

## Visitors' report

|   |                                     |
|---|-------------------------------------|
| <b>Name of education provider</b>         | University of Southampton           |
| <b>Programme name</b>                     | MSci Healthcare Science (Audiology) |
| <b>Mode of delivery</b>                   | Full time                           |
| <b>Relevant part of the HCPC Register</b> | Hearing aid dispenser               |
| <b>Date of visit</b>                      | 11 February 2015                    |

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## Executive summary

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

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. This recommended outcome was accepted by the Education and Training Committee (Committee) on 30 June 2015. At this meeting, the programme was approved. This means that the education provider has met the condition(s) outlined in this report and that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

## Introduction

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

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

## Visit details

|   |   |
|---|---|
| Name and role of HCPC visitors            | Richard Sykes (Hearing aid dispenser)<br>Christine Morgan (Lay visitor)<br>Derek Adrian-Harris (Radiographer) |
| HCPC executive officer (in attendance)    | Amal Hussein  |
| Proposed student numbers                  | 15 per cohort per year  |
| Proposed start date of programme approval | September 2015  |
| Chair                                     | No chair supplied   |
| Secretary                                 | Claire Brockman (University of Southampton)   |

## Sources of evidence

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

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

The HCPC did not review programme specification, descriptions of the modules, mapping document providing evidence of how the education provider has met the SOPs, Practice placement handbook and External examiners' reports from the last two years, prior to the visit as this was a focus visit purely looking at changes to SET 2 and SET 3.

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

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

The HCPC did not meet with the placement providers and educators / mentors as this was a focus visit so there was no requirement to meet them.

## Recommended outcome

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

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 56 of the SETs have been met and that conditions should be set on the remaining 2 SETs.

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

The visitors did not make any recommendations for the programme.

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

## Conditions

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

**Condition:** The education provider must provide further evidence of how potential applicants are provided with the necessary information about the programme in order to make an informed choice about taking up a place on the programme.

**Reason:** In the documents provided prior to the visit, the visitors could not determine how potential applicants will be provided with the information they require to make an informed choice whether to take up a place on the programme. During discussions with the programme team, the visitors heard that students on the BSc (Hons) Healthcare Science (Audiology) do not have to make a decision to take up a place on the programme until their last year on the undergraduate programme as this programme is only open to third year students on the BSc (Hons) Healthcare Science (Audiology). The programme team spoke in detail about the support and information that would be provided to these students in order to help them make a decision about whether to take up a place on the programme. However, the visitors were unable to see clearly how potential applicants at the point before entry on to the BSc (Hons) Healthcare Science (Audiology) programme will be given enough information in order to make an informed choice about the programme. Therefore, the visitors require further evidence of how potential applicants are provided with the necessary information about the programme in order to make an informed choice about taking up a place on the programme.

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

**Condition:** The education provider must submit further evidence regarding the plans for continued service user and carer involvement within the programme.

**Reason:** From the documentation provided, the visitors were made aware that service users and carers are involved in the programme. Discussions at the visit indicated there were dedicated service users who contributed to the programme in a number of ways. However, from the discussions with the programme team it was clear that formal future plans have yet to be made to involve service users in the programme. The programme team recognised that the involvement of service users and carers is still at the early stages. It was clear from the discussions that formal strategic future plans have yet to be made to involve service users in the programme. It was indicated during discussions, that the intention is to develop a bank of service users and carers to be involved in the programme in the future. However, the visitors were provided with limited information regarding how this would be developed, and how future service users and carers would be involved. The visitors were unable to determine from the discussion and the documentation provided that a plan is in place on how service users will continue to be involved in the programme. In order to determine that this standard is met the visitors require further evidence demonstrating the plans for further service user and carer involvement.

Richard Sykes  
Christine Morgan  
Derek Adrian-Harris