

## Major change Visitors' report

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### Section one: Programme details

<b>Name of education provider</b>	City University
<b>Programme title</b>	MSc Speech and Language Therapy
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Speech and language therapist
<b>Date of submission to the HCPC</b>	1 February 2013
<b>Name and profession of the HCPC Visitors</b>	Catherine Mackenzie (Speech and language therapist)
<b>HCPC executive</b>	Louise Devlin

### Section two: Submission details

#### Summary of change

SET 3 Programme management and resources

The education provider has indicated a programme leader change from Julie Hickin to Jo Verhoeven in 2012.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- Curriculum vitae of Jo Verhoeven (new programme lead)
- Staff handbook

### **Section three: Additional documentation**

- The Visitor 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 Visitor**

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 Visitor 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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<b>Programme title</b>	PG Dip Speech and Language Therapy
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Speech and language therapist
<b>Date of submission to the HCPC</b>	1 February 2013
<b>Name and profession of the HCPC Visitors</b>	Catherine Mackenzie (Speech and language therapist)
<b>HCPC executive</b>	Louise Devlin

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### Section one: Programme details

<b>Name of education provider</b>	De Montfort University
<b>Programme title</b>	BSc Non Medical Prescribing
<b>Mode of delivery</b>	Part time
<b>Relevant entitlement(s)</b>	Supplementary prescribing
<b>Date of submission to the HCPC</b>	29 August 2012
<b>Name and profession of the HCPC Visitors</b>	Gordon Pollard (Paramedic) James Pickard (Chiropodist / podiatrist)
<b>HCPC executive</b>	Matthew Nelson

### Section two: Submission details

#### Summary of change

The education provider would like to add an alternative award title of 'Graduate Certificate in Non Medical Prescribing'. This award title will refer to the same programme as the BSc Non Medical Prescribing at the education provider. This will be an alternative title for students successfully completing the programme who already possess a degree, and do not therefore want another BSc. Should panel agree with the visitors' recommendation, the Graduate Certificate in Non Medical Prescribing would be added to the approved programme records.

The Education and Training Panel considered a major change visitors' report for the BSc Non Medical Prescribing programme on 14 December 2012 and agreed the visitors' recommendation for ongoing approval. As part of that change, a number of changes to the following SETs were looked at and evidence considered:

- SET 2 Programme admissions
- SET 3 Programme management and resources
- SET 4 Curriculum
- SET 5 Practice placements

## SET 6 Assessment

The following documents were provided as part of the submission:

- Staff CVs
- External examiner's CV
- Student handbook
- Curriculum overview and appendices
- Designated medical practitioner handbook
- Practice portfolio for allied health professionals
- Programme reading list
- Change notification form (completed by the HCPC executive)
- Context pack
- 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 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 on going approval of the programme.

19 February 2013

Jamie Hunt  
Education Manager  
The Health and Care Professions Council  
Park House, 184 Kennington Park Road,  
LONDON  
SE11 4BU

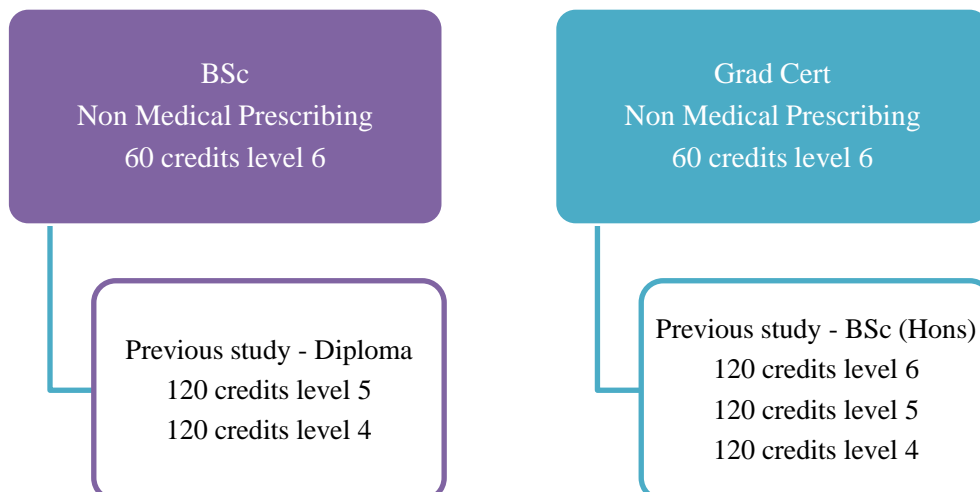
Dear Mr Hunt

RE: Clarification about why there is a need for two titles for the same programme in Non Medical Prescribing i.e. BSc and Graduate Certificate.

Thank you for your email dated 19.02.13. Below is further clarification as to the reason for two named awards at level 6.

The BSc programme is a top up non honours degree programme made up of 60 credits at level 6. The Graduate Certificate programme is exactly the same as the BSc programme in every way made up of 60 credits at level 6 too, but is not considered a top up non honours degree programme. The reasons for the two awards are outlined in the bullet points and diagram below:

- Students who already have a diploma, but not a degree (i.e. 120 credits at level 4 plus 120 credits at level 5) can cash in these credits in order to attain the BSc in Non Medical Prescribing.

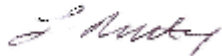


- Students who already have a degree (i.e. 120 credits at level 4, level 5 and level 6) have already cashed in their level 4 and level 5 credits previously and therefore cannot do so again to gain an additional degree award. Instead the university awards such students with a Graduate Certificate (equivalent to 60 credits at level 6).

Both the BSc and the Graduate Certificate programme are exactly the same in every way regardless of the award being given. The only difference in differentiating between the awards is what the students are able or not able to cash in regarding previously awarded credits towards the final award.

Both awards for Non Medical Prescribing programme have been validated by both De Montfort University and the Nursing and Midwifery Council. Please see validation report in appendix 1 as requested. If you require any further information or clarification please do not hesitate to contact me again.

Yours sincerely



Dr Jane Ruty  
Principal Lecturer (Nursing) and School Head of Quality

Cc Dr Kevin Power, Principal Lecturer and Faculty Health of Quality  
Nicky Genders, Associate Head of School.  
Karen Ford, Senior Lecturer and Programme Leader for Non Medical Prescribing



**De Montfort University  
Faculty of Health and Life Sciences**

Conjoint Validation Event with the Nursing and Midwifery Council for;

**BSc / PG Cert Non Medical Prescribing**

**Thursday 3 May 2012**

<b>Programme Title:</b>	<b>BSc Non-Medical Prescribing</b>
<b>Type (e.g. UG, PG):</b>	<b>Undergraduate and Postgraduate</b>
<b>Award (including exit awards):</b>	<b>BSc Non-Medical Prescribing, BSc Non Medical Prescribing with NMC V300  Graduate Certificate Non Medical Prescribing with NMC V300</b>
<b>Mode of Study:</b>	<b>Part-time</b>
<b>Owning Faculty:</b>	<b>Health and Life Sciences</b>
<b>Owning Programme Board:</b>	<b>Post Registration Board</b>
<b>Programme Leader Designate:</b>	<b>Karen Ford</b>
<b>Location of Delivery:</b>	<b>DMU Leicester City Campus</b>
<b>Date of First intake:</b>	<b>September 2012</b>

**Validation Panel**

<b>Chair</b>	Sheree People, Head of Law School, Faculty of Business and Law
<b>External Advisor</b>	Rena Creedon, Nurse Prescribing Programme Coordinator, University College Cork
<b>Nursing &amp; Midwifery Council Reviewer</b>	Peter McAndrew
<b>Academic Faculty Representative</b>	Adam Brown, Senior Lecturer Speech and Language Therapy
<b>Academic Representative (Faculty of Business &amp; Law)</b>	Vanessa Bettinson, Senior Lecturer in Law
<b>DAQ Representative</b>	Leopold Green, Head of Taught Programmes
<b>Library Services Representative</b>	Nathan Rush
<b>Student Representative</b>	Joanna Wright, (PICU Glenfield)
<b>Servicing Officer</b>	Sophia Welton, Quality Administrator

**A. Outcome**

**Approve/Not Approve:** Approve

**Length of Approval:** Validation is for five years subject to the Nursing and Midwifery Council standards

<b>1. Conditions</b>	<b>Deadline</b>
1.1 To implement the Faculty strategy of making users' and carers' involvement in programme delivery and assessment more specific.	31 July 2012
1.2 To develop and implement a robust process for ensuring that students entering the programme have the appropriate pre-requisite skills in relation to assessment and diagnosis.	31 July 2012
1.3 To develop and implement a robust process for preparing designated medical practitioners for their involvement in the programme and for ensuring their continuing support, including a procedure for dealing with evidence of unsafe practice.	31 July 2012
<b>2. Required Technical Corrections (if any)</b>	<b>Deadline</b>

- 2.1 To revisit the student handbook and other 31 July 2012 documentation and correct any typos and make any necessary amendments as raised by the panel before and during the event.

**3. Mechanisms for approval:**

All documentation produced in response to the conditions must be submitted to the Servicing Officer in the first instance, for transmission to the panel.

**4. Recommendation(s)**

- 4.1 To reconsider the current system of providing materials electronically only, and to provide at least an introductory pack in hard copy for all students.
- 4.2 To reconsider the general management of learning resources including consulting with the student body and Faculty e-learning coordinator over the optimal use of the virtual learning environment.
- 4.3 To give further consideration to strengthening the evidence required for students from the independent sector in terms of character and suitability

**B. Confirmation and Commentary on Reference made to the Academic Infrastructure in the Programme Design / Delivery**

*Please provide a statement confirming that the programme outcomes were developed with reference to the relevant QAA Subject Benchmark Statement(s) and that the outcomes align to the qualification descriptor in the FHEQ. Reference might also be made to any provision made in accordance with particular sections of the QAA Code of Practice.*

The new prescribing programme has been developed, guided and mapped in-line with QAA Subject benchmark Statement for Health Care programmes, the framework for higher Education Qualifications and the NMC Standards of Proficiency for Nurse and Midwifery Prescribers.

**C. Awareness of equality issues**

*Please comment on the extent to which the programme design demonstrates awareness of the diverse needs of disabled learners, those with learning differences and other 'protected characteristics' as defined in the Equality Act 2010 and raised by the EIA checklist.*

The programme team have systematically considered issues of accessibility for students with disabilities and other 'protected characteristics' as defined in the Equality Act 2010. An EIA checklist has been completed accordingly. When designing the new programme the team consulted with the faculty disability co-ordinator and the university Equality and Diversity Adviser. Admissions tutors have had awareness training. The panel confirmed that programme learning outcomes have been drafted so there can be some flexibility in the way they are demonstrated

#### **D. Integration of e-Learning in the Programme Design and Delivery**

*Please provide a statement outlining respects in which this programme appropriately engages with e-learning beyond the requirements of the e-learning checklist.*

The programme team have systematically considered how e-learning can be enhanced and extended within the design and delivery of the programme, based on an evaluation of their own current e-learning practices and evidence of effective practice from other contexts. When designing the new programme, the team consulted with the Faculty e-Learning Co-ordinator and/or a relevant e-Learning Champion.

#### **E. Commentary on Delivery of Programme**

##### **1. Market Research/Marketing**

- 1.1 The proposed validation of the BSc / Postgraduate Non-Medical Prescribing programme has been developed in Partnership with the East Midlands Strategic Health Authority (EMSHA). The programme directly reflects the NMC (2006) Standards of Proficiency for Nurse and Midwife Prescribers.
- 1.2 Currently students are able to study prescribing (NMC V300) as a 30 credit module at either level 6 or level 7. The new proposed post-registration prescribing programme has been developed in order to provide students with the opportunity, as they go through transition to become a safe and confident non-medical prescriber.
- 1.3 The programme team confirmed that wide consultation had been sought from the following key stakeholders; local trusts in primary and secondary are within Leicestershire and Rutland, EMSHA, Patient Advisors and students along with recommendations put forward the previous validation in 2007 and recent NMC review in 2012.

##### **2. Recruitment and Selection**

- 2.1 Applicants will be required to meet the following entry requirements;
- Effective registration with the NMC / HPC
  - Minimum 3 years FTE post-registration experience (1year within field needed to prescribe)
  - Consultation and physical examination skills – NMAH 3314 (or equivalent) or the employer is responsible for confirming the following;
    - The applicant has been assessed as competent to take a history, undertake clinical assessment and diagnose before being put forward
    - The applicant has sufficient knowledge to apply prescribing principles taught on the programme to their own field of practice
    - The applicant must be able to demonstrate appropriate numeracy skills
  - The employer is responsible for confirming there is clinical need within the registrants role to justify prescribing
  - A clear current Enhanced Records Bureau (CRB) check within the last 3 years
  - A Designated Medical Practitioner (DMP) who meets the eligibility criteria for medical supervision of nurse, midwife and allied health professional prescribers and who has agrees to provide the required term of supervised practice.

- 2.2 The panel sought further clarification over the CRB checks and how the team ensure this is evidenced. The programme team and Senior Management Team (SMT) assured the panel that new and improved systems have been introduced with a number of safeguards to check record and ensure that all students have been CRB checked.

The panel felt the team should give further consideration to strengthening the evidence required for students from the independent sector in terms of character and suitability for the programme.

It was noted that the NMC may ask that CRB checks are carried out more frequently than every 3 years.

- 2.3 The panel queried the number and reasons for terminations on the programme in the previous year and questioned what support is available to help students complete the programme. The team confirmed that the majority of terminations related to students failing the pharmacology exam therefore not being 'fit for purpose or practice". It was highlighted that specific entry criteria is now in place to ensure students are able to pass pharmacology , facilitating higher completion rates.

The EMSHA also advised that students will be required to undertake an exam before application to ensure their ability to study.

The panel felt the team should develop and implement a robust process for ensuring that students entering the programme have the appropriate pre-requisite skills in relation to assessment and diagnosis.

### 3. Curriculum Design

3.1 The new prescribing programmes will be delivered part-time over two semesters but no longer than one calendar year. There will be two intakes per year, October and February.

3.2 The programmes have been structured to ensure that students meet the NMC (2006) Standards of Proficiency for Nurse and Midwife Prescribers. The total programme length in compliance with minimum requirements as set by the NMC includes 78 hours in practice under supervision over two semesters.

In the first semester all student will study a 15 credit theory module, a 30 credit theory module that continues to the second semester and a zero credit practice module that continues to the end of the second semester.

In the second semester all students will study a 15 credit theory module, and continue and complete the 30 credit theory and zero credit practice modules started in the first semester.

The panel sought clarification as to why there was no credit rating attached to the practice element of the programme.

The team assured the panel that it is common accepted practice within the school as nurses were either competent or not. The practice element must be passes, if not passed then students are terminated from the programme irrespective of the academic mark gained which ensues the license to practice accrediting principle is maintained.

3.3 The panel were concerned about the impact that failing the programme would have on the student relationship with their employer and ultimately their career.

The team explained that all students are able to re-take the programme after a year which enables the student to gain more experience and work on the areas of failure. Additionally the university has good mechanisms to support the student with their re-take.

3.4 The panel felt there was little evidence of user and career input consultation within the documentation. The panel queried the SMT of the contribution the service users have given to the development of the curriculum.

The management team confirmed that through the faculty patient and public involvement strategy, patient advisors and wide variety of users had contributed to the development of the programme.

3.5 The students highlight that the pharmacology module is very challenging but justifiably so as they wouldn't have any less for the responsibility given. Although the students found it hard to retain the information they felt it was extremely interesting.

The programme team assured the panel that it is clearly stated to the students that the pharmacology lectures need to be supported by reading material and other resources.

3.6 It was noted that the successful completion of the assessment consultation module will become a compulsory entry requirement for the programme. The students felt this was unnecessary as many students already have these skills within their current job role.

#### **4. Arrangements for Programme Management**

The management of the programme will be carried out by Nursing and Midwifery Undergraduate and Postgraduate Programme Management Board.

#### **5. Roles and Responsibilities of Senior Staff and Subject Team**

- 5.1 Module team are led by module leaders and consist of academic module teaching staff as well as relevant clinical placement staff.

A significant number of practitioners from a wide variety of clinical area are actively engaged in recruitment, teaching, assessment and evaluation of the programme.

- 5.2 The panel were keen to know how the workload will be managed given the shared teaching between the Pharmacy and Nursing School. The SMT confirmed the panel that there was an effective staff loading system in-place which monitored and received the workload for all staff. The team assured the panel that there were no issues of overloading staff.

- 5.3 The panel noted that not all lecturers delivering the programme had Recordable Teaching Qualification (RTQ). The team confirmed that the lecturers who are still in the process of gaining their RTQ will have completed by September 2012. They also highlighted that as per DMU policy, lecturers without RTQ will be monitored and supervised.

#### **6. Resources**

##### **6.1 Physical Resources**

Students will benefit from a wide range of teaching accommodation which will include; moving and handling space, resuscitation room, clinical skills / ward based area, counselling / sensory room and home environments.

##### **6.2 Learning Resources**

E-learning is a key element of the proposed programme which will enable increased flexibility for students making learning more tailored to the individual and helping fit learning in with student's professional lives.

The students felt the Bb discussion boards were poorly used and added little to the programme, They also commented that often Bb is hard to access the specific information needed as there is too much information on the site, a lot old content from previous programme.

The team explained that they plan to promote engagement with discussion board and create forums that link back to the class based days and will be facilitated by the module leader. The team also plan to extend the use of 'Turning Point' for the pharmacology module to actively assess learning during the lecture and enable the pharmacy lecturer to reflect in action and better tailor materials for the future but also to address learning needs identified.

The panel recommended that the team reconsider the general management of learning resources including consulting with the student body and Faculty e-learning coordinator over the optimal use of the virtual learning environment.

### 6.3 Human Resources

The panel were keen to hear how the school assess prepare and support the role of the Designated Medical Practitioner (DMP). The team advised that they offer training to all DMP's via an introduction pack. The pack includes copies of the programme handbook, module handbooks and DMP handbook.

The practice mentors commented that they had been provided with the programme information, DMP handbooks and met with the programme leaders but only a suggestion had been given on how to organise patients consultations and they had had no training on assessment,

The team advised that they have developed a medical mentor database to ensure that all DMP's have their GMC registration.

The practice mentors confirmed that continual improvements are taking place on the programme which they feel is positive. They also advised that they felt the programme produces nurses and medical practitioners who are 'fit for practice and prescribing'. The panel advised that the team develop and implement a robust process for preparing designated medical practitioners for their involvement in the programme and for ensuring their continuing support, including a procedure for dealing with evidence of unsafe practice.

### 6.4 Staff Development opportunities to support delivery



Student support is an essential component of the programme and will commence at induction. All students will receive an online student handbook which will outline the programmes structure, policies, procedures and university support facilities. Activities will be undertaken during the induction process to generate awareness of learning styles and preferences and to introduce students to discovery and enquiry based learning.

The students commented that they only received on-line programme material which due to cost of printing and access to printers this proved problematic. The students also highlighted that on some occasions academics only posted module information on Bb the night before. It was felt that the students handbook and module guides are very generic and students felt they would benefit from more specific information.

The panel felt the team should reconsider the current system of providing materials electronically only and to provide at least an introductory pack in hard copy for all students.

## **7. Student Guidance and Support**

7.1 Student support will be an essential component of the programme which will commence at induction. All students will undertake a comprehensive day which will include; academic and professional requirements, an induction to central university services and Blackboard (Bb). Module leaders will also introduce their modules and personal tutors will be met.

7.2 In-line with the NMC Standards to Support Learning and Assessment in Practice (2008), students on practice placements are allocated a named clinical mentor who will guide and support them towards meeting their learning needs and achieving the practice outcomes as well as monitoring the students conduct. Additional students will be allocated a personal tutor at induction who will focus upon the student's academic professional and personal development throughout their programme.

The students commented that although they felt they were very supported they often found it challenging to meet with their DMP's, often having to change their working hours to do so.

The students felt that if they had any issues or problems they could easily raise them with their tutors who are friendly and approachable.

7.3 The students commented that due to busy wards and staffing issues they find it hard to utilise their protected study days. Some students have had to use their annual leave to study in.

The students raised the point that it was slightly unrealistic to expect the full quota of protective study time to happen within work due to the current climate and also as the study is part of their elective personal development.

## **8. Quality Assurance Mechanisms**

- 8.1 The programme is subject to University and Faculty Quality Assurance procedures and processes. It is also subject to professional monitoring and review.

## **9. Teaching, Learning and Assessment Strategies**

- 9.1 The focus of the programme will be student-centred learning which will include a wide variety of learning and teaching strategies including case studies, scenario's, small group work, action learning sets, workshops, podcasts, reflections, student presentations, supervised consultations with users in practice and clinically focused tutorials.
- 9.2 The approaches are designed to draw on the students current experiences and encourage the application of newly acquired knowledge to practice through shared learning. There is an enquiry based focus to the curriculum but other student centred activities including promoting a high standard of assessment and clinical decisions making for safe prescribing by relating research / evidence based theory to practice.
- 9.3 The panel sought further clarification as to the motivation for using blended learning and classroom-based learning. The panel also sought assurance that the team are equipped to support distance learning.

The team's rationale for the approaches is due to the type of students accessing the programmes. It enables students to choose their preferred mode of working and learning particularly as the majority of them are very experienced senior practitioners with large case loads and some of which live some distances from the University.

- 9.4 The panel were concerned that the distance learning students may feel isolated and not feel part of a learning community. The team assured the panel that they intend to teach both modes of study together using E-Learning activities with tutors, peers and members of action learning sets as well as the use of discussion boards to reduce the feeling of isolation.
- 9.5 The panel wanted to know what strategy was in-place to standardise the pharmacology exam and ensure these processes are robust. The team assured the panel that the exam was set in-line with the NMC Standards but also they collect feedback given by students and incorporate this for future exam.

## **10. Other Observations**

- 10.1 The programme team advised the panel that Health Professional Council accreditation will be sought for the programme but at a later date.

10.2 The students felt the programme was excellent however the following elements should be considered to improve the programme;

- increase the length of the programme as feel the content is crammed into a short period of time.

- it was highlighted that 100% attendance is unachievable due to annual leave, work and home commitments. A more flexible programme would be well received and would be more realistic.

- it was felt that the pharmacology module needs to be more focused, offering greater balance.

10.4 The panel felt the documentation was comprehensive and the quality of the information provided was very high and helpfully address most of the NMC requirements. It was noted that the Practice Portfolio for Nurses and Midwives is well structured and is very impressive providing a robust evidence base that the NMC requirements are fully met

## **E. Authorisation of Report**

After writing the report the servicing officer must obtain approval of the report first from the chair and then the rest of the panel. Once approved the report should be more widely distributed as indicated below.

Report approved by Chair: Date:

Report approved by Panel: Date:

Copy of final report to: Date:

- Course team
- Subject leader / SAB Chair
- Faculty Head of Quality
- Faculty Head of Studies / Postgraduate Studies
- Dean
- Faculty Manager
- Faculty Data Manager

Copy to Faculty Office File: Date:

Copy sent to DAQ for AQSC approval: Date:

Copy sent to Curriculum Planning Office: Date:

Copy sent to PSRB, where relevant: Date:

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### Section one: Programme details

<b>Name of education provider</b>	Goldsmiths College University of London
<b>Programme title</b>	MA Art Psychotherapy
<b>Mode of delivery</b>	Full time Part time
<b>Relevant part of the HCPC Register</b>	Art therapist
<b>Relevant modality</b>	Art therapist
<b>Date of submission to the HCPC</b>	12 December 2012
<b>Name and profession of the HCPC Visitors</b>	Philippa Brown (Art therapist) Donald Wetherick (Music therapist)
<b>HCPC executive</b>	Nicola Baker

### Section two: Submission details

#### Summary of change

SET 3 Programme management and resources  
Change of programme leader and reallocation of teaching.

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)
- Curriculum vitae of new programme lead

### 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.

### SET 3 Programme management and resources

#### 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 that a new member of staff (Lesley Morris) was taking over the important role of placement manager, replacing Jill Westwood. However, no evidence of Lesley Morris' qualifications or experience in relation to this role was submitted.

**Suggested documentation:** Information regarding Lesley Morris' qualifications, experience and registration status, such as her curriculum vitae.

### 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 that the Major change notification and SETS mapping were not fully completed. Completing all sections of documentation is helpful to the visitors and helps identify whether any additional evidence is needed.

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### Section one: Programme details

<b>Name of education provider</b>	University of Keele
<b>Programme title</b>	BSc (Hons) Physiotherapy
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Physiotherapist
<b>Date of submission to the HCPC</b>	15 February 2013
<b>Name and profession of the HCPC Visitor</b>	Karen Harrison (Physiotherapist)
<b>HCPC executive</b>	Abdur Razzaq

### Section two: Submission details

#### Summary of change

SET 3 Programme management and resources

SET 3.4 Change of Programme leader

Jan Davison and Carole Davies were Joint Programme Leads at the time of the 2010 approval event. Jan Davison will now take overall operational responsibility for the programme.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- CV for Jan Davison

### **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 Visitor**

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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### Section one: Programme details

<b>Name of education provider</b>	Leeds Metropolitan University
<b>Programme title</b>	BSc (Hons) Dietetics
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Dietitian
<b>Date of submission to the HCPC</b>	30 January 2013
<b>Name and profession of the HCPC Visitors</b>	Pauline Douglas (Dietitian) Fiona McCullough (Dietitian)
<b>HCPC executive</b>	Ruth Wood

### Section two: Submission details

#### Summary of change

SET 4 Curriculum  
SET 5 Practice placements  
SET 6 Assessment

The modules have been extensively repackaged and have changed from eight 15 credit modules to a new structure of six 20 credit modules. All academic and practice placement modules' content as a result have been redesigned to fit this new structure. There have been changes to remove a dedicated research module of the programme. The changes to the modules have included changes to the formative assessments of all modules. The changes to the modules have also included the removal of the elective modules.



The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- Programme and module documents
- Practice placement documentation

### **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 received a lot of documentation to assess this change. After reviewing the change they wish to encourage the education provider to check that all programme documentation is updated to reflect the name change of the Health Professions Council (HPC) to The Health and Care Professions Council (HCPC).

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### Section one: Programme details

<b>Name of education provider</b>	Leeds Metropolitan University
<b>Programme title</b>	Pg Dip Dietetics
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Dietitian
<b>Date of submission to the HCPC</b>	27 February 2013
<b>Name and profession of the HCPC Visitors</b>	Pauline Douglas (Dietitian) Fiona McCullough (Dietitian)
<b>HCPC executive</b>	Ruth Wood

### Section two: Submission details

#### Summary of change

SET 4 Curriculum  
SET 5 Practice placements  
SET 6 Assessment

The changes detailed are an extensive repackaging of module content including structure, learning outcomes and assessments. The programme repackaging has affected the placement modules; new learning outcomes will be added into some placements.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- Programme and module documents
- Practice placement documentation

### **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 received a lot of documentation to assess this change. After reviewing the change they wish to encourage the education provider to check that all programme documentation is updated to reflect the name change of the Health Professions Council (HPC) to The Health and Care Professions Council (HCPC).

Major change Visitors' report

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**Section one: Programme details**

<b>Name of education provider</b>	Manchester Metropolitan University
<b>Programme title</b>	BSc (Hons)Healthcare Sciences - Life Sciences (Blood Sciences)
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Biomedical scientist
<b>Date of submission to the HCPC</b>	17 December 2012
<b>Name and profession of the HCPC Visitors</b>	Mary Macdonald (biomedical scientist) Mary Popeck (biomedical scientist)
<b>HCPC executive</b>	Maria Burke

**Section two: Submission details**

**Summary of change**

SET 4 Curriculum

The research skills component of the programme was previously split across the level 4 unit 'Biomedical Science' and the level 5 unit 'Cellular Science'. This content will now be consolidated in one new level 4 unit, 'Skills for Health Sciences'. This new unit will replace the unit 'Genetics, Biodiversity and Adaptation'. The genetics content from that unit will be incorporated in to the Biomedical Science unit.

SET 6 Assessment

Changes to the curriculum through the new Skills for Health Sciences unit and amended Biomedical Science unit need to ensure that the learning outcomes are met on successful completion of the programme.

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)
- MMU Unit Specification Unit Content Genetic Adaption and Diversity
- MMU Unit Specific Unit Content Skills for Health Science- Capture, Analysis and interpretation of biological information
- MMU Unit Specification Pathology Biology of Disease- analytical investigation (previous and updated)

### **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.

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**Section one: Programme details**

<b>Name of education provider</b>	Manchester Metropolitan University
<b>Programme title</b>	BSc (Hons)Healthcare Sciences - Life Sciences (Cellular Sciences)
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Biomedical scientist
<b>Date of submission to the HCPC</b>	17 December 2012
<b>Name and profession of the HCPC Visitors</b>	Mary Macdonald (biomedical scientist) Mary Popeck (biomedical scientist)
<b>HCPC executive</b>	Maria Burke

**Section two: Submission details**

**Summary of change**

SET 4 Curriculum

The research skills component of the programme was previously split across the level 4 unit 'Biomedical Science' and the level 5 unit 'Cellular Science'. This content will now be consolidated in one new level 4 unit, 'Skills for Health Sciences'. This new unit will replace the unit 'Genetics, Biodiversity and Adaptation'. The genetics content from that unit will be incorporated in to the Biomedical Science unit.

SET 6 Assessment

Changes to the curriculum through the new Skills for Health Sciences unit and amended Biomedical Science unit need to ensure that the learning outcomes are met on successful completion of the programme.

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)
- MMU Unit Specification Unit Content Genetic Adaption and Diversity
- MMU Unit Specific Unit Content Skills for Health Science- Capture, Analysis and interpretation of biological information
- MMU Unit Specification Pathology Biology of Disease- analytical investigation (previous and updated)

### **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.

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### Section one: Programme details

<b>Name of education provider</b>	Manchester Metropolitan University
<b>Programme title</b>	BSc (Hons)Healthcare Sciences - Life Sciences (Genetic Sciences)
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Biomedical scientist
<b>Date of submission to the HCPC</b>	17 December 2012
<b>Name and profession of the HCPC Visitors</b>	Mary Macdonald (biomedical scientist) Mary Popeck (biomedical scientist)
<b>HCPC executive</b>	Maria Burke

### Section two: Submission details

#### Summary of change

##### SET 4 Curriculum

The research skills component of the programme was previously split across the level 4 unit 'Biomedical Science' and the level 5 unit 'Cellular Science'. This content will now be consolidated in one new level 4 unit, 'Skills for Health Sciences'. This new unit will replace the unit 'Genetics, Biodiversity and Adaptation'. The genetics content from that unit will be incorporated in to the Biomedical Science unit.

##### SET 6 Assessment

Changes to the curriculum through the new Skills for Health Sciences unit and amended Biomedical Science unit need to ensure that the learning outcomes are met on successful completion of the programme.

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)
- MMU Unit Specification Unit Content Genetic Adaption and Diversity
- MMU Unit Specific Unit Content Skills for Health Science- Capture, Analysis and interpretation of biological information
- MMU Unit Specification Pathology Biology of Disease- analytical investigation (previous and updated)

### **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.

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### Section one: Programme details

<b>Name of education provider</b>	Manchester Metropolitan University
<b>Programme title</b>	BSc (Hons)Healthcare Sciences - Life Sciences (Infection Sciences)
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Biomedical scientist
<b>Date of submission to the HCPC</b>	17 December 2012
<b>Name and profession of the HCPC Visitors</b>	Mary Macdonald (biomedical scientist) Mary Popeck (biomedical scientist)
<b>HCPC executive</b>	Maria Burke

### Section two: Submission details

#### Summary of change

##### SET 4 Curriculum

The research skills component of the programme was previously split across the level 4 unit 'Biomedical Science' and the level 5 unit 'Cellular Science'. This content will now be consolidated in one new level 4 unit, 'Skills for Health Sciences'. This new unit will replace the unit 'Genetics, Biodiversity and Adaptation'. The genetics content from that unit will be incorporated in to the Biomedical Science unit.

##### SET 6 Assessment

Changes to the curriculum through the new Skills for Health Sciences unit and amended Biomedical Science unit need to ensure that the learning outcomes are met on successful completion of the programme.

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)
- MMU Unit Specification Unit Content Genetic Adaption and Diversity
- MMU Unit Specific Unit Content Skills for Health Science- Capture, Analysis and interpretation of biological information
- MMU Unit Specification Pathology Biology of Disease- analytical investigation (previous and updated)

### **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.

Major change Visitors' report

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**Section one: Programme details**

<b>Name of education provider</b>	Northumbria University at Newcastle
<b>Programme title</b>	Prescribing for non-medical health professionals
<b>Mode of delivery</b>	Full time Part time
<b>Relevant part of the HCPC Register</b>	Chiropody Podiatry Physiotherapy Radiography
<b>Relevant entitlement(s)</b>	Supplementary prescribing
<b>Date of submission to the HCPC</b>	16 January 2013
<b>Name and profession of the HCPC Visitors</b>	Marcus Bailey (Paramedic)
<b>HCPC executive</b>	Maria Burke

**Section two: Submission details**

**Summary of change**

SET 3 Programme management and resources

The programme leader has changed from Carol Wills to Gillian Maw.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- V300 student handbook

- Module descriptor –Curriculum vitae of new programme leader Gillian Maw
- CPD programme handbook 2012-13

### **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 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.

## Major change Visitors' report

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### Section one: Programme details

<b>Name of education provider</b>	Swansea University
<b>Programme title</b>	Non-Medical Prescribing
<b>Mode of delivery</b>	Part time
<b>Relevant part of the HCPC Register</b>	Chiropodist / podiatrist Radiographer Physiotherapist
<b>Relevant entitlement(s)</b>	Supplementary prescribing
<b>Date of submission to the HCPC</b>	6 December 2012
<b>Name and profession of the HCPC Visitors</b>	Gordon Pollard (Paramedic) Paul Blakeman (Podiatrist)
<b>HCPC executive</b>	Maria Burke

### Section two: Submission details

#### Summary of change

SET 3 Programme management and resources

Appointment of a new programme leader Catherine Williams

SET 4 Curriculum

SET 6 Assessment

The programme is currently offered at Level 3 and Level M, from the next academic year the programme will move to M Level only, with more robust curriculum and 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)
- C V Catherine Williams

### **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 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.

Major change Visitors' report

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**Section one: Programme details**

<b>Name of education provider</b>	University of Birmingham
<b>Programme title</b>	Doctorate in Clinical Psychology (ClinPsyD)
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Practitioner psychologist
<b>Relevant modality</b>	Clinical psychologist
<b>Date of submission to the HCPC</b>	28 January 2013
<b>Name and profession of the HCPC Visitors</b>	Ruth Baker (Practitioner psychologist)
<b>HCPC executive</b>	Maria Burke

**Section two: Submission details**

**Summary of change**

SET 3 Programme management and resources

There has been a change of programme leadership from Jan Oyebode to Theresa Powell. Theresa Powell has been the Associate Director of the programme since July 2006 before taking over as Programme Director in January 2013. Theresa Powell's CV has been submitted and reviewed.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- CV of Dr Teresa Powell, incoming Programme Director of DClin Psychology, Birmingham



### **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 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.

## Major change Visitors' report

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### Section one: Programme details

<b>Name of education provider</b>	University of East Anglia
<b>Programme title</b>	DipHE Operating Department Practice
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Operating department practitioner
<b>Date of submission to the HCPC</b>	18 December 2012
<b>Name and profession of the HCPC Visitors</b>	Penny Joyce (Operating department practitioner) David Bevan (Operating department practitioner)
<b>HCPC executive</b>	Nicola Baker

### Section two: Submission details

#### Summary of change

##### SET 6 Assessment

The education provider has proposed changes to the assessment of practice and recording of clinical skills. The changes include a clearer demarcation of year 1 and 2 expectations, addition of new skills and amendments to the format and guidance.

In addition, the education provider proposes changes to the year 1 and 2 OSCEs which includes revised scenarios, different skills included and a review of the marking criteria.

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)
- UEA student handbook 2012-13
- New OSCE year 1
- New OSCE year 2
- Skills development profile
- Assessment of practice document year 1
- Assessment of practice document year 2
- ODP course handbook
- Pre-registration core student handbook

### **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.

## Major change Visitors' report

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### Section one: Programme details

<b>Name of education provider</b>	University of East London
<b>Programme title</b>	BSc (Hons) Podiatric Medicine
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Chiropodist / podiatrist
<b>Date of submission to the HCPC</b>	08 January 2013
<b>Name and profession of the HCPC Visitors</b>	Gordon Burrow (Podiatrist) Alison Wishart (Podiatrist)
<b>HCPC executive</b>	Nicola Baker

### Section two: Submission details

#### Summary of change

##### SET 4 Curriculum

The order of the curriculum will be changed.

##### SET 5 Practice placements

The placement model has changed; students will have longer placements and an additional series of one day placements in level one.

##### SET 6 Assessment

Specific module assessment techniques will change from those used previously. Assessments for revised modules will be changing in line with the changes made to the curriculum.

The following documents were provided as part of the submission:

- Change notification form (completed by the HCPC executive)
- Context pack
- SETs and SOPs mapping documents (completed by education provider)

- Podiatry student handbook 2013-2014
- Professional Health Science (PHS) current module specifications
- Mapping to QAA benchmarks
- Mapping to professional body framework
- Practice placement agreement and documentation
- Checklist for student work submitted to external examiner and internal moderation forms
- Example of marking criteria grid
- Staff curriculum vitae
- School validation document PHS 2013
- Clinical educators handbook 2013-14
- Programme specification
- Assessment 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.

#### **SET 4 Curriculum**

**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.**

#### **SET 5 Practice Placements**

#### **SET 6 Assessment**

**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:** It is unclear what changes are to be made in the redesign of the programme. The major change submission states that the changes are mainly around the structure of the curriculum. i.e. changes in assessment technique, movement of content between modules, better alignment between levels, and increased contact hours, as well as changes to the duration of practice placements. However, there is no clear indication as to how any of these are to be achieved and what the differences will be. Further evidence is needed to demonstrate that the standards of proficiency will continue to be met (SET 4.1 and 6.1), and that the programme will still meet all required SETs for curriculum, practice placements and assessment.

**Suggested documentation:** It would be helpful if documentation was produced which showed the previous state and what the changes are, which can be structured using the HCPC major change SETs mapping document. The visitors need to see where the content now sits within the modules and where it was

previously, what assessments have changed and how the increased practice hours have been attained without detriment to the theory component.

#### **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

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### Section one: Programme details

<b>Name of education provider</b>	University of East London
<b>Programme title</b>	BSc (Hons) Physiotherapy
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Physiotherapist
<b>Date of submission to the HCPC</b>	08 January 2013
<b>Name and profession of the HCPC Visitors</b>	Pamela Bagley (Physiotherapist) Julia Cutforth (Physiotherapist)
<b>HCPC executive</b>	Nicola Baker

### Section two: Submission details

#### Summary of change

##### SET 4 Curriculum

The order of the curriculum will be changed.

##### SET 5 Practice placements

The placement model has changed; students will have longer placements and an additional series of one day placements in level one.

##### SET 6 Assessment

Specific module assessment techniques will change from those used previously. Assessments for revised modules will be changing in line with the changes made to the curriculum.

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)
- Mapping to SOPs
- School validation document
- All module specifications
- Mapping to QAA subject benchmarks
- Mapping to professional body frameworks
- placement agreement
- Checklist for student work submitted to external examiner and internal moderation forms
- Example of marking criteria grid
- Staff curriculum vitae
- Clinical education handbook
- Physiotherapy programme specification
- Physiotherapy student handbook

### **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 programme specification states:

'Physiotherapy is a protected title. To be able to register as a Physiotherapist with the Health and Care Professions Council, use the title Physiotherapist or apply for membership of the Chartered Society of Physiotherapy students must gain an honours degree in Physiotherapy.'

All students need to apply to the HCPC Register after they have successfully completed the programme in order to use the protected titles. As such the language the education provider uses in all documentation needs to reflect this and ensure that applicants and students are clear that successful completion of the programme means only that they are **eligible to apply** to the Register.

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### Section one: Programme details

<b>Name of education provider</b>	University of Liverpool
<b>Programme title</b>	BSc (Hons) Occupational Therapy
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Occupational therapist
<b>Date of submission to the HCPC</b>	8 February 2013
<b>Name and profession of the HCPC Visitors</b>	Joanna Goodwin (Occupational therapist) Jennifer Caldwell (Occupational therapist)
<b>HCPC executive</b>	Mandy Hargood

### Section two: Submission details

#### Summary of change

##### SET 2 Programme admissions

The programme has increased their entry requirements in order to assist with managing recruitment.

##### SET 4 Curriculum

The programme has reduced the number of modules throughout the programme and has repackaged and renamed modules. Learning outcomes have been rewritten and reviewed.

##### SET 6 Assessment

The programme team have amended and changed some assessment methods.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- HCPC SOP's mapping
- Old programme specification
- New programme specification.
- Old and new module descriptors

### **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 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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### Section one: Programme details

<b>Name of education provider</b>	University of Plymouth
<b>Programme title</b>	BSc (Hons) Paramedic Practitioner (formerly; BSc (Hons) Paramedic Practitioner (Community Emergency Health))
<b>Mode of delivery</b>	Full time Part time
<b>Relevant part of the HCPC Register</b>	Paramedic
<b>Date of submission to the HCPC</b>	31 October 2012
<b>Name and profession of the HCPC Visitors</b>	Mark Nevins (Paramedic) Marcus Bailey (Paramedic)
<b>HCPC executive</b>	Mandy Hargood

### Section two: Submission details

#### Summary of change

SET 2 Programme admissions  
SET 4 Curriculum  
SET 5 Practice placements  
SET 6 Assessment

The education provider has highlighted within this proposal a change the title of this programme, changes to how students may be able undertake and complete the practice elements of the programme and that the curriculum will be changed to map onto a new pattern of programme delivery. The change affects multiple standards in SETs 3, 4, 5 and 6.

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)
- HCPC SOP mapping document
- Programme specification for BSc (Hons) Paramedic Practitioner
- Approval document for BSc (Hons) Paramedic Practitioner
- Health professions Interprofessional Education and shared learning document
- Paramedic programme handbook

### **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.

### **5.2 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.**

**Reason:** The visitors received documentation from the education provider detailing the new placement structure. The visitors were unable to determine the extent that this change will impact on the practice placements and associated assessment of the learning outcomes. For example, the documentation listed numbers of placements, however as this programme will be entirely supernumerary the visitors are unclear how those placements will be integrated and sit alongside theoretical learning modules. The visitors were also unable to determine at what point students will be placed in the ambulance environment, accident and emergency and other areas of placement. The visitors would like information that demonstrates when the theoretical components will take place and the types, duration and numbers of placements throughout the full year with suggested placement areas. This will allow the visitors to get an overview and feel for the entire context of the programme.

**Suggested documentation:** Information regarding the placement structures such as a full three year timetable or other explanatory information.

### **5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an 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 received documentation from the education provider detailing the new placement structure. The visitors were unable to determine the extent that this change will impact on the practice placements and associated assessment of the learning outcomes. The visitors could not identify where the information was which details how the practice placement educators would be updated on the specifics of the new programme and so could not determine that they would be fully prepared to work with students from the new programme.

**Suggested documentation:** Information surrounding the programme changes and impact to practice educators for example what information about planned updates will be provided to practice placement educators.

### **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:** From the documentation provided the visitors were unable to determine how the assessment strategy for the programme ensures that all the standards of proficiency have been met by successful students. In particular the visitors could not determine the pass marks of some modules. In order to assess the appropriateness of the assessment strategy and design, the visitors would like further evidence to identify and explain the pass marks for the modules of PARA202 and PARA204.

**Suggested documentation:** Further evidence which describes the pass marks associated with modules PARA202 and PARA204.

### **6.3 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement setting.**

**Reason:** The visitors received documentation from the education provider which included revised module descriptors. The visitors could not identify where the evidence which explains how the practice portfolios are assessed was included. The visitors were therefore unable to determine how the portfolio content includes professional aspects of practice and how the assessment ensures students meet the expected level of performance.

**Suggested documentation:** Further evidence of the assessment criteria that will be used to assess students' practice placement portfolios.

### **6.4 Assessment methods must be employed that measure the learning outcomes.**

**Reason:** The visitors received documentation from the education provider which included revised module descriptors. From a review of the module descriptors the visitors determined that there were areas of summative assessment which were indicated to be pass/fail. However the visitors could not identify the criteria that will be used for the assessment of these summative assessments. The visitors

were therefore unable to determine whether the assessment methods utilised for these assessments measure the ability of a student to meet the relevant learning outcomes.

**Suggested documentation:** Further evidence of the assessment criteria that will be used to assess students' performance when completing relevant summative assessments.

#### **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 education provider has provided revised documentation for this programme including documents related to module descriptors. The visitors are satisfied the learning outcomes in the modules for the programme will ensure graduates meet the standards of proficiency for their part of the Register. However, the module descriptors do not appear to be approved yet. The visitors would like the programme team to note that if any changes are made to these learning outcomes before they are finalised the HCPC should be notified through a further major change submission.

## Major change Visitors' report

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### Section one: Programme details

<b>Name of education provider</b>	University of Plymouth
<b>Programme title</b>	Graduate Diploma Paramedic Practitioner (Community Emergency Health)
<b>Mode of delivery</b>	Full time Part time
<b>Relevant part of the HCPC Register</b>	Paramedic
<b>Date of submission to the HCPC</b>	31 October 2012
<b>Name and profession of the HCPC Visitors</b>	Mark Nevins (Paramedic) Marcus Bailey (Paramedic)
<b>HCPC executive</b>	Mandy Hargood

### Section two: Submission details

#### Summary of change

SET 2 Programme admissions  
SET 4 Curriculum  
SET 5 Practice placements  
SET 6 Assessment

The education provider has highlighted within this proposal a change the title of this programme, changes to how students may be able undertake and complete the practice elements of the programme and that the curriculum will be changed to map onto a new pattern of programme delivery. The change affects multiple standards in SETs 3, 4, 5 and 6.

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)
- HCPC SOP mapping document
- Programme specification for BSc (Hons) Paramedic Practitioner
- Approval document for BSc (Hons) Paramedic Practitioner
- Health professions Interprofessional Education and shared learning document
- Paramedic programme handbook

### **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.

#### **5.2 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.**

**Reason:** The visitors received documentation from the education provider detailing the new placement structure. The visitors were unable to determine the extent that this change will impact on the practice placements and associated assessment of the learning outcomes. For example, the documentation listed numbers of placements, however as this programme will be entirely supernumerary the visitors are unclear how those placements will be integrated and sit alongside theoretical learning modules. The visitors were also unable to determine at what point students will be placed in the ambulance environment, accident and emergency and other areas of placement. The visitors would like information that demonstrates when the theoretical components will take place and the types, duration and numbers of placements throughout the full year with suggested placement areas. This will allow the visitors to get an overview and feel for the entire context of the programme.

**Suggested documentation:** Information regarding the placement structures such as a full three year timetable or other explanatory information.

#### **5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an 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 received documentation from the education provider detailing the new placement structure. The visitors were unable to determine the extent that this change will impact on the practice placements and associated assessment of the learning outcomes. The visitors could not identify where the information was which details how the practice placement educators would be updated on the specifics of the new programme and so could not determine that they would be fully prepared to work with students from the new programme.

**Suggested documentation:** Information surrounding the programme changes and impact to practice educators for example what information about planned updates will be provided to practice placement educators.

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**Reason:** From the documentation provided the visitors were unable to determine how the assessment strategy for the programme ensures that all the standards of proficiency have been met by successful students. In particular the visitors could not determine the pass marks of some modules. In order to assess the appropriateness of the assessment strategy and design, the visitors would like further evidence to identify and explain the pass marks for the modules of PARA202 and PARA204.

**Suggested documentation:** Further evidence which describes the pass marks associated with modules PARA202 and PARA204.

### **6.3 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement setting.**

**Reason:** The visitors received documentation from the education provider which included revised module descriptors. The visitors could not identify where the evidence which explains how the practice portfolios are assessed was included. The visitors were therefore unable to determine how the portfolio content includes professional aspects of practice and how the assessment ensures students meet the expected level of performance.

**Suggested documentation:** Further evidence of the assessment criteria that will be used to assess students' practice placement portfolios.

### **6.4 Assessment methods must be employed that measure the learning outcomes.**

**Reason:** The visitors received documentation from the education provider which included revised module descriptors. From a review of the module descriptors the visitors determined that there were areas of summative assessment which were indicated to be pass/fail. However the visitors could not identify the criteria that will be used for the assessment of these summative assessments. The visitors were therefore unable to determine whether the assessment methods utilised for these assessments measure the ability of a student to meet the relevant learning outcomes.

**Suggested documentation:** Further evidence of the assessment criteria that will be used to assess students' performance when completing relevant summative assessments.

#### **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 education provider has provided revised documentation for this programme including documents related to module descriptors. The visitors are satisfied the learning outcomes in the modules for the programme will ensure graduates meet the standards of proficiency for their part of the Register. However, the module descriptors do not appear to be approved yet. The visitors would like the programme team to note that if any changes are made to these learning outcomes before they are finalised the HCPC should be notified through a further major change submission.

Major change Visitors' report

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**Section one: Programme details**

<b>Name of education provider</b>	University of Portsmouth
<b>Programme title</b>	BSc (Hons) Diagnostic Radiography
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Radiographer
<b>Relevant modality</b>	Diagnostic radiographer
<b>Date of submission to the HCPC</b>	8 February 2013
<b>Name and profession of the HCPC Visitors</b>	Shaaron Pratt (Diagnostic radiographer) Paul Brown (Therapeutic radiographer)
<b>HCPC executive</b>	Louise Devlin

**Section two: Submission details**

**Summary of change**

SET 3 Programme management and resources

The education provider has indicated a programme leader change from Harold Clarke to Andy Williams.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- 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 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

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**Section one: Programme details**

<b>Name of education provider</b>	University of Portsmouth
<b>Programme title</b>	BSc (Hons) Therapeutic Radiography
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Radiographer
<b>Relevant modality</b>	Therapeutic radiographer
<b>Date of submission to the HCPC</b>	8 February 2013
<b>Name and profession of the HCPC Visitors</b>	Shaaron Pratt (Diagnostic radiographer) Paul Brown (Therapeutic radiographer)
<b>HCPC executive</b>	Louise Devlin

**Section two: Submission details**

**Summary of change**

SET 3 Programme management and resources

The education provider has indicated a programme leader change from Harold Clarke to Andy Williams.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- 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.

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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

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### Section one: Programme details

<b>Name of education provider</b>	University of the West of Scotland
<b>Programme title</b>	Advanced Non-Medical Prescribing
<b>Mode of delivery</b>	Part time
<b>Relevant entitlement</b>	Supplementary prescribing
<b>Date of submission to the HCPC</b>	11 December 2012
<b>Name and profession of the HCPC Visitors</b>	Catherine Smith (Podiatrist) Glyn Harding (Paramedic)
<b>HCPC executive</b>	Nicola Baker

### Section two: Submission details

#### Summary of change

SET 3 Programme management and resources  
Change of programme lead.

SET 6 Assessment  
Change of external examiner.

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)
- Curriculum vitae of new programme lead
- Curriculum vitae of new external examiner
- Sample timetable

### 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.

## Major change Visitors' report

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### Section one: Programme details

<b>Name of education provider</b>	University of the West of Scotland
<b>Programme title</b>	Non-Medical Prescribing
<b>Mode of delivery</b>	Flexible Part time
<b>Relevant entitlement</b>	Supplementary prescribing
<b>Date of submission to the HCPC</b>	11 December 2012
<b>Name and profession of the HCPC Visitors</b>	Catherine Smith (Podiatrist) Glyn Harding (Paramedic)
<b>HCPC executive</b>	Nicola Baker

### Section two: Submission details

#### Summary of change

SET 3 Programme management and resources  
Change of programme lead.

SET 6 Assessment  
Change of external examiner.

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)
- Curriculum vitae of new programme lead
- Curriculum vitae of new external examiner
- Sample timetable

### **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:

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- 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

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### Section one: Programme details

<b>Name of education provider</b>	York St John University
<b>Programme title</b>	BHSc (Hons) Occupational Therapy
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Occupational Therapy
<b>Date of submission to the HCPC</b>	30 November 2012
<b>Name and profession of the HCPC Visitors</b>	Joanna Goodwin (Occupational therapist) Jo Jackson (Physiotherapist)
<b>HCPC executive</b>	Abdur Razzaq

### Section two: Submission details

#### Summary of change

##### SET 4 Curriculum

The education provider has made changes to the curriculum of the programme such as changes to credits of the modules at level one and redesigning the length of teaching times and replacement of the modules in level one of the programme and changes to inter-professional learning of the programme.

##### SET 5 Practice placements

The education provider also intends to make changes to practice placements by shifting the timings and durations of placements. These changes have a potential impact on SET 5.2 and these changes will need to be looked at to ensure there are no changes to the learning outcomes

## SET 6 Assessment

There are fewer assessments for students particularly at Level 1; however the range of assessments remains varied and commensurate with those skills required for professional practice and entry to the register.

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)
- HCPC SOPs mapping document
- BHSc (Hons) Occupational Therapy programme document
- BHSc (Hons) Occupational Therapy module descriptors
- BHSc (Hons) occupational Therapy programme specification

### 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.

#### **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.**

**Reason:** The visitors noticed in the documentation provided that some incorrect terminology regarding students eligibility to apply for the Register and inaccurate reference to HCPC. The correct wording would ensure that students were aware that graduating from the course did not automatically guarantee admission to the Register and correct reference to HCPC would ensure students were fully aware of the regulatory body.

**Suggested documentation:** Amended programme specification and programme documents.

#### **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

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### Section one: Programme details

<b>Name of education provider</b>	York St John University
<b>Programme title</b>	BHSc (Hons) Physiotherapy
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Physiotherapy
<b>Date of submission to the HCPC</b>	30 November 2012
<b>Name and profession of the HCPC Visitors</b>	Joanna Goodwin ( Occupational therapist) Jo Jackson (Physiotherapist)
<b>HCPC executive</b>	Abdur Razzaq

### Section two: Submission details

#### Summary of change

##### SET 4 Curriculum

The education provider has made changes to the curriculum of the programme such as changes to credits of the modules at level one and redesigning the length of teaching times and replacement of the modules in level one of the programme and changes to inter-professional learning of the programme.

##### SET 5 Practice placements

The education provider also intends to make changes to practice placements by shifting the timings and durations of placements. These changes have a potential impact on set 5.2 and set 5.11 and these changes will be considered to ensure there are no changes to the learning outcomes

## SET 6 Assessment

The education provider has notified the HCPC indicating that the assessments within the programme are to change.

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)
- HCPC SOPs mapping document
- BHSc (Hons) Physiotherapy programme document
- BHSc (Hons) Physiotherapy module descriptors
- BHSc (Hons) Physiotherapy programme specification

### 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.

#### **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:** From the documentation provided the visitors were unable to determine how the assessment strategy for the programme ensures that all the standards of proficiency have been met by successful students. In particular it is unclear whether students will have to pass each component within the level 2 joint assessment for the academic modules. It is also not clear what will be contained within the joint assessment and how this will link to the module learning outcomes. SET 6.1 is linked to SET's 6.4 and 6.5. Visitors will need to see further evidence of how this SET continues to be met.

**Suggested documentation:** Further evidence referring to information provided to students about assessments; for example clarifying how assessments link to the module learning outcomes and thus the standards of proficiency.

#### **6.4 Assessment methods must be employed that measure the learning outcomes.**

**Reason:** From the documentation provided the visitors were unable to determine how the assessment strategy for the programme ensures that all the standards of proficiency have been met by successful students. In particular it is unclear whether students will have to pass each component within the level 2 joint assessment for the academic modules. It is also not clear what will be contained within the joint assessment and how this will link to the module



learning outcomes. SET 6.4 is linked to SETs 6.1 and 6.5. Visitors will need to see further evidence of how this SET continues to be met.

**Suggested documentation:** Further evidence referring to information provided to students about assessments; for example clarifying how assessments link to the module learning outcomes and thus the standards of proficiency.

#### **6.5 The measurement of student performance must be objective and ensure fitness to practise.**

**Reason:** From the documentation provided the visitors were unable to determine how the assessment strategy for the programme ensures that all the standards of proficiency have been met by successful students. In particular it is unclear whether students will have to pass each component within the level 2 joint assessment for the academic modules. It is also not clear what will be contained within the joint assessment and how this will link to the module learning outcomes. SET 6.5 is linked to SETs 6.1 and 6.4. Visitors will need to see further evidence of how this SET continues to be met.

**Suggested documentation:** Further evidence referring to information provided to students about assessments; for example clarifying how assessments link to the module learning outcomes and thus the standards of proficiency.

#### **6.7 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.**

**Reason:** From the documentation provided visitors were unable to determine how the proposed assessment strategy for level 2 will be implemented as modules in semester 1 are assessed together. In particular it is unclear what is meant by a component and whether students will have to pass each component within the assessment process.

**Suggested documentation:** The visitors will need further evidence referring to information provided to students about the assessment strategy and how it will be implemented.

#### **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.