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## Frequently asked questions – Social work and approved mental health professional (AMHP) education and training seminars.

### Introduction

This document provides a summary of the common questions which delegates asked across our social work and approved mental health professional education seminars delivered in 2014–15.

If you require any further information regarding any of the information contained within the document please contact us at: [education@hcpc-uk.org](mailto:education@hcpc-uk.org)

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**Q – Can learning outcomes be taught or met while on practice placements or are learning outcomes limited to module teaching?**

Learning outcomes do not have to be restricted to academic learning. Learning outcomes can be delivered and assessed in both the academic and practice placement environments. Where each learning outcome is delivered and assessed will be dependent on the design of your programme. The visitors will be looking to see that the learning outcomes, and therefore the standards of proficiency / criteria outlined in Section 2, can be met by an individual who successfully completes the programme. The visitors will also want to see that the range of learning and teaching approaches is appropriate to the effective delivery of the learning outcomes.

**Q – Are there any stipulations in place stating what Approved mental health professional programmes (AMHP) can be called?**

We are aware there is variation between how education providers term their AMHP training programmes. We do not require any education programme to be named in a particular way.

However, we do need it to be easily identifiable whether an individual has completed the elements of the programme that confer eligibility to apply for work as an AMHP. In order to do this, we require education providers to associate the elements of the programme that confer eligibility to apply for work as an AMHP with a named award. The named award will be the programme title we hold on our [list of approved programmes](#).

**Q – Do you find that conditions are set against the same standards across the range of professions you regulate?**

Trends can be seen when looking at visits and the number of conditions set against each standard in a particular year. Historically SET 5 (practice placements) are the standards which receive the most conditions. This is because practice placements are the area of approved programmes where education providers must work with a large number of stakeholders and invest both time and resources.

Every year we publish an [Education annual report](#) for the previous academic year. This provides full information about the approval process, including the range of conditions set across the visits we have undertaken in that year. It also compares this to the previous five years.

**Q – Is there a limit to the number of conditions which can be set on a programme?**

No, there is no limit. The number of conditions placed on a programme depends on the documentation received before the visit and discussions which take place at the visit.

The visitors will use this evidence to determine whether each standard of education and training / criteria outlined section 1 and standard of proficiency / criteria outlined in section 2 have been met at a threshold level. If they agree the threshold level has not been met, then they will place a condition on that standard / criteria. A condition must be met in order for a programme to gain approval or have ongoing approval reconfirmed.

**Q – How do education providers advertise a programme that has not been approved or is in the process of gaining approval?**

We publish [Regulatory status advertising guidelines for education providers](#) on our website. These guidelines assist education providers who are preparing for a visit or those who offer approved programmes. They provide information about how to refer to the HCPC in promotional materials, including how to advertise programmes that have not been approved.

In summary, the terms “pending HCPC approval” or “subject to HCPC approval” may only be applied, if an approval visit has been requested and is being actively organised with us. Pending status must remain in place until you have received formal written approval from our Education and Training Committee.

Any programme which is not approved by us, or is not involved in our approval process at the time of advertising, may only contain reference to us if it states clearly that the programme is ‘not HCPC approved’.

**Q – Which version of the programme documentation should we provide for a visit to a transitionally approved programme?**

At the approval visit, we will focus on the version of the programme that is due to run from the next academic year. We will not focus on the versions of the programme currently running out with continuing students.

**Q – For the meeting with students at the approval visit, do you require a certain number or representative mix of students?**

We set no requirements for there to be a certain number of students or representative mix at this meeting. However, please bear in mind it would be useful for a broad range of students to attend, whether they be graduates from your programme or currently on the programme. Further guidance about this meeting can be found in the [draft agenda](#) and from the Education Executive attending the visit.

**Q – Can changes be made to programme documentation after it has been submitting to HCPC for an approval visit?**

We distribute documents to visitors as soon as they arrive and ask the visitors to review the documentation as soon as possible. Should you make changes to your documentation, please notify the Education Executive attending the visit. Depending on how close the visit is and the volume of changes you have made to the documentation, the visitors may only have a limited opportunity to review the revised documentation due to time constraints. Therefore, conditions may be put on standards if the visitors do not have time to review the revised documentation.