

Major change visitors' report

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Section one: Programme details

Name of education provider	University of Central Lancashire
Programme title	Dip HE Paramedic Practice
Mode of delivery	Full time
Relevant part of the HCPC Register	Paramedic
Date of submission to the HCPC	16 June 2015
Name and role of HCPC visitors	Anthony Hoswell (Paramedic) Paul Bates (Paramedic)
HCPC executive	Hollie Latham

Section two: Submission details

Summary of change

SET 3: Programme management and resources

SET 5: Practice placements

The commissioned student numbers have doubled from 15 to 30 per year.

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 specification
- Module descriptors
- External examiner report 2012-13
- External examiner report 2013-14
- Response to external examiner report 2012-13
- School of Health school manual 2014-15
- Student handbook 2014-15

- Annual monitoring audit form
- Programme specification
- Course handbook
- Course leader report 2012-13
- Course leader report 2013-14
- Course resource audit form
- School manual 2014
- Updated SETs mapping document
- Paramedic post job advert and Vacancy notification form
- Capacity update
- Capacity confirmation letters from North West Ambulance Service (NWAS)
- Commitment letters from the interim head of school of life sciences and school of health
- Mentor handbook
- Staffing panel template
- Paramedics improvement meeting minutes – March 2015
- Draft timetable with room capacities and student numbers

Section three: Additional documentation

- The visitors agreed that no further documentation was required in order to make a recommendation.
- The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

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

Reason: To evidence this standard the visitors were directed to the course documentation audit form 3. Whilst the major change notification highlights an increase of student numbers to 30 per year, the course documentation audit form states that current student numbers are 16 per year. The same document also highlights four of the twelve modules as offering 20 places per year, 10 below the stated increase to 30 students. The visitors were unable to locate any mention of an increase to student numbers within this document.

In addition to this, the visitors were unable to locate any information which detailed how the education provider would support the increase to student numbers. Specifically, they were unable to locate any mention of how the education provider is committed to providing enough resources to deliver the programme, and, how this would be maintained for the future of the programme. The visitors note that an increase of 50 percent to commissioned student numbers will have an impact on the programme resources and consequently where the programme sits within the education providers' business plan. They were therefore unable to make a judgement on how, with the increase to student numbers, the programme continues to have a secure place in the education providers' business plan.

Suggested documentation: Evidence which clearly outlines the increase to student numbers and how the education provider is committed to supporting this for the future of the programme.

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

Reason: To evidence this standard the visitors were directed to section 1.3 of the course handbook. This section highlights the names, professions and contact details of each staff member for the programme. The visitors were unable to locate any information which supported how the current staff numbers would remain appropriate to support the increase to student numbers, or, any information on changes to staff numbers to accommodate the increase to student numbers.

The visitors noted that the standards of education and training (SETs) mapping document highlights a proposal for two additional 0.5 whole time equivalent members of staff, however, there is no evidence provided to determine whether these staff have been recruited. The visitors are therefore unable to make a judgement on how the programme continues to ensure that there are an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Suggested documentation: Evidence of how the current staff numbers remain appropriate to support the increase to student numbers, or, changes that have made to staffing to support this.

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

Reason: To evidence this standard, the visitors were directed to a number of pages on the education providers' generic student support website. These pages included information on the library facilities, placement learning and study support. However, the visitors were unable to identify any information on how these existing resources will support the increase to student numbers, specific to the Dip HE Paramedic Practice. The visitors were therefore unable to make a judgement on how the programme continues to ensure that the resources to support student learning in all setting is effectively used.

Suggested documentation: Evidence or mapping of how the current learning resources will continue to effectively support the learning and teaching activities of the programme, or, any changes to resources to support the increase to student numbers

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

Reason: To evidence this standard, the visitors were directed to a number of pages on the education providers' generic student support website. These pages included information on the library facilities, placement learning and study support. However, the visitors were unable to identify any information on how these existing resources will support the increase to student numbers, specific to the Dip HE Paramedic Practice.

The visitors were also directed to section 3.4 of the school handbook. However, the visitors were not able to locate this document within the information provided by the

education provider. The visitors were therefore unable to make a judgement on how the programme continues to ensure that the resources to support student learning in all settings effectively supports the learning and teaching activities of the programme.

Suggested documentation: Evidence or mapping of how the current learning resources will continue to effectively support the learning and teaching activities of the programme, or, any changes to resources to support the increase to student numbers.

3.10 The learning resources, including IT facilities, must be appropriate to the curriculum and must be readily available to students and staff.

Reason: To evidence this standard, the visitors were directed to a page on the education providers' generic student support website which detailed information on study support, including the named health librarian. The visitors were also guided to section 3.4 of the student handbook which outlines the facilities available to all students studying at the University of Central Lancashire. However, the visitors were unable to identify any information on how these existing resources will support the increase to student numbers, specific to the Dip HE Paramedic Practice.

The visitors were also directed to section 3.4 of the school handbook. However, the visitors were not able to locate this document within the information provided by the education provider.

The visitors were therefore unable to make a judgement on how the programme continues to ensure that learning resources, including IT facilities will remain appropriate to the curriculum and remain readily available to students and staff.

Suggested documentation: Evidence or mapping of how the current learning resources will continue to effectively support the learning and teaching activities of the programme, or, any changes to resources to support the increase to student numbers.

3.11 There must be adequate and accessible facilities to support the welfare and wellbeing of students in all settings.

Reason: To evidence this standard, the visitors were directed to number of pages on the education providers' generic student support website which detailed information on the following;

- Student support services
- Student health centre
- Careers service
- Sports centre, and;
- Counselling service.

The visitors were also guided to section 2.4 and 4.1 of the student handbook which detailed information around data protection and student support. However, the visitors were unable to identify any information on how these existing resources will support the increase to student numbers, specific to the Dip HE Paramedic Practice. The visitors were therefore unable to make a judgement on how the programme continues to ensure that learning resources, including IT facilities will remain appropriate to the curriculum and remain readily available to students and staff.

Suggested documentation: Evidence or mapping of how the current learning resources will continue to effectively support the learning and teaching activities of the programme, or, any changes to resources to support the increase to student numbers.

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: To evidence this standard the visitors were directed to section 5.2 of the course handbook. However, within this document, the visitors were unable to identify any information on how the number of existing practice placements will remain appropriate, or changes to the number of placements would support the increase to student numbers. The visitors were therefore unable to make a judgement on how the programme continues to ensure that there is an adequate number of appropriately qualified and experienced staff at the practice placement setting.

Suggested documentation: Evidence or mapping of how the existing number of practice placements, or, where new placement places will be obtained to support the proposed increase to student numbers.

5.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.

Reason: To evidence this standard, the visitors were directed to the course handbook. However, within this document, the visitors were unable to identify any information on how the number of existing staff within the placement setting will remain appropriate, or, any changes that will be made to accommodate the increase to student numbers. The visitors were therefore unable to make a judgement on how the programme continues to ensure that there is an adequate number of appropriately qualified and experienced staff at the practice placement setting.

Suggested documentation: Evidence or mapping of how the existing number of placement staff, or, where new placement staff will be obtained to support the proposed increase to student numbers.

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

Reason: The visitors were not provided with any evidence to support this standard. The visitors note that with the increase to student numbers it is possible that there will be changes to the practice educator role. In particular there may be a demand for practice educators to take on more students than at present. The visitors will need to see evidence of how practice educators are trained and supported through any changes, or, that there will be no impact to their role. Without this evidence the visitors cannot currently state that this standard has been met.

Suggested documentation: Evidence or mapping of any changes to the practice educator role and the training in place to support this.

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

Name of education provider	Universality of Central Lancashire
Programme title	BSc (Hons) Operating Department Practice
Mode of delivery	Full time
Relevant part of the HCPC Register	Operating department practitioner
Date of submission to the HCPC	10 August 2015
Name and role of HCPC visitors	David Bevan (Operating department practitioner) Joanne Thomas (Operating department practitioner)
HCPC executive	Alex Urquhart

Section two: Submission details

Summary of change

SET 3: Programme management and resources

SET 5: Practice placements

The number of students per cohort is increasing from 20 to 30 students, and the proposed increase is due to come into place by September 2015.

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 specification
- Curriculum vitae for all new programme staff
- Agenda – ODP meeting, Increasing Capacity 30th June 2015
- Minutes – ODP meeting, Increasing Capacity 30th June 2015

- Learning and Teaching Strategy, 2009–17
- Educational Audit, Blackpool Theatres
- Example Blackboard Module page

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

Name of education provider	Middlesex University
Programme title	BSc (Hons) Applied Biomedical Science
Mode of delivery	Full time
Relevant part of the HCPC Register	Biomedical scientist
Date of submission to the HCPC	11 August 2015
Name and role of HCPC visitors	Doreen Shanks (Biomedical scientist)
HCPC executive	Mandy Hargood

Section two: Submission details

Summary of change

SET 3: Programme management and resources

Programme leader change

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)
- E-mail from new programme leader outlining rationale for programme Leader change and relevant experience of new programme leader
- Curriculum vitae of new programme leader

Section three: Additional documentation

- The visitor agreed that no further documentation was required in order to make a recommendation.
- The visitor 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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Section one: Programme details

Name of education provider	The Robert Gordon University
Programme title	Post Graduate Diploma in Physiotherapy (Pre-registration) MSc Physiotherapy (Pre-registration)
Mode of delivery	both Full time
Relevant part of the HCPC Register	Physiotherapist
Date of submission to the HCPC	20 July 2015
Name and role of HCPC visitors	Anthony Power (Physiotherapist) Kathryn Heathcote (Physiotherapist)
HCPC executive	Ben Potter

Section two: Submission details

Summary of change

SET 3: Programme management and resources

There is a new programme leader for the programme and there is a potential increase in required capacity for the programme team to supervise between 6 and 10 students through a doctoral thesis project.

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 specification
- Doctorate in Physiotherapy (pre-registration) course specification
- Doctorate in Physiotherapy (pre-registration) course schematic/academic calendar
- SOPs mapping document

- Academic regulations
- Module descriptors
- Overview and resource document for all physiotherapy programmes
- External curriculum guidance mapping documents

Section three: Additional documentation

- The visitors agreed that no further documentation was required in order to make a recommendation.
- The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

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

Reason: The visitors noted that a new programme, the Doctorate of Physiotherapy (Pre-registration), is being developed and could recruit up to ten students per cohort. It is not clear from the documentation provided whether this number of students is in addition to those currently on the Post Graduate Diploma in Physiotherapy (Pre-registration) and MSc Physiotherapy (Pre-registration) programmes and subsequently what position these programmes will retain in the wider business plan for the faculty, school or education provider. As such the visitors are unclear about how these programme will continue to be resourced. Therefore, the visitors require further information to determine whether these programmes continue to have a secure place in the education provider's business plan.

Suggested documentation: Evidence regarding the business plan and other resource planning to demonstrate that these programmes continue to be viable and sustainable and that adequate resources will be in place with the development of the new doctoral programme.

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 programme, the Doctorate of Physiotherapy (Pre-registration), is being developed and could recruit up to ten students per cohort. It is not clear from the documentation provided whether this number of students is in addition to those currently on the Post Graduate Diploma in Physiotherapy (Pre-registration) and MSc Physiotherapy (Pre-registration) programmes and as such it is unclear what additional staff resource will be required. The visitors are therefore unclear about how the education provider will continue to ensure that there are sufficient numbers of appropriately qualified and experienced staff in place on these programmes.

Suggested documentation: Evidence of the planning process to ensure that staffing will continue to be sufficient to deliver these programmes effectively.

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

Reason: The visitors noted that a new programme, the Doctorate of Physiotherapy (Pre-registration), is being developed and could recruit up to ten students per cohort. It is not clear from the documentation provided whether this number of students is in addition to those currently on the Post Graduate Diploma in Physiotherapy (Pre-registration) and MSc Physiotherapy (Pre-registration) programmes and as such it is unclear what additional resources will be put in place to support the additional numbers across all of these programmes. The visitors therefore require further information of the resources in place to support students learning in all settings and how these resources will continue to be effectively used.

Suggested documentation: Further evidence of the resource planning that has been undertaken to ensure that these programmes continue to be sustainable and that adequate resources will be in place to deliver these programmes effectively.

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

Reason: The visitors noted that a new programme, the Doctorate of Physiotherapy (pre-registration), will be taught these existing programmes. As such there may be the potential for students who exceed the specified requirements for progression on the MSc or postgraduate diploma to transfer to the doctoral programme and for students who fail to meet the requirements in the doctoral programme to transfer into these programmes. However the visitors could not identify, from the information provided, how students will be informed of the possibility of transfer between the programmes and how they may be able to progress should they exceed, or fail to meet, the specified requirements for progression. Therefore the visitors require further evidence of how the assessment regulations governing progression and achievement in the programme will be communicated to students.

Suggested documentation: Further evidence of how the assessment regulations governing progression and achievement will be provided to students to ensure that they understand how they can progress and achieve through this programme.

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

Name of education provider	The Robert Gordon University
Programme title	Doctorate of Physiotherapy (pre-registration)
Mode of delivery	Full time
Relevant part of the HCPC Register	Physiotherapist
Date of submission to the HCPC	20 July 2015
Name and role of HCPC visitors	Anthony Power (Physiotherapist) Kathryn Heathcote (Physiotherapist)
HCPC executive	Ben Potter

Section two: Submission details

Summary of change

SET 1: Level of qualification for entry to the Register

SET 2: Programme admissions

The creation of the new award of Doctorate of Physiotherapy (pre-registration) has led to a change in the entry criteria for the programme.

SET 3: Programme management and resources

There is a new programme leader for the programme and there is a potential increase in required capacity for the programme team to supervise between 6 and 10 students through a doctoral thesis project.

SET 4: Curriculum

SET 6: Assessment

The existing Module HSM155 Physiotherapy Project will be replaced by module HSM157 Doctorate Proposal and Thesis. This new module will require new

assessments and the doctoral thesis element of this will be assessed under the university research degrees process.

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 specification
- MSc Physiotherapy (pre-registration) course specification
- Course schematic/academic calendar
- SOPs mapping document
- Academic regulations
- Module descriptors
- Overview and resource document for all physiotherapy programmes
- External curriculum guidance mapping documents

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: From the information provided the visitors were clear that information would be provided to potential applicants prior to them applying to gain a place on the programme. However, the visitors were also made aware that the marketing material that would form the basis of this information is not yet available. As such the visitors are unable to determine what information will be provided to applicants and potential students to ensure that they are aware of the requirements of the programme and how they would progress through to completing a doctorate. Therefore the visitors require further evidence of what information will be provided to potential students and applicants to ensure that they can make informed decisions about whether to apply and/or take up a place on the programme

Suggested documentation: Further evidence of the information to be provided to potential students and applicants and an indication of what information will be provided at which points throughout the programmes' application process.

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

Reason: The visitors noted that this programme, the Doctorate of Physiotherapy (pre-registration), is a new programme that could recruit up to ten students per cohort . It is not clear from the documentation provided whether this number of students is in addition to those currently on the Post Graduate Diploma in Physiotherapy (Pre-registration) and MSc Physiotherapy (Pre-registration) programmes and subsequently what position this programme has in the wider business plan for the faculty, school or education provider. As such the visitors are unclear about how this programme will be resourced and what place this programme will have in the education providers' business plan. Therefore, the visitors require further information to determine whether this new programme has a secure place in the education provider's business plan.

Suggested documentation: Evidence regarding the business plan and other resources planning to demonstrate that the programme is viable and sustainable and that adequate resources will be in place.

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 this programme, the Doctorate of Physiotherapy (pre-registration), is a new programme that could recruit up to ten students per cohort. It is not clear from the documentation provided whether this number of students is in addition to those currently on the Post Graduate Diploma in Physiotherapy (Pre-registration) and MSc Physiotherapy (Pre-registration) programmes and as such it is unclear what additional staff resource will be required. The visitors are therefore unclear about how the education provider will ensure that there are sufficient numbers of appropriately qualified and experienced staff in place and how staff will be supported to ensure they have the appropriate qualifications and experience to deliver this programme.

Suggested documentation: Evidence of the planning process to ensure that staffing requirements for this programme will be met. This could include information on the teaching loads for staff teaching on both this programme and the PGDip/MSc and how this will impact on the number of staff teaching on this programme. Further evidence could also be provided to demonstrate how the education provider will ensure that the staff engaged in the delivery of this programme have the appropriate experience and qualifications to do so effectively.

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

Reason: The visitors noted that this programme, the Doctorate of Physiotherapy (pre-registration), is a new programme that could recruit up to ten students. It is not clear from the documentation provided whether this number of students is in addition to those currently on the Post Graduate Diploma in Physiotherapy (Pre-registration) and MSc Physiotherapy (Pre-registration) programmes and as such it is unclear what additional resources will be put in place to support the additional numbers across all stages of the programme. The visitors therefore require further information of the resources in place to support students learning in all settings and how these resources will be effectively used.

Suggested documentation: Further evidence of the resource planning that has been undertaken to ensure that the programme is sustainable and that adequate resources will be in place to deliver the programme effectively.

3.15 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.

Reason: The visitors noted, in the evidence provided, that the Doctorate of Physiotherapy (pre-registration) is a full-time course. However, in the programme documentation it is stated that students are expected to be able to secure work once they have reached the stage of applying for HCPC registration at the end of stage two. From their review of the documentation provided the visitors could not identify what the attendance requirements for students would be and how the programme team would monitor the attendance of students throughout stage three of the programme to ensure that they meet these requirements. As such the visitors require further evidence of the attendance expectations for students once they progress onto stage three of this programme, how students are made aware of these requirements, and how the programme team will go about monitoring students' attendance during this part of the programme.

Suggested documentation: Further evidence of the attendance requirements and monitoring mechanisms in place on the programme, with particular reference to stage three of the programme.

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 noted that the Doctorate of Physiotherapy (pre-registration) is a new programme that will require an assured supply of high quality practice placement opportunities. The documentation also states that stage three of the programme includes a research placement when students will be allocated a clinical site supervisor. However, from the information provided the visitors could not identify how the programme team would ensure that there is a sufficient number and range of practice placement opportunities that will be appropriate for the requirements of this programme. The visitors were also unclear as to how these placements would be allocated to the students who would be undertaking the doctoral research. The visitors therefore require further evidence to determine how this programme will ensure that the number, duration and range of placements will be appropriate to ensure that students will achieve the required learning outcomes.

Suggested documentation: Information about the number and range of practice placements available throughout all three stages of the programme, how these will be sourced and how they will be allocated to students.

5.7 Practice placement educators must have relevant knowledge, skills and experience.

Reason: The visitors noted that the Doctorate of Physiotherapy (pre-registration) is a new programme that will require an assured supply of high quality practice placement opportunities. The documentation also states that stage three of the programme

includes a research placement when students will be allocated a clinical site supervisor. However, from the information provided the visitors could not identify how the programme team will ensure that clinical site supervisors will have the relevant knowledge, skills and experience to supervise students undertaking a doctoral research project. The visitors therefore require further evidence to determine how the programme team will ensure that the relevant practice placement educators will have the relevant knowledge, skills and experience required to supervise students through a doctoral research project.

Suggested documentation: Further evidence of how practice placement educators will be selected and trained to ensure that they can supervise a doctoral candidate appropriately as well as further information about how and when supervisors will be allocated to students.

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

Reason: The visitors noted that this programme, the Doctorate of Physiotherapy (pre-registration), is a new programme that will be taught alongside the existing Post Graduate Diploma in Physiotherapy (Pre-registration) and MSc Physiotherapy (Pre-registration) programmes. As such there may be the potential for students who do not reach the specified requirements for progression on the doctoral programme to transfer to the MSc or postgraduate diploma and for students who excel in these programmes to transfer to the doctoral programme. However the visitors could not identify, from the information provided, how students will be informed of the possibility of transfer between the programmes and how they may be able to progress should they fail to meet, or exceed, the specified requirements for progression. Therefore the visitors require further evidence of how the assessment regulations governing progression and achievement in the programme will be communicated to students.

Suggested documentation: Further evidence of how the assessment regulations governing progression and achievement will be provided to students to ensure that they understand how they can progress and achieve through this programme.

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

Name of education provider	University of Worcester
Programme title	BSc (Hons) Physiotherapy
Mode of delivery	Full time
Relevant part of the HCPC Register	Physiotherapist
Date of submission to the HCPC	1 July 2015
Name and role of HCPC visitors	Kathryn Campbell (Physiotherapist) Kathryn Heathcote (Physiotherapist)
HCPC executive	Hollie Latham

Section two: Submission details

Summary of change

SET 4 curriculum
 SET 6 assessment

The education provider has made changes to some learning outcomes and assessment patterns for the programme.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Module Specification PTHY 2002 – Applied Science 2 (Neurology, Cardiovascular and Respiratory)
- New Module Specification PTHY 2002 – Applied Science 2
- Amendment Form for PTHY 2002 – Applied Science 2

Section three: Additional documentation

- The visitors agreed that no further documentation was required in order to make a recommendation.
- The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

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

Reason: The amendment for PTHY2002 states “Learning outcome (LO) 6 has been removed...this LO is covered in PTHY3003 Managing patients with complex needs”. Whilst the visitors were satisfied that module PTHY3003 could be an appropriate platform to deliver learning outcome 6, they were not provided with any evidence to support this. Specifically, the visitors were not provided with the module specification for PTHY3003. The visitors are therefore unclear if the subject areas covered in learning outcome 6 will be covered in the amended modules.

Suggested Documentation: Module Specification for PTHY 3003, or alternative evidence to show how any learning outcomes omitted from module PTHY2002 will be delivered elsewhere in the curriculum.

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, documentation is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.