hcpc health & care professions council

Major change Visitors' report

Contents

Section one: Programme details

Name of education provider	Association of Clinical Scientists
Programme title	Certificate of Attainment
Mode of delivery	Flexible
Relevant part of the HCPC Register	Clinical scientist
Date of submission to the HCPC	1 June 2012
Name and profession of the HCPC Visitors	Geraldine Hartshorne (Clinical scientist) Brendan Cooper (Clinical scientist)
HCPC executive	Ben Potter

Section two: Submission details

Summary of change

SET 2 Programme admissions
SET 5 Practice placements
SET 6 Assessment

The education provider has highlighted that there will be a change in the time required to take the programme which is intended to allow some students to undertake the final assessment against competencies after three years of practical experience rather than the currently required four.

The following documents were provided as part of the submission:

- Change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- Association of Clinical Scientists (ACS) major change response letter
- Evidence to support ACS major change document
- Response to HPC approval visit of ACS – July 2010

Section three: Additional documentation

☒   The Visitors agreed that no further documentation was required in order to make a recommendation.

☐   The Visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

Section four: Recommendation of the Visitors

To recommend a programme for ongoing approval, the Visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The Visitors agreed to recommend to the Education and Training Committee that:

☒   There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐   There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Section five: Visitors' comments

The visitors noted the information provided in the letter which will be sent to the relevant professional bodies and ACS assessors. However, the visitors could not determine from the information provided how the ACS satisfied themselves that this information had been received and understood. The visitors also noted that the ACS are introducing this change to allow a small number of students to undertake the assessment after three years if they can demonstrate they meet the competencies. The visitors articulated that while this is the intention the number of students applying to take this route may increase significantly due to pressures on funding and availability of placements.

Therefore the visitors recommend that the ACS monitor how the information about this change is received and utilised to ensure that it is fully understood. They also recommend that the ACS monitor the number of students taking the assessment after three years to determine if funding and placement availability are having any influence on student's decisions to take the assessment after three rather than four years.

Major Change Visitors' Report

Contents

Section one: Programme details

Name of education provider	Roehampton University
Programme title	MA Dramatherapy
Mode of delivery	Part time
Relevant part of HPC register	Arts Therapist
Relevant modality	Dramatherapy
Date of submission to HPC	04 May 2012
Name and profession of HPC visitors	Jane Fisher-Norton (Dramatherapist) Donald Wetherick (Music therapist)
HPC executive	Mandy Hargood

Section two: Submission details

Summary of change

SET 3 Programme management and resources
The programme team have indicated a change to the existing part time programme through the introduction of a new full time pathway through the MA Dramatherapy.

The following documents were provided as part of the submission:

- Programme Specification for Full time and Part time
- Clinical Handbook
- Student Handbook
- Programme Delivery Timetables 2012-14
- Staffing Allocation 2011-14
- Draft Job Description/Role outline
- Admissions Narrative

Section three: Additional documentation

☐ The visitors agreed that no further documentation was required in order to make a recommendation.

☒ The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

3.1 The programme must have a secure place in the education provider's business plan.

Reason: The visitors note that the new pathway will recruit cohorts in addition to that of the part time pathway. However, the visitors could not identify the indicative numbers of students anticipated to undertake the new full time route through the programme. Therefor the visitors require further information about the number of students the education provider anticipates will be recruited to the programme in the future.

Suggested Documentation: Further evidence of the number of students anticipated to undertake the full time pathway through the programme.

3.8 The resources to support student learning in all settings must be effectively used.

Reason: The visitors note that the new pathway will recruit cohorts in addition to that of the part time pathway. However, the visitors could not identify any evidence of how the programme will continue ensure that the resources to support student learning in all settings will be effectively used. In particular the visitors could not identify how the available teaching and learning accommodation will be allocated and utilised. Therefor the visitors require further information about the accommodation that will be available for both pathways and its utilisation will the needs of the programme.

Suggested Documentation: Further evidence of the type and nature of the teaching spaces available for the part time and full time routes and how these facilities will be utilised effectively.

3.9 The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.

Reason: The visitors note that the new pathway will recruit cohorts in addition to that of the part time pathway. However, the visitors could not identify any evidence of how the programme will continue ensure that the resources to support student learning in all settings will be effectively used. In particular the visitors could not identify how the available resources will be utilised to effectively support both routes through the programme. Therefore the visitors require further information about the resources that will be available for both pathways and how they will be utilised to meet the needs of the part time and full time students.

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Suggested Documentation: Further evidence of the resources available to support the required teaching and learning activities of both the part time and full time routes and how these resources will be utilised effectively.

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

Reasons: The visitors note that the new pathway will recruit cohorts in addition to that of the part time pathway. However, the visitors could not identify any evidence of how the programme will identify additional placement opportunities for the additional students undertaking the programme. The visitors could also not identify what procedures are in place to deal with any issues around placement availability. Therefore the visitors require further evidence of how the programme will source additional placement opportunities, if required and what processes are in place for dealing with any issues which may arise if these opportunities are not available.

Suggested Documentation: Further evidence of the process for sourcing and engaging with additional placement providers to meet the requirements of an increased cohort. The education provider may also wish to provide evidence of how any issues around placement availability may be dealt with should they arrive.

Section four: Recommendation of the visitors

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒ There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐ There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Section five: Visitors' comments

From the evidence provided the visitors are happy to recommend continued approval for the programme. However, they recommend that as part of the next audit cycle the programme team provide the HCPC with an update regarding the resources and practice placements for the full time mode of the programme along with the usual audit material. This provision of information will then allow visitors

to be assured that the accommodation and placements are appropriate for the full time mode of study alongside that of the part time mode of study.

Major Change Visitors' Report

Contents

Section one: Programme details

Name of education provider	Staffordshire University
Programme title	Foundation Degree in Professional Development in Paramedic Science
Mode of delivery	Full time
Relevant part of HPC register	Paramedic
Date of submission to HPC	20 April 2012
Name and profession of HPC visitors	Mark Nevins (Paramedic) Jim Petter (Paramedic)
HPC executive	Jamie Hunt

Section two: Submission details

Summary of change

SET 3 Programme management and resources
SET 4 Curriculum

The programme leader has changed to Val Nixon and the clinical learning outcome document has been revised and competencies have changed.

The following documents were provided as part of the submission:

- Change notification form
- Context pack
- Major change SETs mapping document (completed by education provider)
- Curriculum vitae (CV) of Valerie Nixon
- Paramedic Practice and Role Development Assessment Booklet
- Undergraduate Programme Specification Booklet
- Programme Specification Document
- Module Descriptor
- Paramedic Science – Programme Management Group Minutes

- Notes on Award Leader/Professional Lead
- Validation Support Document

Section three: Additional documentation

☐ The visitors agreed that no further documentation was required in order to make a recommendation.

☒ The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

3.4 There must be a named person who has overall professional responsibility for the programme who must be appropriately qualified and experienced and, unless other arrangements are agreed, be on the relevant part of the Register.

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

Reason: The visitors noted the programme leader change to Val Nixon and were provided with a copy of the CV. The visitors noted the new programme leader was not a Paramedic, but had previously led the programme. The visitors also noted the programme leader is currently supported by a Paramedic Lecturer who is Professional Lead for the programme. Additionally the programme has three paramedic lecturer/practitioners who support the delivery of the programme.

In light of the programme leader change and the current team supporting the delivery of the programme, the visitors were not satisfied the programme had sufficient profession specific input. In particular, the visitors were not satisfied the profession specific aspects of the curriculum and assessment were effectively supported by the current staffing resources in place.

The visitors require further information as to how the current staff on the programme team ensure the programme leader is supported in their role. In particular they require further evidence of how the profession specific aspects of the programme are effectively delivered by the current staffing resources in place to be satisfied the SETs above are met. The visitors suggest copies of the CVs for paramedic lecturing staff could be submitted to evidence how the programme is meeting the abovementioned SETs.

Section four: Recommendation of the Visitors

To recommend a programme for ongoing approval, the Visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The Visitors agreed to recommend to the Education and Training Committee that:

☒   There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐   There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Major change Visitors' report

Contents

Section one: Programme details

Name of education provider	Staffordshire University
Programme title	Foundation Degree in Paramedic Science
Mode of delivery	Full time
Relevant part of the HCPC Register	Paramedic
Date of submission to the HCPC	4 July 2012
Name and profession of the HCPC Visitors	Gordon Pollard (Paramedic) Mark Nevins (Paramedic)
HCPC executive	Ruth Wood

Section two: Submission details

Summary of change
SET 2 Programme admissions
The entry criterion now includes an additional 160 UCAS points for entry onto a professional award. The Fitness Test has been discontinued but to compensate for this students have to be competent using Manual Handling Techniques prior to practice placement.

SET 3 Programme management and resources
The education provider has implemented a new template for the Programme Specification Document. All the information that was in the previous document has been transferred onto the new document.

SET 6 Assessment
The Clinical Practice Assessment Document has been developed in collaboration with the West Midland Ambulance Service (WMAS). Previously the students underwent 2 OSCEs whereas now they have one OSCE and one Clinical Practice Examination, however the learning outcomes have not changed, the new documentation is less repetitive than the previous documentation.

The following documents were provided as part of the submission:

- Change notification form (completed by the HCPC executive)
- Context pack
- Curriculum Vitae: Kevin Armstrong
- Programme Specification
- Updated Programme Specification
- Module Descriptor Foundation Skills for Paramedic Practice
- New and old Clinical Practice Assessment Documents for year 1 and year 2
- Major change SETs mapping document (completed by education provider)

Section three: Additional documentation

☒ The Visitors agreed that no further documentation was required in order to make a recommendation.

☐ The Visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

Section four: Recommendation of the Visitors

To recommend a programme for on-going approval, the Visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The Visitors agreed to recommend to the Education and Training Committee that:

☒ There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐ There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on on-going approval of the programme.

Major Change Visitors' Report

Contents

Section one: Programme details

Name of education provider	University of Bolton
Programme title	Non-Medical Prescribing (HE7)
Mode of delivery	Part time
Relevant entitlement(s)	Supplementary prescribing
Date of submission to HPC	19 July 2012
Name and profession of HPC visitors	Paul Blakeman (Chiropodist / podiatrist) Gordon Pollard (Paramedic)
HPC executive	Mandy Hargood

Section two: Submission details

Summary of change

SET 6 Assessment
Two 10 credit Level 7 core modules: Professional Aspects of Prescribing and Prescribing in Partnership, have been replaced with a single 20 credit Level 7 module: Legal and Professional Aspects of Prescribing Practice.

The following documents were provided as part of the submission:

- Change notification form (Completed by the HPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- HLT4016 Professional Aspects of Prescribing old module
- HLT3052 Prescribing In Partnership old module
- HLT7017 Legal and Professional Aspects of Prescribing Practice HE6
- HLT7018 General Principles and application of pharmacology and therapeutics for prescribing practice Nurses and AHPs (unchanged module)

Section three: Additional documentation

☒	The visitors agreed that no further documentation was required in order to make a recommendation.

☐	The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

Section four: Recommendation of the visitors

To recommend a programme for on-going approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒	There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐	There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on on-going approval of the programme.

Major change Visitors' report

Contents

Section one: Programme details

Name of education provider	University of East Anglia
Programme title	BSc (Hons) Speech and Language Therapy
Mode of delivery	Full time
Relevant part of the HCPC register	Speech and language therapist
Date of submission to the HCPC	6 July 2012
Name and profession of the HCPC visitors	Martin Duckworth (Speech and language therapist) Jeanette Seaman (Speech and language therapist)
HCPC executive	Mandy Hargood

Section two: Submission details

Summary of change

SET 4 Curriculum
SET 6 Assessment

The education provider is reorganising the course within the programme in order to simplify the structure of the programme. The changes proposed to structure of the programme will change the format and timing of assessments.

The following documents were provided as part of the submission:

- Change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- Old and new module descriptors: Discrete and Integrated Assessments
- New Module Structure
- Programme Handbook 2012-13
- Curriculum Mapping Document to QAA Programme Learning Outcomes (2001)

Section three: Additional documentation

☐   The visitors agreed that no further documentation was required in order to make a recommendation.

☒   The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

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

Reason: The visitors on reading the documentation noted that the proposed changes primarily affect the course structure. However, scrutiny of the documentation provided did not give sufficient evidence that all the standards of proficiency are taught within the revised course framework. The visitors were, for example, unable to determine if all of the information previously covered by the Life Sciences module was now included in the new anatomy and physiology course.

Suggested documentation: Evidence to demonstrate that the learning outcomes of the revised course framework ensure the standards of proficiency will be met by those who successfully complete the programme.

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

Reason: The visitors noted that some assessments had changed within the revised course structure. From their reading of the documentation the visitors were concerned that for anatomy and physiology the assessment appeared to be assessed once across the new course structure. Therefore the visitors were unclear if a subject area like anatomy and physiology was taught and assessed throughout the course or not.

Suggested documentation: Evidence to demonstrate how assessment will be carried out to ensure that students who complete the programme have met the standards of proficiency.

Section four: Recommendation of the visitors

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒   There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐   There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Major Change Visitors' Report

Contents

Section one: Programme details

Name of education provider	University of Lincoln
Programme title	Doctorate in Clinical Psychology (DclinPsy)
Mode of delivery	Full time
Relevant part of HPC register	Practitioner psychologist
Relevant modality	Clinical psychologist
Date of submission to HPC	31 May 2012
Name and profession of HPC visitors	Ruth Baker (Clinical psychologist) Laura Golding (Clinical psychologist)
HPC executive	Ruth Wood

Section two: Submission details

Summary of change

SET 4 Curriculum
SET 5 Practice placements
SET 6 Assessment

The education provider is making changes to the modular structure for the programme to move the programme from a taught programme to a research based programme. Student progression through the taught component will be measured through the annual examination board. There is also a change to the assessments of placements; any project carried out on placement will now be assessed through the portfolio of proficiencies.

The following documents were provided as part of the submission:

- Change notification form
- Context pack
- Major change SETs mapping document (completed by education provider)
- List of modules including placement specifications
- Designation of postgraduate research degree

Section three: Additional documentation

☐   The visitors agreed that no further documentation was required in order to make a recommendation.

☒   The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about and understanding of:
- **the learning outcomes to be achieved;**
- **the timings and the duration of any placement experience and associated records to be maintained;**
- **expectations of professional conduct;**
- **the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and**
- **communication and lines of responsibility.**

Reason: The visitors have noted the change to the documentation that will assess research competencies through portfolios and on placements. The visitors could not find any evidence of how the practice placement educators will be informed about the change of practice and the assessment of the students on placement with them in the documentation provided. Additionally there was no information provided describing how students will be informed of this change to their assessment procedures.

Suggested documentation: Documentation that demonstrates how practice placement educators and students will be, or have been, informed of these changes. Documentation could include updated student handbook, placement handbook or other methods for communicating these changes.

Section four: Recommendation of the visitor(s)

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒   There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

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Major Change Visitors' Report

Contents

Section one: Programme details

Name of education provider	University of Nottingham
Programme title	Doctorate in Clinical Psychology (DclinPsy)
Mode of delivery	Full time
Relevant part of HPC register	Practitioner psychologist
Relevant modality	Clinical psychologist
Date of submission to HPC	31 May 2012
Name and profession of HPC visitors	Ruth Baker (Clinical psychologist) Laura Golding (Clinical psychologist)
HPC executive	Ruth Wood

Section two: Submission details

Summary of change

SET 4 Curriculum
SET 5 Practice placements
SET 6 Assessment

The education provider is making changes to the modular structure for the programme to move the programme from a taught programme to a research based programme. Student progression through the taught component will be measured through the annual examination board. There is also a change to the assessments of placements; any project carried out on placement will now be assessed through the portfolio of proficiencies.

The following documents were provided as part of the submission:

- Change notification form
- Context pack
- Major change SETs mapping document (completed by education provider)
- List of modules including placement specifications
- Designation of postgraduate research degree

Section three: Additional documentation

☐ The visitors agreed that no further documentation was required in order to make a recommendation.

☒ The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about and understanding of:
- **the learning outcomes to be achieved;**
- **the timings and the duration of any placement experience and associated records to be maintained;**
- **expectations of professional conduct;**
- **the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and**
- **communication and lines of responsibility.**

Reason: The visitors have noted the change to the documentation that will assess research competencies through portfolios and on placements. The visitors could not find any evidence of how the practice placement educators will be informed about the change of practice and the assessment of the students on placement with them in the documentation provided. Additionally there was no information provided describing how students will be informed of this change to their assessment procedures.

Suggested documentation: Documentation that demonstrates how practice placement educators and students will be, or have been, informed of these changes. Documentation could include updated student handbook, placement handbook or other methods for communicating these changes.

Section four: Recommendation of the visitor(s)

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒ There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐ There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

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