider</b>	<b>Programme Name</b>	<b>Mode of study</b>
Aston University	BSc (Hons) Audiology with Professional Training	Full Time
Aston University	Foundation Degree in Hearing Aid Audiology	Full Time
University College London	BSc (Hons) Audiology	Full Time
University College London	MSc Audiological Science with Certificate in Clinical Competency (CCC)	Full Time
University College London	Postgraduate Diploma in Audiological Science with Certificate in Clinical Competency (CCC)	Full Time
University of Bristol	BSc (Hons) Audiology	Full Time