

Visitors' report

Name of education provider	University of Worcester
Programme name	BSc (Hons) Physiotherapy
Mode of delivery	Full time
Relevant part of the HCPC Register	Physiotherapist
Date of visit	5 – 6 March 2013

Contents

Executive summary	2
Introduction.....	3
Visit details	3
Sources of evidence	4
Recommended outcome	5
Conditions.....	6

Executive summary

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

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. The education provider has until 25 April 2013 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 9 May 2013. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by Friday 10 May 2013. The visitors will consider this response and make a separate recommendation to the Committee on the approval of the programme. It is anticipated that this recommendation will be made to the Committee on Thursday 6 June 2013.

Introduction

The HCPC visited the programme at the education provider as it was a new programme which was seeking HCPC approval for the first time. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint multi-professional event. The education provider and validating body validated the programme and the professional body considered their accreditation of the programme. The visit also considered a BSc (Hons) Occupational Therapy full time programme. The education provider, the professional body and the HCPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HCPC's recommendations on this programme only. A separate report exists for the other programme. As an independent regulatory body, the HCPC's recommended outcome is independent and impartial and based solely on the HCPC's standards. Separate reports, produced by the education provider and the professional body, outline their decisions on the programmes' status.

Visit details

Name of HCPC visitors and profession	Claire Brewis (Occupational therapist) Fleur Kitsell (Physiotherapist)
HCPC executive officer (in attendance)	Nicola Baker
Proposed student numbers	16
Proposed start date of programme approval	September 2013
Chair	Robert Dudley (University of Worcester)
Secretary	Teresa Nahajski (University of Worcester)
Members of the joint panel	Lisa Griffiths (Internal Panel Member) Richard Stephenson (Chartered Society of Physiotherapy and External Panel Member) Nina Paterson (Chartered Society of Physiotherapy)

Sources of evidence

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

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

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

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

The HCPC met with students from the FD in Pre-Hospital, Unscheduled & Emergency Care and FD in Health and Social Care programmes as the programme seeking approval currently does not have any students enrolled on it.

Recommended outcome

To recommend a programme for 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 meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved. The visitors agreed that 41 of the SETs have been met and that conditions should be set on the remaining 16 SETs.

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

The visitors did not make any recommendations for the programme.

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

Conditions

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

Condition: The education provider must provide further evidence to confirm the staffing strategy for the initial stages of the programme.

Reason: The documentation outlined that a programme lead had been appointed and further staff were being recruited for the programme at the time of the approval visit. The Head of Allied Health Sciences gave further detail as to the staffing strategy at the visit. It was confirmed that the programme lead for Physiotherapy is now in post. They are currently recruiting for a further full time equivalent member of staff and will also recruit to a post which will branch across Physiotherapy and Occupational Therapy for September 2013. The programme team intend to use hourly paid lecturers to complete the delivery of the curriculum. In the meeting with the senior managers, they stated that their intention would be to recruit a further full time equivalent member of staff in 2013 – 2014 and 2014 – 2015 as the programme grows to having a cohort of students in each year. However, it was acknowledged that the education provider can only plan staffing resources for each year and are therefore unable to ensure that this recruitment will happen. The visitors also noted the fact that the programme is currently not commissioned, and that this allows an element of flexibility in the number of students they recruit each year. The implications of this on staffing strategy for the programme were not detailed at the visit. From the evidence provided, the visitors could not determine that there will be an adequate number of appropriately qualified and experienced staff in place. The visitors therefore request further clarification in the programme documentation as to the staffing strategy for the programme as it develops, detailing what will happen if the team does not recruit as currently intended.

3.6 Subject areas must be taught by staff with relevant specialist expertise and knowledge.

Condition: Where module teaching staff cannot currently be specified by name, the programme team must detail the specialist skills and expertise that they will be recruiting for.

Reason: The documentation outlined that a programme lead had been appointed and further staff were being recruited for the programme at the time of the approval visit. The Head of Allied Health Sciences gave further detail as to the staffing strategy at the visit. It was confirmed that the programme lead for Physiotherapy is now in post. They are currently recruiting for a further full time equivalent member of staff and will also recruit to a post which will branch across Physiotherapy and Occupational Therapy for September 2013. The programme team intend to use hourly paid lecturers to complete the delivery of the curriculum. In discussions with the senior team the visitors were made aware that visiting lecturers engage with the education provider's activities outside of just the teaching and will be subject to peer observations. However, the visitors were not provided with information as to who will be teaching which modules or the specialist skills and expertise that they will be looking for in the recruitment of teaching staff. In order to be sure that this SET is met, the visitors need to consider how the education provider will ensure that the modules are taught by staff with appropriate subject area knowledge. The visitors therefore require further evidence of the processes

the education provider have in place to ensure that the curriculum is delivered by staff with relevant expertise and knowledge.

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

Condition: The education provider must revise the programme documentation to ensure the terminology in use is reflective of the current landscape of statutory regulation for physiotherapists and contains accurate information about the programme.

Reason: The visitors reviewed the documentation prior to the visit. The visitors noted areas across the resources available to students that were inaccurate, inconsistent or were not reflective of the current setting of regulation for physiotherapists. Throughout the documentation available to students, it must be made clear that the completion of an approved education programme confers only eligibility to apply to the HCPC register. The programme specification states that the HCPC has requirements around the number of practice learning hours (p8) and that HCPC requires full-time programmes to be completed within five years (p9). The HCPC does not set these requirements. There is also a reference to the 'award of Registered Physiotherapist' on p16 of the programme specification. 'Physiotherapist' is a professional title protected by law, not an award. The visitors also noted that the module specifications have some inconsistency, particularly within the references sections, which must be revised. The visitors therefore require all programme documentation to be revisited to ensure that they are appropriate to support student learning and give accurate and consistent information about the programme.

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

Condition: The education provider must provide further evidence that resources are available to support student learning, including access to key profession-related journals.

Reason: The visitors reviewed the programme documentation and were given a tour of the learning resources that will be available to students on the course. From the evidence provided, the visitors were unclear as to the level of access that students will have to the necessary professional journals to support their study. The visitors noted from the reading lists that there were limited references to key professional journals and broader journals related to the current landscape of physiotherapy. At the visit, the programme team indicated that they do currently have subscriptions to professional journals, though this may not be evident from the documentation. They also said that they expect the reading lists to develop as module leaders come in and 'own' them. However, the visitors require further evidence to ensure that all the appropriate resources necessary to support students in their studies of physiotherapy are readily available, and will be effectively integrated into the curriculum.

3.14 Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Condition: The education provider must provide the visitors with further evidence that articulates the process for gaining student consent in practical and clinical teaching.

Reason: The education provider provided a copy of the form that will be used to gain students' consent. At the visit, the visitors discussed with the programme team the brevity of the form, and how this may mean that students are unclear as to its meaning. The programme team indicated that they would consult with other units in the Institute of Health and Society where the form is used as to how they approach gaining consent with their students. The education provider must therefore provide further evidence as to how the gaining of consent will be presented to students in order to ensure that they are fully aware of the requirements of them in participating in practical and clinical teaching on the programme.

4.2 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.

Condition: The education provider must provide evidence in the documentation as to the philosophy and core values that will be reflected in the curriculum, as articulated in the meeting with the programme team.

Reason: At the beginning of the visit, the Head of Allied Health Sciences presented the philosophy and core values of the programme and further articulated this in the meeting with the programme team. The visitors acknowledged the emphasis on embedding leadership and professional identity, connecting theory to practice and development through the spiral curriculum model and were satisfied that the programme team had a consolidated approach to the overall philosophy of the programme. However, the curriculum documentation does not reflect the information that was presented at the visit. The visitors therefore require further evidence to ensure that the documentation demonstrates how the philosophy and core values of the programme, articulated at the visit, is included in the curriculum.

4.7 The delivery of the programme must encourage evidence based practice.

Condition: The education provider must further evidence that evidence based practice will be encouraged throughout the delivery of the programme.

Reason: The visitors reviewed the programme documentation prior to the visit and noted that there are specific modules where evidence based practice is included in the content. However, the visitors were unclear from this documentation how evidence based practice will be fortified in learning and teaching opportunities all the way through the delivery of the programme. They therefore require the programme team to revisit the documentation to demonstrate how the use of evidence based practice will be encouraged throughout all modules.

4.8 The range of learning and teaching approaches used must be appropriate to the effective delivery of the curriculum.

Condition: The education provider must provide further evidence that learning and teaching approaches are appropriate to the effective delivery of the curriculum, to include relevant access and use of information technology (IT).

Reason: The visitors reviewed the programme documentation and were shown the facilities available to support student learning during the visit. Though the visitors noted that the students will have access to ample resources, they could not find evidence from the documentation how the use of IT facilities will be integrated and support the delivery

of the curriculum. As such visitors did not see sufficient evidence from the documentation that students will benefit from the full range of relevant and appropriate learning and teaching approaches available. They therefore require further evidence that demonstrates how relevant and appropriate IT use will be embedded in the delivery of the programme. In this way they can determine whether this SET is met.

5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

Condition: The education provider must clarify the equality and diversity policies in relation to students on placements, including an indication as to how these will be implemented and monitored.

Reason: The visitors reviewed the programme documentation prior to the visit and were content that there were equality and diversity policies in place for students within the education provider. The documentation states that students are 'given the opportunity' and are 'actively encouraged' to discuss any special requirements or needs that they may have to the relevant staff when going on placements. However, the visitors were unable to determine from the Practice educator guide or the Learning environment profile documents, where the education provider would confirm with the practice provider that they have the appropriate policies in place. In discussion with the programme team, the panel queried what would happen if a student chose not to reveal any special requirements to their placement supervisors. The visitors were unable to determine from the evidence provided, what mechanisms were in place to mitigate risk pertaining to equality and diversity matters in placement situations, and what procedures are in place if something were to go wrong. The visitors therefore require further evidence to demonstrate that the education provider will ensure that equality and diversity policies in place at placement providers will be effectively implemented and monitored.

5.8 Practice placement educators must undertake appropriate practice placement educator training.

Condition: The education provider must provide further evidence as to how they will ensure that placement educators have undertaken appropriate training prior to taking students.

Reason: From the documentation, the visitors were informed that all practice educators will be approved by the education provider prior to receiving students, and that they will be appropriately qualified through the Accreditation of Clinical Educators' (ACE) scheme. At the visit, the programme team representatives outlined the training opportunities that will be made available to practice educators. Those educators who have already been practice educators for other education providers would be offered a half day 'update', to cover the particular requirements of engaging with this programme. There would also be a two-day (possibly split into half days to accommodate the placement educators) course for those who did not have the experience of working with other education providers. The programme team stated that they would encourage the practice educators to undertake ACE training in the initial stages of the programme, rather than requiring it from all practice educators prior to receiving students, as stated in the documentation. The programme team also highlighted the generic 'Mentorship for assessment in practice' module, which is available to educators across all allied health

professional programmes. The visitors noted that the information provided at the visit was not consistent with the current state of the programme documentation and guidance documents for practice providers. They therefore require further evidence of the formal processes in place to ensure that all practice placement educators will undertake the appropriate training prior to receiving students. In this way the visitors can be clear about the programme team's expected training requirements for practice placement educators before they supervise students on placement and determine if this SET is met.

5.13 A range of learning and teaching methods that respect the rights and needs of service users and colleagues must be in place throughout practice placements.

Condition: The education provider must clarify the process of enabling service users to give objective and appropriate feedback to students on placement.

Reason: The visitors were made aware from the documentation and discussions at the visit that service users will be given the opportunity to feedback on student performance, which contributes to the practice learning assessment for the student. There was no information in the documentation as to how those giving views on student performance, other than the placement educator, would be enabled and trained in giving valuable feedback. In discussions at the visit, the programme team indicated that training would be developed to enable service users in giving appropriate feedback. The visitors therefore require further evidence as to the formal processes in place to enable service users to be trained to represent their rights and needs effectively in the practice placement setting.

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.

Condition: The education provider must provide further evidence of the annual review process for practice logs on placements to ensure that student performance is effectively assessed against the SOPs for physiotherapists.

Reason: The education provider submitted evidence for this SET demonstrating that the modules and Practice learning document can be mapped against the SOPs for physiotherapists. The visitors acknowledged that the logs utilised to record student progress on practice placements have also been mapped to the SOPs, but were unclear as to how this log would be reviewed in order to ensure that students have met all of the SOPs on graduation. The visitors therefore require further evidence, detailing how and when the practice logs will be reviewed, and monitored, to ensure that students have gained all of the relevant skills at the end of practice placements. In this way, the visitors will be able to determine whether this standard has been met.

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

Condition: The education provider must revise the documentation to further evidence that the assessment methods employed will measure the learning outcomes, for both practice modules and theory modules.

Reason: The visitors reviewed the programme module descriptors prior to the visit. They noted that for several modules, the assessments employed did not appear to measure the learning outcomes as specified in the relevant section of the module descriptor. For this reason, the visitors were unable to determine how this SET will be met. They therefore require the programme team to check the accuracy of the documentation for the modules to ensure that the assessment methods employed will appropriately measure all of the learning outcomes.

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

Condition: The education provider must revise the programme documentation to articulate clearly the requirements for student progression and achievement throughout the programme.

Reason: From the documentation the visitors were made aware that students would need to achieve at least 90 credits at each level in order to progress. However, the documentation did not clarify the procedures for reassessment where theory modules have been failed. In discussion with the programme team, the panel inferred that students with 90 credits would in fact not be able to continue to the next year, and would need to complete 120 credits by retrieving the outstanding 30 credits through reassessment in June before progressing. The visitors noted that the education-provider-wide regulations use the term 'progression' to describe this, but the documentation in its current state could be misleading to students. The programme team also acknowledged an inaccuracy in the documentation concerning students retaking practice modules, and confirmed that students will retake their practice module in a different placement setting to where they were initially placed. The visitors therefore require the programme team to revisit the documentation to accurately and clearly specify the requirements for student progression, achievement and reassessment at all stages of the programme.

6.9 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.

Condition: The programme team must revisit the documentation to clearly specify the requirements for an aegrotat award, if offered, not to provide eligibility to register as a physiotherapist with the HCPC.

Reason: From the documentation provided the visitors could not identify where it is clearly stated that aegrotat awards do not provide eligibility to apply to the Register. The visitors were also unclear as to how this information is clearly communicated to students. The visitors therefore require further evidence to demonstrate where in the programme documentation it is clearly stated that aegrotat awards do not provide eligibility to apply to the Register. In this way the visitors can be sure that this information is available to students and that this standard will be met.

6.11 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.

Condition: The education provider must provide information as to the policy for appointing external examiners for the programme.

Reason: The evidence provided for this SET referred to the education provider's regulations for the appointment of external examiners document, online. This document outlines the criteria for appointment of external examiners, including that they must have appropriate academic or professional qualifications and that 'examiners must meet the criteria set out by professional and accrediting bodies'. However, in the documentation provided, there was no clear policy set out that specifies HCPC registration requirements or other arrangements that would be in place if they are not a registered physiotherapist. Therefore the visitors require evidence that HCPC requirements regarding the appointment of external examiners to the programme have been included in the programme documentation, to ensure that this standard is met.

Claire Brewis
Fleur Kitsell

Visitors' report

Name of education provider	University of Worcester
Programme name	BSc (Hons) Occupational Therapy
Mode of delivery	Full time
Relevant part of the HCPC Register	Occupational therapist
Date of visit	5 – 6 March 2013

Contents

Executive summary	2
Introduction.....	3
Visit details	3
Sources of evidence	4
Recommended outcome	5
Conditions.....	6

Executive summary

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The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. The education provider has until 25 April 2013 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 9 May 2013. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

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Introduction

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Visit details

Name of HCPC visitors and profession	Claire Brewis (Occupational therapist) Fleur Kitsell (Physiotherapist)
HCPC executive officer (in attendance)	Nicola Baker
Proposed student numbers	16
Proposed start date of programme approval	September 2013
Chair	Robert Dudley (University of Worcester)
Secretary	Teresa Nahajski (University of Worcester)
Members of the joint panel	Lisa Griffiths (Internal Panel Member) Alison Hampson (External Panel Member) Lyn Westcott (College of Occupational Therapy) Patricia McClure (College of Occupational Therapy) Claire Parkin (College of Occupational Therapy) Anna Clampin (College of Occupational Therapy)

Sources of evidence

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

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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During the visit the HCPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HCPC met with students from the FD in Pre-Hospital, Unscheduled & Emergency Care and FD in Health and Social Care programmes as the programme seeking approval currently does not have any students enrolled on it.

Recommended outcome

To recommend a programme for 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 meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved. The visitors agreed that 42 of the SETs have been met and that conditions should be set on the remaining 15 SETs.

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

The visitors did not make any recommendations for the programme.

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

Conditions

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

Condition: The education provider must provide further evidence to confirm the staffing strategy for the initial stages of the programme.

Reason: The documentation outlined that a programme lead had been appointed and further staff were being recruited for the programme at the time of the approval visit. The Head of Allied Health Sciences gave further detail as to the staffing strategy at the visit. It was confirmed that the programme lead for Occupational Therapy will be taking up her post in June 2013. They are currently recruiting for a further full time equivalent member of staff and will also recruit to a post which will branch across Physiotherapy and Occupational Therapy for September 2013. The programme team intend to use hourly paid lecturers to complete the delivery of the curriculum. In the meeting with the senior managers, they stated that their intention would be to recruit a further full time equivalent member of staff in 2013 – 2014 and 2014 – 2015 as the programme grows to having a cohort of students in each year. However, it was acknowledged that the education provider can only plan staffing resources for each year and are therefore unable to ensure that this recruitment will happen. The visitors also noted the fact that the programme is currently not commissioned, and that this allows an element of flexibility in the number of students they recruit each year. The implications of this on staffing strategy for the programme were not detailed at the visit. From the evidence provided, the visitors could not determine that there will be an adequate number of appropriately qualified and experienced staff in place. The visitors therefore request further clarification in the programme documentation as to the staffing strategy for the programme as it develops, detailing what will happen if the team does not recruit as currently intended.

3.6 Subject areas must be taught by staff with relevant specialist expertise and knowledge.

Condition: Where module teaching staff cannot currently be specified by name, the programme team must detail the specialist skills and expertise that they will be recruiting for.

Reason: The documentation outlined that a programme lead had been appointed and further staff were being recruited for the programme at the time of the approval visit. The Head of Allied Health Sciences gave further detail as to the staffing strategy at the visit. It was confirmed that the programme lead for Occupational Therapy will be taking up her post in June 2013. They are currently recruiting for a further full time equivalent member of staff and will also recruit to a post which will branch across Physiotherapy and Occupational Therapy for September 2013. The programme team intend to use hourly paid lecturers to complete the delivery of the curriculum. In discussions with the senior team the visitors were made aware that visiting lecturers engage with the education provider's activities outside of just the teaching and will be subject to peer observations. However, the visitors were not provided with information as to who will be teaching which modules or the specialist skills and expertise that they will be looking for in the recruitment of teaching staff. In order to be sure that this SET is met, the visitors need to consider how the education provider will ensure that the modules are taught by

staff with appropriate subject area knowledge. The visitors therefore require further evidence of the processes the education provider have in place to ensure that the curriculum is delivered by staff with relevant expertise and knowledge.

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

Condition: The education provider must revise the programme documentation to ensure the terminology in use is reflective of the current landscape of statutory regulation for occupational therapists and contains accurate information about the programme.

Reason: The visitors reviewed the documentation prior to the visit. The visitors noted areas across the resources available to students that were inaccurate, inconsistent or were not reflective of the current setting of regulation for occupational therapists. Throughout the documentation available to students, it must be made clear that the completion of an approved education programme confers only eligibility to apply to the HCPC register. The programme specification states that the HCPC has requirements around the number of practice learning hours and that HCPC requires full-time programmes to be completed within five years (p8). The HCPC does not set these requirements. There is also a reference to the 'award of Registered Occupational Therapist' on p15 of the programme specification. 'Occupational therapist' is a professional title protected by law, not an award. The visitors also noted that the module specifications have some inconsistency, particularly within the references sections, which must be revised. The visitors therefore require all programme documentation to be revisited to ensure that they are appropriate to support student learning and give accurate and consistent information about the programme.

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Reason: The visitors reviewed the programme documentation and were given a tour of the learning resources that will be available to students on the course. From the evidence provided, the visitors were unclear as to the level of access that students will have to the necessary professional journals to support their study. The visitors noted from the reading lists that there were limited references to key professional journals and broader journals related to the current landscape of occupational therapy. At the visit, the programme team indicated that they do currently have subscriptions to professional journals, though this may not be evident from the documentation. They also said that they expect the reading lists to develop as module leaders come in and 'own' them. However, the visitors require further evidence to ensure that all the appropriate resources necessary to support students in their studies of occupational therapy are readily available, and will be effectively integrated into the curriculum.

3.14 Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Condition: The education provider must provide the visitors with further evidence that articulates the process for gaining student consent in practical and clinical teaching.

Reason: The education provider provided a copy of the form that will be used to gain students' consent. At the visit, the visitors discussed with the programme team the brevity of the form, and how this may mean that students are unclear as to its meaning. The programme team indicated that they would consult with other units in the Institute of Health and Society where the form is used as to how they approach gaining consent with their students. The education provider must therefore provide further evidence as to how the gaining of consent will be presented to students in order to ensure that they are fully aware of the requirements of them in participating in practical and clinical teaching on the programme.

4.2 The programme must reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.

Condition: The education provider must provide evidence in the documentation as to the philosophy and core values that will be reflected in the curriculum, as articulated in the meeting with the programme team.

Reason: At the beginning of the visit, the Head of Allied Health Sciences presented the philosophy and core values of the programme and further articulated this in the meeting with the programme team. The visitors acknowledged the emphasis on embedding leadership and professional identity, connecting theory to practice and development through the spiral curriculum model and were satisfied that the programme team had a consolidated approach to the overall philosophy of the programme. However, the curriculum documentation does not reflect the information that was presented at the visit. The visitors therefore require further evidence to ensure that the documentation demonstrates how the philosophy and core values of the programme, articulated at the visit, is included in the curriculum.

4.7 The delivery of the programme must encourage evidence based practice.

Condition: The education provider must further evidence that evidence based practice will be encouraged throughout the delivery of the programme.

Reason: The visitors reviewed the programme documentation prior to the visit and noted that there are specific modules where evidence based practice is included in the content. However, the visitors were unclear from this documentation how evidence based practice will be fortified in learning and teaching opportunities all the way through the delivery of the programme. They therefore require the programme team to revisit the documentation to demonstrate how evidence based practice will be encouraged throughout all modules.

4.8 The range of learning and teaching approaches used must be appropriate to the effective delivery of the curriculum.

Condition: The education provider must provide further evidence that learning and teaching approaches are appropriate to the effective delivery of the curriculum, to include relevant access and use of information technology (IT).

Reason: The visitors reviewed the programme documentation and were shown the facilities available to support student learning during the visit. Though the visitors noted that the students will have access to ample resources, they could not find evidence from the documentation how the use of IT facilities will be integrated and support the delivery of the curriculum. As such visitors did not see sufficient evidence from the documentation that students will benefit from the full range of relevant and appropriate learning and teaching approaches available. They therefore require further evidence that demonstrates how relevant and appropriate IT use will be embedded in the delivery of the programme. In this way they can determine whether this SET is met.

5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

Condition: The education provider must clarify the equality and diversity policies in relation to students on placements, including an indication as to how these will be implemented and monitored.

Reason: The visitors reviewed the programme documentation prior to the visit and were content that there were equality and diversity policies in place for students within the education provider. The documentation states that students are 'given the opportunity' and are 'actively encouraged' to discuss any special requirements or needs that they may have to the relevant staff when going on placements. However, the visitors were unable to determine from the Practice educator guide or the Learning environment profile documents, where the education provider would confirm with the practice provider that they have the appropriate policies in place. In discussion with the programme team, the panel queried what would happen if a student chose not to reveal any special requirements to their placement supervisors. The visitors were unable to determine from the evidence provided, what mechanisms were in place to mitigate risk pertaining to equality and diversity matters in placement situations, and what procedures are in place if something were to go wrong. The visitors therefore require further evidence to demonstrate that the education provider will ensure that equality and diversity policies in place at placement providers will be effectively implemented and monitored.

5.8 Practice placement educators must undertake appropriate practice placement educator training.

Condition: The education provider must provide further evidence as to how they will ensure that placement educators have undertaken appropriate training prior to taking students.

Reason: From the documentation, the visitors were informed that all practice educators will be approved by the education provider prior to receiving students, and that they will be appropriately qualified through the Accreditation of Practice Placement

Educators (APPLE) scheme. At the visit, the programme team representatives outlined the training opportunities that will be made available to practice educators. Those educators who have already been practice educators for other education providers would be offered a half day 'update', to cover the particular requirements of engaging with this programme. There would also be a two-day (possibly split into half days to accommodate the placement educators) course for those who did not have the experience of working with other education providers. The programme team stated that they would encourage the practice educators to undertake APPLE training in the initial stages of the programme, rather than requiring it from all practice educators prior to receiving students, as stated in the documentation. The programme team also highlighted the generic 'Mentorship for assessment in practice' module, which is available to educators across all allied health professional programmes. The visitors noted that the information provided at the visit was not consistent with the current state of the programme documentation and guidance documents for practice providers. They therefore require further evidence of the formal processes in place to ensure that all practice placement educators will undertake the appropriate training prior to receiving students. In this way the visitors can be clear about the programme team's expected training requirements for practice placement educators before they supervise students on placement and determine if this SET is met.

5.13 A range of learning and teaching methods that respect the rights and needs of service users and colleagues must be in place throughout practice placements.

Condition: The education provider must clarify the process of enabling service users to give objective and appropriate feedback to students on placement.

Reason: The visitors were made aware from the documentation and discussions at the visit that service users will be given the opportunity to feedback on student performance, which contributes to the practice learning assessment for the student. There was no information in the documentation as to how those giving views on student performance, other than the placement educator, would be enabled and trained in giving valuable feedback. In discussions at the visit, the programme team indicated that training would be developed to enable service users in giving appropriate feedback. The visitors therefore require further evidence as to the formal processes in place to enable service users to be trained to represent their rights and needs effectively in the practice placement setting.

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

Condition: The education provider must revise the documentation to further evidence that the assessment methods employed will measure the learning outcomes, for both practice modules and theory modules.

Reason: The visitors reviewed the programme module descriptors prior to the visit. They noted that for several modules, the assessments employed did not appear to measure the learning outcomes as specified in the relevant section of the module descriptor. For this reason, the visitors were unable to determine how this SET will be met. They therefore require the programme team to check the accuracy of the documentation for the modules to ensure that the assessment methods employed will appropriately measure all of the learning outcomes.

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

Condition: The education provider must revise the programme documentation to articulate clearly the requirements for student progression and achievement throughout the programme.

Reason: From the documentation the visitors were made aware that students would need to achieve at least 90 credits at each level in order to progress. However, the documentation did not clarify the procedures for reassessment where theory modules have been failed. In discussion with the programme team, the panel inferred that students with 90 credits would in fact not be able to continue to the next year, and would need to complete 120 credits by retrieving the outstanding 30 credits through reassessment in June before progressing. The visitors noted that the education-provider-wide regulations use the term 'progression' to describe this, but the documentation in its current state could be misleading to students. The programme team also acknowledged an inaccuracy in the documentation concerning students retaking practice modules, and confirmed that students will retake their practice module in a different placement setting to where they were initially placed. The visitors therefore require the programme team to revisit the documentation to accurately and clearly specify the requirements for student progression, achievement and reassessment at all stages of the programme.

6.9 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.

Condition: The programme team must revisit the documentation to clearly specify the requirements for an aegrotat award, if offered, not to provide eligibility to register as an occupational therapist with the HCPC.

Reason: From the documentation provided the visitors could not identify where it is clearly stated that aegrotat awards do not provide eligibility to apply to the Register. The visitors were also unclear as to how this information is clearly communicated to students. The visitors therefore require further evidence to demonstrate where in the programme documentation it is clearly stated that aegrotat awards do not provide eligibility to apply to the Register. In this way the visitors can be sure that this information is available to students and that this standard will be met.

6.11 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.

Condition: The education provider must provide information as to the policy for appointing external examiners for the programme.

Reason: The evidence provided for this SET referred to the education provider's Regulations for the appointment of external examiners document, online. This document outlines the criteria for appointment of external examiners, including that they must have appropriate academic or professional qualifications and that 'examiners must meet the criteria set out by professional and accrediting bodies'. However, in the documentation provided, there was no clear policy set out that specifies HCPC

registration requirements or other arrangements that would be in place if they are not a registered occupational therapist. Therefore the visitors require evidence that HCPC requirements regarding the appointment of external examiners to the programme have been included in the programme documentation, to ensure that this standard is met.

Claire Brewis
Fleur Kitsell

HCPC VISITORS' REPORT
University of Worcester
BSc (Hons) Occupational Therapy / BSc (Hons) Physiotherapy

OBSERVATIONS to set 3.5 and 3.6

Conditions

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

Condition: The education provider must provide further evidence to confirm the staffing strategy for the initial stages of the programme.

Reason: The documentation outlined that a programme lead had been appointed and further staff were being recruited for the programme at the time of the approval visit. The Head of Allied Health Sciences gave further detail as to the staffing strategy at the visit. It was confirmed that the programme lead for Occupational Therapy will be taking up her post in June 2013. **They are currently recruiting for a further full time equivalent member of staff and will also recruit to a post which will branch across Physiotherapy and Occupational Therapy for September 2013.** The programme team intend to use hourly paid lecturers to complete the delivery of the curriculum. In the meeting with the senior managers, they stated that their intention would be to recruit a further full time equivalent member of staff in 2013 – 2014 and 2014 – 2015 as the programme grows to having a cohort of students in each year. However, it was acknowledged that the education provider can only plan staffing resources for each year and are therefore unable to ensure that this recruitment will happen. The visitors also noted the fact that the programme is currently not commissioned, and that this allows an element of flexibility in the number of students they recruit each year. The implications of this on staffing strategy for the programme were not detailed at the visit. From the evidence provided, the visitors could not determine that there will be an adequate number of appropriately qualified and experienced staff in place. The visitors therefore request further clarification in the programme documentation as to the staffing strategy for the programme as it develops, detailing what will happen if the team does not recruit as currently intended.

Observation

The education provider requests that the visitors' reports are amended to more accurately reflect the recruitment strategy for the programme. They therefore request that the sentence, 'They are currently recruiting for a further full time equivalent member of staff and will also recruit to a post which will branch across Physiotherapy and Occupational Therapy for September 2013.' Is replaced with;

'They are currently recruiting a full time equivalent member of staff for September 2013 and recruiting a further full time equivalent next academic year'.

3.6 Subject areas must be taught by staff with relevant specialist expertise and knowledge.

Condition: Where module teaching staff cannot currently be specified by name, the programme team must detail the specialist skills and expertise that they will be recruiting for.

Reason: The documentation outlined that a programme lead had been appointed and further staff were being recruited for the programme at the time of the approval visit. The Head of Allied Health Sciences gave further detail as to the staffing strategy at the visit. It was confirmed that the programme lead for Occupational Therapy will be taking up her post in June 2013. **They are currently recruiting for a further full time equivalent member of staff and will also recruit to a post which will branch across Physiotherapy and Occupational Therapy for September 2013.** The programme team intend to use hourly paid lecturers to complete the delivery of the curriculum. In discussions with the senior team the visitors were made aware that visiting lecturers engage with the education provider's activities outside of just the teaching and will be subject to peer observations. However, the visitors were not provided with information as to who will be teaching which modules or the specialist skills and expertise that they will be looking for in the recruitment of teaching staff. In order to be sure that this SET is met, the visitors need to consider how the education provider will ensure that the modules are taught by staff with appropriate subject area knowledge. The visitors therefore require further evidence of the processes the education provider have in place to ensure that the curriculum is delivered by staff with relevant expertise and knowledge.

Observation

The education provider request that the visitors' reports are amended to more accurately reflect the recruitment strategy for the programme. They therefore request that the sentence, 'They are currently recruiting for a further full time equivalent member of staff and will also recruit to a post which will branch across Physiotherapy and Occupational Therapy for September 2013.' Is replaced with; 'They are currently recruiting a full time equivalent member of staff for September 2013 and recruiting a further full time equivalent next academic year'.

Visitors' Response:

The visitors agreed that the observations were accurate.