

Visitors' report

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| Name of education provider | University of Hull |
| Programme name | BSc (Hons) Paramedic Science |
| Mode of delivery | Full time |
| Relevant part of the HCPC Register | Paramedic |
| Date of visit | 16 – 17 May 2017 |

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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. We are a statutory regulator and our main aim is to protect the public. We currently regulate 16 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Paramedic' 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 12 July 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 6 July 2017. At this meeting, the Committee will accept, reject or vary the visitors' recommended outcome. 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 26 July 2017. 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 24 August 2017.

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 an HCPC only visit. The education provider and validating body did not validate or review the programme at the visit and the professional body did not consider their accreditation of the programme. The education provider supplied an independent chair and secretary for the visit.

Visit details

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| Name and role of HCPC visitors | Susan Boardman (Paramedic) Vince Clarke (Paramedic) Ian Prince (Lay visitor) |
| HCPC executive officer (in attendance) | Tamara Wasylec |
| Proposed student numbers | 40 per cohort, 1 cohort per year |
| Proposed start date of programme approval | 18 September 2017 |
| Chair | Ian Smallwood (University of Hull) |
| Secretary | Cathy Hughes (University of Hull) |

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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Student handbook | <input type="checkbox"/> | <input checked="" 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"/> |

The HCPC did not review the practice placement handbook or the programme handbook prior to the visit as the education provider did not submit it. However as the visit itself, they delivered a presentation of the virtual learning environment where the visitors saw the programme handbook for a different programme.

The HCPC did not review external examiners' reports prior to the visit as there is currently no external examiner as the programme is new.

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"/> |
| Service users and carers | <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 BSc (Hons) Critical Care and BSc (Hons) Nursing (Adult) programme 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 satisfied 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 the relevant 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 28 of the SETs have been met and that conditions should be set on the remaining 30 SETs.

Conditions are requirements that the education provider must meet before the programme can be approved. 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 have also made a number of recommendations for the programme.

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

Conditions

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.

Condition: The education provider must provide further evidence as to how they ensure that there is accurate, consistent and up-to-date information about the programme available for applicants.

Reason: In reviewing the evidence provided prior to the approval visit, the visitors were aware of some of the information that an applicant would have access to. However, in their review of the documentation, the visitors could not see where students could access information about certain requirements for the programme. In particular they could not see information about whether or not students would be responsible for payment for Disclosure and Barring Service (DBS) and occupational health (OH) checks or the way in which students would access this information prior to application. The visitors also could not see information about how students would be made aware of any other costs they may incur whilst on the programme, such as cost of travel to placements or where those placements might take place. The visitors heard that applicants would be sent a document with information about the:

- requirement for students to travel to placements;
- timing and duration of placements;
- cost implications of being on the programme;
- requirement to bring a completed DBS check to the induction day; and
- what to expect at the occupational health screening.

However, the visitors did not have sight of this or evidence of how this process is maintained. As such, the visitors were unclear, from the evidence provided, how the information about the checks and any costs students may incur whilst on the programme, is made available to applicants prior to applying to the programme. In addition to this, the visitors read on page one of appendix 22 entitled, 'Recruiting and selecting student Paramedic Role Specification', that students are required to hold a class B UK driving licence. However, in discussion with the programme team the visitors heard that students on the programme will not be required to have this. Due to the inconsistency in the information provided to the visitors, they could not determine how applicants are informed about the requirements to apply to the programme. As such, the visitors require further evidence demonstrating how the education provider ensures that applicants and the education provider have all of the information they require to make an informed choice about whether to take up or make an offer of a place on this programme.

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.

Condition: The education provider must revisit admissions documentation to ensure that the information provided to applicants and the education provider regarding academic requirements is consistent and accurate throughout.

In review of the documentation, the visitors noted on page ten of Annexe 7 entitled, 'Application for programme development consent', that the entry requirements for the programme are '5 GCSE subjects including a minimum of C grade in English Language, Mathematics, Double Science and another'. However, on page 16 of the programme specification the visitors read that the academic entry requirements are 'GCSE C/ 4 or above in Maths, English and Science'. The visitors also read on page eleven of the submission document, that it is a desirable rather than an essential requirement to 'have English, Maths and Science GCSE (or equivalent) at grade C or above', which equates to three GCSEs. However, in discussion with the programme team it was highlighted that the documentation the visitors had received was inaccurate and the team confirmed that the requirement is five GCSEs including Math, English and Science. Due to the disparity in the information provided, the visitors could not determine how an applicant or the education provider would be able to determine the academic requirements for the programme. As such, the visitors require further evidence as to how the education provider ensures that applicants and the education provider have all of the information they require to make an informed choice about whether to taking up or make an offer of a place on this programme.

2.5 The admissions procedures must apply selection and entry criteria, including appropriate academic and / or professional entry standards.

Condition: The education provider must submit appropriate and up to date programme documentation to clearly articulate the entry requirements relating to academic and / or professional entry standards for this programme.

Reason: In review of the documentation, the visitors noted on page ten of Annexe seven entitled, 'Application for programme development consent', that the entry requirements for the programme are '5 GCSE subjects including a minimum of C grade in English Language, Mathematics, Double Science and another'. However, on page 16 of the programme specification the visitors read that the academic entry requirements are 'GCSE C/ 4 or above in Maths, English and Science'. The visitors also read on page eleven of the submission document, that it is a desirable rather than an essential requirement to 'have English, Maths and Science GCSE (or equivalent) at grade C or above', which equates to three GCSEs. However, in discussion with the programme team it was highlighted that the documentation the visitors had received was inaccurate and the team confirmed that the requirement is five GCSEs including Math, English and Science. Due to the disparity in the information provided, the visitors could not determine the academic entry requirements for applicants to this programme. As such, the visitors require further evidence as to the academic entry standards for the programme and how these selection and entry criteria are applied in admission procedures.

2.6 The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.

Condition: The education provider must clarify whether accreditation of prior (experiential) learning will be permitted on this programme and, if it is, that it is appropriate to exempt students from elements of learning and / or assessment and how this is communicated to potential applicants and students.

Reason: From a review of page eleven of the submission document and appendix 3 university code of practice accreditation of prior certificated and experiential learning,

the visitors read that the education provider will consider applicants with both prior certificated learning (ACPL) and experiential learning (APEL) via the education provider's accreditation of prior learning (APL) process. However in discussion with the programme team, the visitors heard that APEL would not be accepted on this programme. Due to the disparity in the information provided the visitors were unclear about whether APEL would be accepted on this programme and if it is, how the APEL process would be used to appropriately exempt students from having to attain certain learning outcomes. The visitors also could not see how applicants to the programme would be informed about the process, or whether any amount of credit could be considered through APEL, and whether practice learning could be transferred or not. The visitors therefore require further evidence to clarify whether accreditation of prior (experiential) learning will be permitted in this programme and, if it is, that it is appropriate to exempt students from elements of the learning and / or assessment and how it is communicated to applicants and students.

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

Condition: The education provider must provide evidence to show the partnership agreements in place and the strategy for staffing this programme to demonstrate that the programme has a secure place in the business plan.

Reason: From the documentation provided, the visitors understood that this programme will be delivered in accordance with a partnership arrangement between the education provider and the practice placement provider Yorkshire Ambulance Service (YAS), whereby YAS will provide ambulance placements for all students on the programme. From the documentation and in the programme team meeting, the visitors heard YAS also intend to have a role in the formal teaching on the programme. Although the visitors heard about the informal arrangements between the education provider and YAS, they could not see the formal agreements detailing the provision arrangements between the education provider and practice placement provider. The visitors could not see evidence to show where YAS staff would be teaching on the programme or how this arrangement will work in practice from the start of the programme. The visitors also could not see evidence showing details of the practice placement provision arrangements. The visitors noted that without evidence of any formal agreements in place between the practice placement providers and the education provider they cannot be sure how the education provider can be certain of the practice placement providers' commitment to delivering placements and teaching staff for this programme or the details of that commitment. Therefore the visitors cannot see the evidence to show that this programme has a secure place in the education providers' business plan. As such, the visitors require evidence detailing the formal agreements in place between the practice placement provider and education provider demonstrating that the practice placement provider YAS will provide all of the ambulance placements for students on this programme and the required teaching staff, from the start of the programme and the plans for continued involvement as the programme reaches capacity with students on all three years of the programme.

In addition to this, the visitors noted from the documentation that there were no staff with paramedic experience on the staff team. However in discussion with the programme team, the visitors noted that a programme leader from the paramedic profession had been appointed and was present at the visit. The visitors could not see evidence, however, of the strategy for resourcing the programme with enough staff with

the appropriate expertise and knowledge to deliver the programme or the plan of support for the new programme leader in their role. As such, the visitors require further evidence of the strategy for staffing the programme and supporting the new programme leader at the start of the programme and as the student numbers increase in subsequent years. In this way, the visitors can determine how the programme can meet this standard.

3.2 The programme must be effectively managed.

Condition: The education provider must provide further evidence which clearly articulate areas of responsibility across all areas of the programme and which demonstrates that there are effective systems in place to manage the staffing structure.

Reason: In their reading of the documentation, the visitors noted that there were no staff on the teaching team from the paramedic profession. At the visit and in discussion with the programme team, the visitors heard that a programme leader from the paramedic profession had been appointed and he was present at the visit. However, the visitors did not have sight of the programme leader's curriculum vitae because he was not yet in post. The visitors also could not see evidence of the strategy for resourcing the programme with enough staff who have the appropriate expertise and knowledge to deliver the programme or the plan of support for the new programme leader in their role. As such, the visitors could not see evidence to demonstrate that there is an appropriate staffing structure in place for this programme. Therefore, the visitors require further evidence of the strategy for staffing the programme and for supporting the new programme leader at the start of the programme and as the student numbers increase in subsequent years. In this way the visitors can determine how the programme would be effectively managed.

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

Condition: The education provider must provide evidence of the named person who will have overall responsibility for the programme, and ensure that named person is appropriately qualified and experienced.

Reason: In their reading of the documentation, the visitors noted that there were no staff on the teaching team from the paramedic profession. At the visit and in discussion with the programme team, the visitors heard that a programme leader from the paramedic profession had been appointed and he was present at the visit. However, the visitors did not have sight of the programme leader's curriculum vitae because he was not yet in post. As such the visitors could not determine whether the programme leader is appropriately qualified and experienced and is on the relevant part of the register. The visitors also could not see evidence of the strategy for supporting the new programme leader in their role. As such, the visitors could not see evidence to demonstrate that there is an appropriate staffing structure in place for this programme. Therefore, the visitors require further evidence demonstrating that the new programme leader is appropriately qualified, experienced, registered and supported at the start of the programme. In this way the visitors the visitors can determine whether this standard is met.

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 demonstrate that there is an adequate number of appropriately qualified and experienced staff in place at the academic setting to deliver an effective programme.

Reason: In their reading of the documentation, the visitors noted that there were no staff on the teaching team from the paramedic profession. At the visit and in discussion with the programme team, the visitors heard that a programme leader from the paramedic profession had been appointed and he was present at the visit. However, the visitors did not have sight of the programme leader's curriculum vitae because he was not yet in post. The visitors also did not see evidence of his roles and responsibilities within the programme. From the documentation and in the programme team meeting, the visitors heard YAS intend to have a role in the formal teaching on the programme. Although the visitors heard about the informal arrangements between the education provider and YAS, they could not see the formal agreements detailing the provision arrangements between the education provider and practice placement provider with regards to the provision of teaching staff on the programme. From the evidence provided, the visitors also could not see where YAS staff would be teaching on the programme or how this arrangement will work in practice from the start of the programme. As such, the visitors could not determine the strategy for resourcing the programme with enough staff who have the appropriate qualifications and experience to deliver the paramedic specific aspects of the programme at the start of the programme. In particular they could not identify how the education provider was going to ensure that the number of appropriately experience and qualified staff would increase as the programme reached capacity with students on all three years of the programme. As such, the visitors require further evidence of the strategy for staffing the programme with appropriately qualified and experienced staff to deliver an effective programme for the student numbers.

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

Condition: The education provider must provide further evidence to demonstrate that subject areas are taught by staff with relevant specialist expertise and knowledge.

Reason: In a review of the documentation, the visitors understood that a number of the modules in the programme are not yet assigned a module leader or a teaching team. In discussion with the programme team, the visitors heard that all paramedic profession-specific modules will be taught by paramedics. However, without sight of this information the visitors were unclear who will be teaching all of the modules on the programme. As such the visitors could not determine if the subject areas will be taught by staff with relevant specialist expertise and knowledge. Therefore the visitors require evidence to show the teaching arrangements for each module on the programme and the rationale for those arrangements to determine whether this standard is met.

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

Condition: The education provider must review the programme documentation to ensure the terminology used is accurate, consistent and reflective of the language associated with statutory regulation and the HCPC.

Reason: Prior to the visit, the education provider provided the visitors with a set of documentation for the programme. The visitors noted a number of inaccuracies throughout the documentation, some of which include:

- several references to outdated versions of HCPC publications;
- several inaccuracies in referencing HCPC regulatory language and periods of approval;
- inaccurate information about a student's ability to register, rather than apply for registration, with the HCPC upon successful completion for the programme;
- inaccurate information about the credit value of the mentorship in professional practice module;
- inaccurate information stating the HCPC and the education provider require students to hold a class B driving license

As such the visitors could not determine how the documentary resources of the programme were being effectively used. Therefore the education provider must provide further evidence as to how the programme documentation is accurate and up-to-date in order to support the delivery of this programme effectively.

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

Condition: The education provider must provide further evidence as to how the information and resources that will be available to students through the virtual learning environment will support the effective delivery of the programme

Reason: At the visit the education provider delivered a presentation of the virtual learning environment (VLE). The visitors saw the information contained on the VLE for a different programme. Although the visitors heard that the students will have access to pertinent programme information including the competencies they will be required to meet, they did not have sight of the information that students would have access to within the VLE whilst studying on this programme. Therefore the visitors were unable to comment on these resources to support student learning, or how they will be effectively used to support the delivery of the programme. Specifically, the visitors note that until they can see the information, content and competencies that will be contained within the VLE in order to support student learning they cannot determine this standard is met. The visitors therefore require the education provider to provide the information that will be contained within the VLE to support student learning so they can determine if the resources are effectively used.

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 submit further evidence to show that resources in place effectively support the required learning and teaching activities for this programme.

Reason: From a tour of the facilities the visitors noted that there was a limited number of clinical resources specific to the paramedic profession for the number of students on the programme. The programme team stated that they had a list of resources that they will purchase in readiness for the start of the programme and that some of these items have already been purchased. However the visitors did not see evidence of the type and the quantity of those resources. The visitors also note that without confirmation of which specific resources the education provider will have by the start of the programme they cannot be certain that the resources will be adequate to support the required learning and teaching activities of the programme. Therefore the visitors were unable to determine whether the resources to support student learning effectively support the required learning and teaching activities of the programme. The visitors therefore require further evidence to demonstrate that there are adequate resources to support the required learning and teaching activities of this programme, or, a clear outline and commitment to acquiring appropriate resources before the intended start of the programme.

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

Condition: The education provider must provide further information about how they ensure that the resources including IT facilities are appropriate to the curriculum and are readily available to students and staff.

Reason: The education provider delivered a presentation of the virtual learning environment (VLE). The visitors saw the information contained on the VLE for a different programme. Although the visitors heard that the students will have access to pertinent programme information, they did not have sight of the information that students would have access to within the VLE whilst studying on this programme. The visitors noted that because the content specific to this programme was not available for the visitors to see within this resource, they could not determine if it is appropriate to the curriculum. Therefore the visitors require the education provider to provide the information that will be contained within the VLE to determine if the learning resources are appropriate to the curriculum and readily available to staff and students at the start of the programme.

3.12 There must be a system of academic and pastoral student support in place.

Condition: The education provider must provide further information about the student support systems in place when on placement.

Reason: In a review of the documentation, the visitors were satisfied that there is a clear system of academic and pastoral support in place for students when at the education provider. In discussion with the programme team, the visitors heard that support would be provided to students on placement, but they were unclear, from the evidence provided, what this support would look like. As such the visitors could not

determine the clear support systems in place to support students when on placement or how practice providers and students are aware of them. Because of this the visitors could not determine how students would access support when on placement. The visitors therefore require evidence to demonstrate the system of academic and pastoral support in place to students on placement including roles and responsibilities and how this is communicated to students, practice placement educators and students.

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 is required to provide further evidence to demonstrate how students are made aware of the process of obtaining the consent of students when they participate as service users in practical and clinical teaching.

Reason: For this standard the visitors were directed to appendices two and six of the programme documentation. From their review of the documentation, the visitors could not see evidence of the protocols used to obtain consent, when students are to participate as a service user in practical and clinical teaching. In discussion with the programme team, the visitors heard that students from other programmes are asked for their consent at the beginning of clinical skills sessions and that there is a consent form that the students are expected to complete. However the visitors noted that there was no formal process in place for this programme. As such the visitors are unclear, from the evidence provided, what policies and processes the programme team use to ensure that students' consent is always obtained where they participate as service users in practical and clinical teaching on this programme. The visitors therefore require the programme team to provide further evidence of the policies and processes they will enact to obtain students consent and how they will ensure that these processes are used in all settings where students are acting as service users.

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.

Condition: The education provider must provide further evidence of the attendance requirements for the programme, how attendance is monitored, what consequences there are for poor attendance and how this information is communicated to students.

Reason: For this standard, the visitors were directed to the curriculum submission document, pages 20, 21 and 22. In their review of the documentation, the visitors could not determine the mandatory attendance requirement for students across the programme. In discussion with the programme team, the visitors heard that students are expected to achieve 90 per cent attendance in both clinical and non-clinical settings. The visitors also heard that all academic sessions are mandatory. Due to the disparity in the information provided the visitors require evidence which clearly articulates the following:

- the attendance requirement across the programme;
- consequences for not meeting the attendance requirement; and
- the processes and procedures for monitoring attendance across the programme.

The visitors also require evidence to show how the above information is communicated to students and practice placement providers.

5.1 Practice placements must be integral to the programme.

Condition: The education provider must provide evidence to demonstrate that there are formal arrangements in place to secure practice placements for all students on the programme.

Reason: The visitors heard that the education provider has had informal discussions with Yorkshire Ambulance Service (YAS) who approached them to work in partnership to deliver this paramedic programme. The visitors heard in the practice placement provider meeting, that YAS have made verbal commitments to provide ambulance based placements to all 120 students on the programme. However, from the evidence provided, the visitors could not see any indication of a formal arrangement or agreement which is in place to ensure that there will be placements available for students. The visitors note that without seeing any information, such as formal agreements, they are unable to make a judgment about whether placements are available and will form an integral part of the programme for all students. As such, the visitors require evidence to demonstrate that there are formal agreements in place between YAS and the education provider to demonstrate that all students on the programme will be provided with ambulance placements. In this way the visitors can determine if placements will be integral to this programme and can determine if the programme can meet this standard.

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.

Condition: Further evidence is required to demonstrate the number and range of placements available to all students on this programme and how they are appropriate to the delivery of the programme and the achievement of the learning outcomes.

Reason: In discussion with the programme team the visitors heard that 50 per cent of the placements would be provided by YAS and the other 50 per cent would be provided by alternative health care providers. The visitors heard that students would be matched with placements that related to the learning outcomes they were expected to achieve whilst on that placement. The visitors also heard that the online portfolio software, PebblePad, will contain information about the learning outcomes the students are expected to meet on each placement. However the visitors did not have sight of a completed version of this resource for this programme. The visitors also did not see any information, beyond the discussions at the visit, which related to the number and range of placements that will be available to students. As such, the visitors could not determine how the number and range of placements are appropriate to support the delivery of the programme and the achievement of the learning outcomes for all students. Consequently, the visitors require further evidence of the number and range of placements available to students on this programme and how the education provider ensures that the placements are appropriate to the delivery of the programme and the achievement of the learning outcomes.

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

Condition: The education provider must demonstrate how they ensure that staff at practice placements are appropriately qualified and experienced to supervise students from this programme.

Reason: The visitors were able to discuss with the programme team and placement educators how they intend to ensure that there will be adequate numbers of appropriately qualified and experienced staff in place at practice settings. In discussions with Yorkshire Ambulance Service (YAS) staff, the visitors were informed that YAS had their own arrangements for ensuring that an adequate number of qualified and experienced staff will be available to support the students from this programme. However, the visitors were not able to see evidence of the systems in place which demonstrate how the education provider will ensure that there are adequate numbers of staff in place at placement providers. The visitors could also not see any evidence as to what the education provider considered an adequate number of staff or what they would consider appropriate qualifications and experience to ensure that staff could supervise students from this programme. Without this evidence, the visitors were unable to determine how the programme can meet this standard. They therefore require the education provider to submit evidence demonstrating how they ensure that there is an adequate number of staff at all practice placements who are appropriately qualified and experienced to supervise students from this programme.

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

Condition: The education provider must demonstrate how they ensure that practice placement educators are appropriately knowledgeable, skilled and experienced to supervise students from this programme.

Reasons: In discussion with the programme team and the ambulance placement provider, the Yorkshire Ambulance Service (YAS) representatives stated that they had their own procedures for ensuring the appropriateness of the skills, knowledge and experience of their placement educators. The education provider also stated that they rely on YAS to ensure that the ambulance placement staff have the relevant knowledge, skills and experience to supervise students on this programme. However, the visitors were not able to see evidence of the systems in place which demonstrate how the education provider will ensure that practice placement educators will have the required knowledge skills and experience. The visitors could also not see any evidence as to what knowledge, skills and ability the education provider considers necessary to ensure that practice placement educators can supervise students from this programme. Without this evidence, the visitors were unable to determine how the programme can meet this standard. They therefore require the education provider to submit evidence demonstrating how they ensure that practice placement educators, in all settings, have the knowledge, skills and ability to supervise students from this programme.

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

Conditions: The education provider must demonstrate that they have an effective system in place for ensuring that all practice placement educators have undertaken appropriate training.

Reason: At the visit, the visitors discussed training of practice placement educators (PPEds) with the programme team and representatives from the ambulance trust, Yorkshire Ambulance Service (YAS). In discussions with staff from YAS, the visitors were informed that PPEds would have access to online training but the education provider confirmed that this was not yet in place. As this was not in place the visitors could not determine the appropriateness of the practice placement educator training. The visitors also noted that there was no formal agreement between the education provider and any practice placement provider (including YAS) and as such there was no requirement for PPEds to have undertaken any relevant training, as yet. They were also unclear as to what any requirement would be for PPEds to attend appropriate training, how often the PPEds must undertake the training and whether that training is appropriate. Because of this the visitors could not determine what systems were in place for the education provider to satisfy themselves that all PPEds attended the required training to enable them to supervise students from this programme. Without such evidence, the visitors are unable to determine how this the standard can be met by the programme. They therefore require the education provider to submit evidence demonstrating how they will ensure that all practice placement educators, at all settings, have had appropriate training to supervise students from this programme.

5.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.

Conditions: The education provider must provide further evidence as to how they will ensure that ambulance practice placement educators are appropriately registered.

Reason: From a review of the documentation the visitors noted that Associate Practice Placement Educators (APPEds) may be working with students on practice placements, particularly on placement at Yorkshire Ambulance Service (YAS). In discussions at the visit it was clarified that APPEds are ambulance staff, such as emergency medical technicians, who are not registered paramedics. It was further clarified that APPEds would not be responsible for assessing students, but that they may play a role in supervising, educating or mentoring students from this programme. However, the visitors could not see, from the evidence provided, what requirements the education provider would have for APPEds if they are playing a role in educating students while they are at a placement with YAS. Because there was no formal agreements in place which may clarify the education provider's expectations of the role of a practice placement educator, the visitors could not determine if APPEds need to be appropriately registered. The visitors were also unable to see how the education provider will ensure appropriate registration of PPEs in non-ambulance placements. Without such evidence, the visitors are unable to determine that this programme can meet this standard. They therefore require the education provider to submit evidence demonstrating that they have a mechanism in place for ensuring that practice placement educators on all placements, both ambulance and non-ambulance, are appropriately registered.

5.10 There must be regular and effective collaboration between the education provider and the practice placement provider.

Condition: The education provider must provide further evidence to demonstrate that there is regular and effective collaboration between the education provider and practice placement providers.

Reason: The visitors were able to discuss collaboration between the education provider and practice placement providers with the senior team and with representatives from the ambulance placement provider, Yorkshire Ambulance Service (YAS). They were made aware that meetings between the education provider and YAS had been taking place during the last year. However, the visitors were not able to see evidence of these meetings, or evidence of the processes in place which demonstrate how this regular collaboration will take place going forward. As there was no formal agreement between the education provider and YAS the visitors could not determine how the education provider ensures that regular collaboration takes place or how this is reviewed to ensure that it is effective. The visitors were also unable to see any evidence as to how the education provider would effectively collaborate with other, non-ambulance, practice placement providers. The visitors were therefore unable to determine that the standard can be met by the programme. They require the education provider to submit evidence showing that they have, and will continue to have, regular contact with placement providers, and that effective collaboration has been enabled.

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:

- **the learning outcomes to be achieved;**
- **the timings and the duration of any placement experience and associated records to be maintained;**
- **expectations of professional conduct;**
- **the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and**
- **communication and lines of responsibility.**

Condition: The education provider must demonstrate that they have an effective system in place for ensuring that practice placement educators and students are fully prepared for placement.

Reason: The visitors were able to discuss placements with the programme team and with practice placement educators. In discussions with staff from YAS, the visitors were given verbal reassurances that YAS had experience of providing placements. As such, the organisation was experienced in ensuring that their practice placement educators, and any students, were prepared for placement. The education provider noted that the YAS placement handbook would provide that guidance in preparing students, placement educator and placement providers for placement. However, based on this evidence the visitors were unclear how it could provide the information that all three groups would require to be fully prepared for placement. For example, they were not able to see any paperwork, such as placement specific information (or a handbook) for students. The education provider highlighted that the online portfolio software, PebblePad, was in development and would be used by students as the placement handbook. However, as PebblePad is contained within the programme's virtual learning environment (VLE), the information and 'student handbook' wasn't ready for the visitors.

to look at. Because of this and without seeing what was contained within the PebblePad for this programme, the visitors could not determine how it would effectively prepare students for placement. The visitors also could not see how non-ambulance staff are prepared for working with students on this programme and how they would be made aware of any expectations of their role within the programme. The visitors therefore require the education provider to submit evidence demonstrating that they have a mechanism in place to ensure that on all practice placements all parties are appropriately prepared for practice placements, in all settings.

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:

- **the learning outcomes to be achieved;**
- **the timings and the duration of any placement experience and associated records to be maintained;**
- **expectations of professional conduct;**
- **the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and**
- **communication and lines of responsibility.**

Condition: The education provider must demonstrate how they make students and practice placement educators aware of the learning outcomes to be achieved, timing and duration of placements and communications and lines of responsibility.

Reason: From their reading of the programme documentation the visitors were unclear as to what the education provider's expectation would be regarding the level of supervision a student would receive while on placement. The visitors also could not see how the education provider ensures that the students and practice educators know which learning outcomes are to be achieved when on placement. In discussion with the ambulance practice placement provider (YAS) and the education provider, the visitors were informed that students would spend 40 to 60 per cent of their time on placement with a named practice placement educator (PPEd). They were also informed that information about learning outcomes (which would need to be met on placement) would be provided in the practice assessment document part of the online portfolio software, PebblePad. However, from the evidence provided, the visitors could not establish who the student would be mentored or supervised by during the 60-40 per cent of time when they were not being supported by their named PPEd. Also, because PebblePad is situated on the VLE the visitors could not see the information contained in it and as such they could not see how this would provide students PPEd's or other staff with the information about the learning outcomes that they would need. Because of this the visitors could not determine how the programme can meet this standard. As such, the visitors could not determine how both practice educator and students would be aware of the provision and arrangements in place regarding supervision. As such the visitors require further evidence to demonstrate how the education provider ensures all parties are made aware of lines of responsibility, timing of placements and learning outcomes to be achieved.

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 demonstrate how students on placement are being appropriately assessed, in order to ensure that upon completing the programme they meet the standards of proficiency for paramedics.

Reason: The documentation provided prior to the visit included module descriptors, together with a mapping document giving information about how students who successfully complete the programme meet the SOPs. The visitors were satisfied that the learning outcomes contained within all of the modules in the programme allow opportunity for the students to meet the SOPs for paramedics. However, the visitors could not determine where some of the learning outcomes and, in turn some of the SOPs are assessed within each module. The visitors heard that the practice assessment document (PAD), which forms part of the online portfolio software PebblePad, will contain this information. However, the visitors did not have sight of the PAD document or the information which will be contained within PebblePad. Therefore, they could not determine how the education provider can be satisfied that students will meet all of the learning outcomes, and therefore SOPs, on completion of the programme. The visitors therefore require further evidence to show where and how SOPs are assessed within the programme to determine whether students can meet the SOPs for paramedics on completing the programme.

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

Condition: The education provider is required to provide further evidence to demonstrate that professional aspects of practice are integral to the assessment procedures in the practice placement setting.

Reason: From discussions with the education provider at the visit, the visitors heard that the practice assessment document (PAD), which is included in the online portfolio software PebblePad, would be used to assess students on placement. However as the information on the VLE was not ready at the visit, the visitors could not see what it contains. Without seeing the relevant information to be contained in the PebblePad the visitors could not determine how professional aspects of practice are integral to the assessment procedures in the practice placement setting. Therefore they require the education provider to submit evidence showing how they will ensure that professional aspects of practice are integral to the assessment procedures in a practice placement setting to ensure this standards is met.

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

Condition: The education provider must demonstrate how the assessments methods ensure that the learning outcomes are measured.

Reason: From discussions with the education provider at the visit, the visitors heard that the practice assessment document (PAD), which is included in the online portfolio software PebblePad, would be used to assess students on placement. However as the information on the VLE was not ready at the visit, the visitors could not see what it contains. Without seeing the relevant information to be contained in the PebblePad the

visitors could not determine what assessment methods are employed to measure the learning outcomes. Therefore the visitors require the education provider to submit evidence demonstrating what assessment methods are used to measure the learning outcomes which students must achieved on the programme. In this way, the visitors can determine how this standard is met.

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

Condition: The education provider must provide further evidence to demonstrate how the measurement of student performance is objective and ensures fitness to practise.

Reason: From discussions with the education provider at the visit, the visitors heard that the practice assessment document (PAD), which is included in the online portfolio software PebblePad, would be used to assess students on placement. However as the information on the VLE was not ready at the visit, the visitors could not see what it contains. Without seeing the relevant information to be contained in the PebblePad the visitors could not determine the nature of the assessments or whether they are objective. As such, the visitors require the education provider to submit evidence to show how they ensure that the measurement of student performance is objective and ensures fitness to practice. In this way, the visitors can determine how this standard is met.

6.6 There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment.

Condition: The education provider must provide further evidence to demonstrate that there are effective monitoring and evaluation mechanisms in place to ensure that all students are assessed fairly and to the same standard at placement.

Reason: From discussions with the education provider at the visit, the visitors heard that the practice assessment document (PAD), which is included in the online portfolio software PebblePad, would be used to assess students on placement. However as the information on the VLE was not ready at the visit, the visitors could not see what it contains. Without seeing evidence of how practice educators are trained and prepared to assess students on placement or details of the assessments they cannot determine how this standard is met (see conditions on standards 5.11, 6.1 and 6.4). The visitors also note that without seeing the relevant information contained in the PebblePad or details of what assessment will take place they cannot make a determination about whether the monitoring and evaluation mechanisms in place ensure the appropriate standards in the assessment. As such, the visitors require the education provider to submit evidence to show the effective monitoring and evaluation mechanism in place to ensure appropriate standard in the assessment.

6.8 Assessment regulations, or other relevant policies, must clearly specify requirements for approved programmes being the only programmes which contain any reference to an HCPC protected title or part of the Register in their named award.

Condition: The education provider must revisit the programme documentation to clearly articulate what awards confer eligibility to apply to the HCPC Register and those exit awards which do not.

Reason: From discussions with the programme team the visitors were satisfied that anyone successfully completing this programme would be eligible to apply for registration with the HCPC. It was also clear that anyone who received an exit award would not be eligible to apply to the HCPC Register. However, in the documentation submitted by the education provider the visitors could not determine how students were informed about what impact exiting the programme before completion, and receiving an exit award would have on their ability to apply to the Register. Therefore the visitors require further evidence of how the programme team ensure that students understand which awards confer eligibility to apply to the HCPC Register and which do not.

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

Condition: The education provider must clearly articulate that any aegrotat award conferred on a graduate of this programme will not lead to eligibility to apply for HCPC registration.

Reason: From the documentation provided the visitors could not determine, where in the assessment regulations, there is a clear statement regarding aegrotat awards. The visitors could not determine whether aegrotat awards would be awarded on this programme or how students are informed about the policy on aegrotat awards. The visitors therefore require further evidence to ensure that there is a clear statement included in the programme documentation regarding the presence or absence of an aegrotat award for this programme and that an aegrotat awards will not provide eligibility for admission on the HCPC Register.

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 include a clear statement in the assessment regulations which states that at least one external examiner for the programme will be from the relevant part of the Register, unless other arrangements are agreed.

Reason: In the documentation submitted by the education provider, the visitors were unable to see where in the assessment regulations it was stated that external examiners must be from the relevant part of the Register unless other arrangements are agreed. The visitors were directed to the university wide assessment regulations however they were not able to see such a statement. The visitors therefore need to see evidence that HCPC requirements regarding the external examiner on the programme have been included in the assessment regulations, or relevant exemption, to demonstrate that this standard is met.

Recommendations

3.16 There must be a process in place throughout the programme for dealing with concerns about students' profession-related conduct.

Recommendation: The visitors recommend that the programme documentation be amended to reflect the education provider's policy that any 'Fitness to practice board' membership will include a paramedic.

Reason: In discussion with the programme team, the visitors heard that the education provider's fitness to practice board membership for dealing with issues that arise regarding students on this programme will include a paramedic. As such, the visitors recommend that this is reflected in the programme documentation.

3.17 Service users and carers must be involved in the programme.

Recommendation: The visitors recommend that the education provider increases involvement of service users and carers and documents the strategy for future service user involvement in this programme.

Reason: At the visit, the visitors met a service user who was involved in interviewing applicants and reviewing programme documentation. The visitors were therefore satisfied that this standard was met at threshold. The visitors also noted that the education provider has plans in place for service user involvement in relation to further development of the programme. In addition, in meetings at the visit, it was confirmed that there will be opportunities to involve service users further in the programme. The visitors would encourage the education provider to document their strategy and implementation of these plans to involve service users further in the programme and to keep service user involvement under review.

Susan Boardman
Vince Clarke
Ian Prince

Visitors' report

| | |
|---|---------------------------------------|
| Name of education provider | Staffordshire University |
| Programme name | BSc (Hons) Applied Biomedical Science |
| Mode of delivery | Full time |
| Relevant part of the HCPC Register | Biomedical scientist |
| Date of visit | 10 – 11 May 2017 |

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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. We are a statutory regulator and our main aim is to protect the public. We currently regulate 16 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'biomedical scientist' 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 ongoing approval of the programme. The education provider has until 22 June 2017 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 6 July 2017. At this meeting, the Committee will accept, reject or vary the visitors' recommended outcome. 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 3 July 2017. The visitors will consider this response and make a separate recommendation to the Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Committee on 24 August 2017.

Introduction

The HCPC visited the programme at the education provider to consider major changes proposed to the programme. The major change affected the following standards - programme admissions, programme management and resources, curriculum, practice placements and assessment. The programme was already approved by the HCPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The professional body considered their accreditation of the programme. The visit also considered the following awards:

- BSc (Hons) Healthcare Science (Blood Sciences)
- BSc (Hons) Healthcare Science (Infection Sciences)
- BSc (Hons) Healthcare Science (Cellular Sciences); and
- BSc (Hons) Healthcare Science (Genetic Sciences).

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. Separate reports exist for the other programmes. As an independent regulatory body, the HCPC's recommended outcome is independent and impartial and based solely on the HCPC's standards. A separate report produced by the professional body outlines their decision on the programmes' status.

Visit details

| | |
|---|---|
| Name and role of HCPC visitors | Pradeep Agrawal (Biomedical scientist) Robert Keeble (Biomedical scientist) Sophie Gamwell (Lay visitor) |
| HCPC executive officer (in attendance) | Rebecca Stent |
| Proposed student numbers | 6 per cohort, 1 cohort per year |
| First approved intake | September 2012 |
| Effective date that programme approval reconfirmed from | September 2017 |
| Chair | David Hawkins (Staffordshire University) |
| Secretary | Meg Goodwin (Staffordshire University) |
| Members of the joint panel | Jocelyn Price (Institute of Biomedical Science) Christine Murphy (Institute of Biomedical Science) Betty Kyle (Institute of Biomedical Science) |

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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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"/> |
| Service users and carers | <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"/> |

Recommended outcome

To recommend a programme for ongoing approval the visitors must be satisfied 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 the relevant 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 ongoing approval of the programme is reconfirmed.

The visitors agreed that 53 of the SETs have been met and that conditions should be set on the remaining five SETs.

Conditions are requirements that the education provider must meet before the programme can have its ongoing approval reconfirmed. 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 have also made a recommendation for the programme.

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

Conditions

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.

Condition: The education provider must demonstrate that information regarding English language requirements for applicants who do not have English as their first language is accurate and consistent in the documentation available to applicants.

Reason: From a review of the programme documentation, the visitors noted that there were discrepancies regarding the English language requirements for applicants who do not have English as their first language. On the programme website, the International English Language Testing System (IELTS) score required is stated as “at least 7.0, with no element below 6.5” whereas, on page 9 of the programme specification provided on the same website, the IELTS requirement is listed as “6.0 or better.” At the visit, the programme team confirmed that they require an IELTS score of at least 7.0. Therefore, the visitors noted that applicants are currently receiving different information about the English language requirements for this programme at the point of application. As such, the education provider must provide further evidence to demonstrate that applicants will be given accurate and consistent information about the English language requirements for applicants who do not have English as their first language so that they are able to make an informed choice about whether to take up an offer of a place on the programme.

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

Condition: The programme team must revisit programme documentation to ensure it is accurate and the terminology in use is reflective of the current terminology used in relation to statutory regulation and the HCPC.

Reason: The visitors noted that the programme documentation submitted by the education provider contained inaccuracies in relation to HCPC regulation. For example, the visitors noted a reference to “HPC” rather than the “HCPC” on page 1 of the programme specification on the programme website, and a lack of clarity for students regarding the named programme leader in the programme handbook (page 2). They also noted the following incorrect statement on page 9 of the programme handbook: “All health professionals have to be registered with the HCPC”. Furthermore, the visitors noted the following statement on page 3 of the programme specification: “The aims of BSc (Hons) Biomedical Science and BSc (Hons) Applied Biomedical Science are... to satisfy section 13 of the Health and Care Professions Council standards of proficiency.” At the visit, the programme team acknowledged that this statement was incorrect and misleading to students. Therefore, the visitors require the education provider to revisit the programme documentation to ensure that it is accurate and reflective of the current terminology used in relation to statutory regulation and the HCPC so that the resources to support student learning in all settings will be effectively used.

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.

Condition: The education provider must provide documentary evidence to demonstrate that students are informed of attendance requirements in all settings, the monitoring mechanisms in place and any consequences of non-attendance.

Reason: In the mapping document provided prior to the visit, the visitors received some information about the attendance requirements for the programme and they were referred to the programme handbook for further detail. However, the visitors were unable to locate the attendance policy in the documentation provided. In discussions with the programme team, the visitors heard that there were clear attendance requirements with monitoring mechanisms in place as well as consequences of non-attendance. However, without seeing documentary evidence, the visitors could not be assured that all students would be clear about the attendance requirements for this programme. As such, the visitors require documentary evidence to demonstrate that students are informed of attendance requirements in all settings as well as the monitoring mechanisms in place and any consequences of non-attendance.

4.4 The curriculum must remain relevant to current practice.

Condition: The programme team must provide further evidence to demonstrate how they ensure that the curriculum remains relevant to current practice.

Reason: From a review of the documentation provided prior to the visit, the visitors noted that there are several mechanisms utilised by the education provider in order to maintain currency of the curriculum such as external reviews and staff research activities. However, in the Placement Training Programme document, the visitors also noted some more outdated references to techniques and a “recent” article published in 2007. As such, the visitors were unclear how the process and mechanisms for reviewing the curriculum were robust enough to ensure that the curriculum remains relevant. At the visit, the programme team stated that some aspects may have been missed when they were updating the documentation but the visitors did not receive sufficient detail as to how the programme would continue to ensure that the curriculum remains up to date going forward. Therefore, the visitors require further evidence of the mechanisms in place to ensure that the curriculum remains relevant to current practice.

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 demonstrate that the programme team has a policy to ensure that external examiners have the appropriate experience and qualifications for this programme and, unless other arrangements are agreed by HCPC, from the relevant part of the Register.

Reason: For this standard, the visitors were given information in the mapping document about the experience, qualifications and registration of the current external examiner for this programme. However, the visitors did not see evidence that the programme team has a documented policy which they use to ensure that there is at least one external

examiner who is appropriately experienced and qualified and, unless other arrangements are agreed, from the relevant part of the Register. Therefore, the visitors require evidence of the policy the programme team use for the recruitment of external examiners to determine whether this standard is met.

Recommendations

3.17 Service users and carers must be involved in the programme.

Recommendation: The visitors recommend that the education provider increases and consolidates future service user involvement in this programme.

Reason: Prior to the visit, the visitors reviewed a service user strategy document highlighting service user involvement in the programme. At the visit, the visitors heard that there had been some involvement of service users previously and met with a current service user who currently inputs into the development of the programme and the service user and carer strategy. The visitors were therefore satisfied that this standard was met at threshold. The visitors also noted from discussions at the visit that the education provider plans to increase the number of service users and carers and increase the level of involvement in the programme, for example, in the selection and interview process. The visitors would encourage the education provider to document and implement these plans to involve service users further in the programme and to keep service user involvement under review.

Pradeep Agrawal
Robert Keeble
Sophie Gamwell

Visitors' report

| | |
|---|--|
| Name of education provider | Staffordshire University |
| Programme name | BSc (Hons) Healthcare Science (Blood Sciences) |
| Mode of delivery | Part time |
| Relevant part of the HCPC Register | Biomedical scientist |
| Date of visit | 10 – 11 May 2017 |

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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. We are a statutory regulator and our main aim is to protect the public. We currently regulate 16 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'biomedical scientist' 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 ongoing approval of the programme. The education provider has until 22 June 2017 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 6 July 2017. At this meeting, the Committee will accept, reject or vary the visitors' recommended outcome. 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 3 July 2017. The visitors will consider this response and make a separate recommendation to the Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Committee on 24 August 2017.

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 event. The professional body considered their accreditation of the programme. The visit also considered the following programmes:

- BSc (Hons) Healthcare Science (Cellular Sciences);
- BSc (Hons) Healthcare Science (Infection Sciences);
- BSc (Hons) Healthcare Science (Genetic Sciences); and
- BSc (Hons) Applied Biomedical Science.

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. Separate reports exist for the other programmes. As an independent regulatory body, the HCPC's recommended outcome is independent and impartial and based solely on the HCPC's standards. A separate report produced by the professional body outlines their decision on the programmes' status.

Visit details

| | |
|---|---|
| Name and role of HCPC visitors | Pradeep Agrawal (Biomedical scientist) Robert Keeble (Biomedical scientist) Sophie Gamwell (Lay visitor) |
| HCPC executive officer (in attendance) | Rebecca Stent |
| Proposed student numbers | 15 per cohort, 1 cohort per year (across all Healthcare Science awards) |
| Proposed start date of programme approval | September 2017 |
| Chair | David Hawkins (Staffordshire University) |
| Secretary | Meg Goodwin (Staffordshire University) |
| Members of the joint panel | Jocelyn Price (Institute of Biomedical Science) Christine Murphy (Institute of Biomedical Science) Betty Kyle (Institute of Biomedical Science) |

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"/> |

The HCPC did not review external examiner reports for this programme prior to the visit as the programme is new so no external examiners' reports have been produced.

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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The HCPC met with students from the BSc (Hons) Biomedical Science and BSc (Hons) Applied Biomedical Science programmes as the programme seeking approval currently does not have any students enrolled on it.

Recommended outcome

To recommend a programme for ongoing approval the visitors must be satisfied 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 the relevant 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 ongoing approval of the programme is reconfirmed.

The visitors agreed that 54 of the SETs have been met and that conditions should be set on the remaining four SETs.

Conditions are requirements that the education provider must meet before the programme can have its ongoing approval reconfirmed. 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 have also made a recommendation for the programme.

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

Conditions

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

Condition: The programme team must revisit programme documentation to ensure the terminology in use is reflective of the current terminology used in relation to statutory regulation and the HCPC.

Reason: The visitors noted that the programme documentation submitted by the education provider contained inaccuracies in relation to HCPC regulation. For example, the visitors noted the following incorrect statement on page 10 of the programme handbook: "All health professionals have to be registered with the HCPC". They also noted that there was lack of clarity for students regarding the named programme leader in the programme handbook (page 2) Therefore, the visitors require the education provider to revisit the programme documentation to ensure that it is accurate and reflective of the current terminology used in relation to statutory regulation and the HCPC so that the resources to support student learning in all settings will be effectively used.

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.

Condition: The education provider must provide documentary evidence to demonstrate that students are informed of attendance requirements in all settings, the monitoring mechanisms in place and any consequences of non-attendance.

Reason: In the mapping document provided prior to the visit, the visitors received some information about the attendance requirements for the programme and they were referred to the programme handbook for further detail. However, the visitors were unable to locate the attendance policy in the documentation provided. In discussions with the programme team, the visitors heard that there were clear attendance requirements with monitoring mechanisms in place as well as consequences of non-attendance. However, without seeing documentary evidence, the visitors could not be assured that all students would be clear about the attendance requirements for this programme. As such, the visitors require documentary evidence to demonstrate that students are informed of attendance requirements in all settings as well as the monitoring mechanisms in place and any consequences of non-attendance.

4.4 The curriculum must remain relevant to current practice.

Condition: The programme team must provide further evidence of to demonstrate how they ensure that the curriculum remains relevant to current practice.

Reason: From a review of the documentation provided prior to the visit, the visitors noted that there are several mechanisms utilised by the education provider in order to maintain currency of the curriculum such as external reviews and staff research activities. However, in the Placement Training Programme document, the visitors also noted some more outdated references to techniques and a "recent" article published in 2007. As such, the visitors were unclear how the process and mechanisms for reviewing the curriculum were robust enough to ensure that the curriculum remains

relevant. At the visit, the programme team stated that some aspects may have been missed when they were updating the documentation but the visitors did not receive sufficient detail as to how the programme would continue to ensure that the curriculum remains up to date going forward. Therefore, the visitors require further evidence of the mechanisms in place to ensure that the curriculum remains relevant to current practice.

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Condition: The education provider must demonstrate that the programme team has a policy to ensure that external examiners have the appropriate experience and qualifications for this programme and, unless other arrangements are agreed by HCPC, from the relevant part of the Register.

Reason: For this standard, the visitors were given information in the mapping document about the experience, qualifications and registration of the current external examiner for this programme. However, the visitors did not see evidence that the programme team has a documented policy which they use to ensure that there is at least one external examiner who is appropriately experienced and qualified and, unless other arrangements are agreed, from the relevant part of the Register. Therefore, the visitors require evidence of the policy the programme team use for the recruitment of external examiners to determine whether this standard is met.

Recommendations

3.17 Service users and carers must be involved in the programme.

Recommendation: The visitors recommend that the education provider increases and consolidates future service user involvement in this programme.

Reason: Prior to the visit, the visitors reviewed a service user strategy document highlighting service user involvement in the programme. At the visit, the visitors met with a current service user who currently inputs into the development of the programme and the service user and carer strategy. The visitors were therefore satisfied that this standard was met at threshold. The visitors also noted from discussions at the visit that the education provider plans to increase the number of service users and carers and increase the level of involvement in the programme, for example, in the selection and interview process. The visitors would encourage the education provider to document and implement these plans to involve service users further in the programme and to keep service user involvement under review.

Pradeep Agrawal
Robert Keeble
Sophie Gamwell

Visitors' report

| | |
|---|--|
| Name of education provider | Staffordshire University |
| Programme name | BSc (Hons) Healthcare Science (Infection Sciences) |
| Mode of delivery | Part time |
| Relevant part of the HCPC Register | Biomedical scientist |
| Date of visit | 10 – 11 May 2017 |

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Executive summary

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The visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. The education provider has until 22 June 2017 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 6 July 2017. At this meeting, the Committee will accept, reject or vary the visitors' recommended outcome. If necessary, the Committee may decide to vary the conditions.

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- BSc (Hons) Healthcare Science (Blood Sciences);
- BSc (Hons) Healthcare Science (Cellular Sciences);
- BSc (Hons) Healthcare Science (Genetic Sciences); and
- BSc (Hons) Applied Biomedical Science.

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. Separate reports exist for the other programmes. As an independent regulatory body, the HCPC's recommended outcome is independent and impartial and based solely on the HCPC's standards. A separate report produced by the professional body outlines their decision on the programmes' status.

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| Name and role of HCPC visitors | Pradeep Agrawal (Biomedical scientist) Robert Keeble (Biomedical scientist) Sophie Gamwell (Lay visitor) |
| HCPC executive officer (in attendance) | Rebecca Stent |
| Proposed student numbers | 15 per cohort, 1 cohort per year (across all Healthcare Science awards) |
| Proposed start date of programme approval | September 2017 |
| Chair | David Hawkins (Staffordshire University) |
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| Descriptions of the modules | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
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Pradeep Agrawal
Robert Keeble
Sophie Gamwell

Visitors' report

| | |
|---|---|
| Name of education provider | Staffordshire University |
| Programme name | BSc (Hons) Healthcare Science (Cellular Sciences) |
| Mode of delivery | Part time |
| Relevant part of the HCPC Register | Biomedical scientist |
| Date of visit | 10 – 11 May 2017 |

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Robert Keeble
Sophie Gamwell

Visitors' report

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| Name of education provider | Staffordshire University |
| Programme name | BSc (Hons) Healthcare Science (Genetic Sciences) |
| Mode of delivery | Part time |
| Relevant part of the HCPC Register | Biomedical scientist |
| Date of visit | 10 – 11 May 2017 |

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|---|---|
| Name and role of HCPC visitors | Pradeep Agrawal (Biomedical scientist) Robert Keeble (Biomedical scientist) Sophie Gamwell (Lay visitor) |
| HCPC executive officer (in attendance) | Rebecca Stent |
| Proposed student numbers | 15 per cohort, 1 cohort per year (across all Healthcare Science awards) |
| Proposed start date of programme approval | September 2017 |
| Chair | David Hawkins (Staffordshire University) |
| Secretary | Meg Goodwin (Staffordshire University) |
| Members of the joint panel | Jocelyn Price (Institute of Biomedical Science) Christine Murphy (Institute of Biomedical Science) Betty Kyle (Institute of Biomedical Science) |

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"/> |

The HCPC did not review external examiner reports for this programme prior to the visit as the programme is new so no external examiners' reports have been produced.

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"/> |
| Service users and carers | <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 BSc (Hons) Biomedical Science and BSc (Hons) Applied Biomedical Science programmes as the programme seeking approval currently does not have any students enrolled on it.

Recommended outcome

To recommend a programme for ongoing approval the visitors must be satisfied 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 the relevant 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 ongoing approval of the programme is reconfirmed.

The visitors agreed that 54 of the SETs have been met and that conditions should be set on the remaining four SETs.

Conditions are requirements that the education provider must meet before the programme can have its ongoing approval reconfirmed. 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 have also made a recommendation for the programme.

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

Conditions

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

Condition: The programme team must revisit programme documentation to ensure the terminology in use is reflective of the current terminology used in relation to statutory regulation and the HCPC.

Reason: The visitors noted that the programme documentation submitted by the education provider contained inaccuracies in relation to HCPC regulation. For example, the visitors noted the following incorrect statement on page 10 of the programme handbook: "All health professionals have to be registered with the HCPC". They also noted that there was lack of clarity for students regarding the named programme leader in the programme handbook (page 2) Therefore, the visitors require the education provider to revisit the programme documentation to ensure that it is accurate and reflective of the current terminology used in relation to statutory regulation and the HCPC so that the resources to support student learning in all settings will be effectively used.

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.

Condition: The education provider must provide documentary evidence to demonstrate that students are informed of attendance requirements in all settings, the monitoring mechanisms in place and any consequences of non-attendance.

Reason: In the mapping document provided prior to the visit, the visitors received some information about the attendance requirements for the programme and they were referred to the programme handbook for further detail. However, the visitors were unable to locate the attendance policy in the documentation provided. In discussions with the programme team, the visitors heard that there were clear attendance requirements with monitoring mechanisms in place as well as consequences of non-attendance. However, without seeing documentary evidence, the visitors could not be assured that all students would be clear about the attendance requirements for this programme. As such, the visitors require documentary evidence to demonstrate that students are informed of attendance requirements in all settings as well as the monitoring mechanisms in place and any consequences of non-attendance.

4.4 The curriculum must remain relevant to current practice.

Condition: The programme team must provide further evidence of to demonstrate how they ensure that the curriculum remains relevant to current practice.

Reason: From a review of the documentation provided prior to the visit, the visitors noted that there are several mechanisms utilised by the education provider in order to maintain currency of the curriculum such as external reviews and staff research activities. However, in the Placement Training Programme document, the visitors also noted some more outdated references to techniques and a "recent" article published in 2007. As such, the visitors were unclear how the process and mechanisms for reviewing the curriculum were robust enough to ensure that the curriculum remains

relevant. At the visit, the programme team stated that some aspects may have been missed when they were updating the documentation but the visitors did not receive sufficient detail as to how the programme would continue to ensure that the curriculum remains up to date going forward. Therefore, the visitors require further evidence of the mechanisms in place to ensure that the curriculum remains relevant to current practice.

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 demonstrate that the programme team has a policy to ensure that external examiners have the appropriate experience and qualifications for this programme and, unless other arrangements are agreed by HCPC, from the relevant part of the Register.

Reason: For this standard, the visitors were given information in the mapping document about the experience, qualifications and registration of the current external examiner for this programme. However, the visitors did not see evidence that the programme team has a documented policy which they use to ensure that there is at least one external examiner who is appropriately experienced and qualified and, unless other arrangements are agreed, from the relevant part of the Register. Therefore, the visitors require evidence of the policy the programme team use for the recruitment of external examiners to determine whether this standard is met.

Recommendations

3.17 Service users and carers must be involved in the programme.

Recommendation: The visitors recommend that the education provider increases and consolidates future service user involvement in this programme.

Reason: Prior to the visit, the visitors reviewed a service user strategy document highlighting service user involvement in the programme. At the visit, the visitors met with a current service user who currently inputs into the development of the programme and the service user and carer strategy. The visitors were therefore satisfied that this standard was met at threshold. The visitors also noted from discussions at the visit that the education provider plans to increase the number of service users and carers and increase the level of involvement in the programme, for example, in the selection and interview process. The visitors would encourage the education provider to document and implement these plans to involve service users further in the programme and to keep service user involvement under review.

Pradeep Agrawal
Robert Keeble
Sophie Gamwell

Visitors' report

| | |
|---|--------------------------------------|
| Name of education provider | St Mary's University |
| Programme name | MSc Physiotherapy (pre-registration) |
| Mode of delivery | Full time accelerated |
| Relevant part of the HCPC Register | Physiotherapist |
| Date of visit | 3 – 4 May 2017 |

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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. We are a statutory regulator and our main aim is to protect the public. We currently regulate 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' 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 22 June 2017 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 6 July 2017. At that meeting, the Committee may accept, reject or vary the visitors' recommended outcomes, including the recommended conditions or recommendations.

If the visitors' recommended outcomes are accepted by the Committee, the visitors have made a recommendation that a further visit is required to enable appropriate scrutiny of the response to the conditions to be undertaken. The visitors consider that the nature of the proposed conditions mean that a further visit would be the most appropriate method of scrutinising any further evidence provided, enabling further discussions to be conducted with key stakeholders of the programme. If the Committee makes the decision to require a further visit, the education provider will need to redraft and resubmit documentation at an appropriate time before the date of the visit. The visit, if required, will be considered the education provider's first attempt to meet any conditions imposed. If, after the further visit, there are any conditions, the education provider will be given a further opportunity to submit documentation in response to those outstanding conditions.

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 event. The education provider reviewed the programme and the professional body considered their accreditation of the 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 the programme and dialogue throughout the visit; this report covers the HCPC's recommendations on the programme only. As an independent regulatory body, the HCPC's recommended outcome is independent and impartial and based solely on the HCPC's standards. A separate report, produced by the education provider and the professional body outlines their decisions on the programme's status.

Visit details

| | |
|---|--|
| Name and role of HCPC visitors | Joanna Jackson (Physiotherapist) Kathryn Campbell (Physiotherapist) Prisha Shah (Lay visitor) |
| HCPC executive officer | Rebecca Stent |
| Proposed student numbers | 30 per cohort, 1 cohort per year |
| Proposed start date of programme approval | September 2017 |
| Chair | Chris Hull (St Mary's University) |
| Secretary | Helen Lofthouse (St Mary's University) |
| Members of the joint panel | Elisabetta Canetta (Internal Panel Member) Melanie Lindley (External Panel Member) Lyndsey Cannon (Student Panel Member) Nina Paterson (Chartered Society of Physiotherapists) Heather Stewart (Chartered Society of Physiotherapists) Helen Ismail (Chartered Society of Physiotherapists) |

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"/> |

The HCPC did not review the external examiner reports prior to the visit as there is currently no external examiner as the programme is new.

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"/> |
| Service users and carers | <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 level 4 sports massage short course, the BSc sports rehabilitation programme and the BSc strength and conditioning programme as the programme seeking approval currently does not have any students enrolled on it. The HCPC also met with prospective placement providers and educators as there are currently no formal arrangements for placements in place.

Recommended outcome

To recommend a programme for approval, the visitors must be satisfied 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 the relevant part of the Register.

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

1. a number of conditions are set on the programme, all of which must be met before the programme can be approved; and
2. that a further visit is required to make an appropriate assessment of the response to the conditions.

Due to the level of evidence required, the visitors also recommend that any further visit would need to focus on all of the SETs. This would include meetings with the programme team, senior team, placement educators, students, service users and carers and a tour of facilities. The Committee is also asked to make a decision on the timescale for any further visit.

The visitors agreed that 16 of the SETs have been met and that conditions should be set on the remaining 42 SETs.

Conditions are requirements that the education provider must meet before the programme can be approved. 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 have also made a recommendation for the programme.

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

Conditions

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.

Condition: The education provider must provide further evidence to demonstrate that the admissions information will give both the applicant and the education provider accurate, clear and consistent information so that they can make an informed choice about whether to take up or make an offer of a place on a programme.

Reason: Prior to the visit, the visitors reviewed the programme website and some e-mails to prospective applicants with limited information regarding the programme. In addition, some of this information was inconsistent with other information the visitors received in the programme specification and the assessment criteria matrix used by the education provider to review an applicant's suitability for the programme. From the information provided, the visitors were unclear about the following:

- professional and academic entry requirements;
- health requirements;
- DBS checks;
- eligibility to apply to the HCPC (once the programme has been approved); and
- any additional costs.

In discussions at the visit, the visitors also heard that the programme team would review each applicant on a case by case basis to assess their suitability using the assessment criteria matrix provided. In addition, the visitors heard that there would sometimes be written tasks as part of the admissions process for certain applicants but the visitors were unsure as to what this task would entail and how this would be a suitable way of determining whether an applicant should be accepted onto the programme. Due to a lack of, or inconsistent, information, the visitors could not see how applicants or the education provider would receive all of the information required in order to make an informed choice about whether to take up or make an offer of a place on a programme. As such, the visitors require further evidence to demonstrate that this standard is met.

2.3 The admissions procedures must apply selection and entry criteria, including criminal convictions checks.

Condition: The education provider must revise the admissions procedures and programme documentation to clearly articulate the procedures for criminal convictions checks for the programme and how applicants will be informed of any associated costs.

Reason: From a review of the documentation provided prior to the visit, the visitors noted in the programme specification that the education provider runs DBS checks as part of the admissions procedures. At the visit, the programme team confirmed that DBS checks will be undertaken and that applicants will pay for them. However, no evidence or information was provided regarding the process. In particular, the visitors did not see any evidence about what would happen if a student declared a criminal conviction or what procedures are in place if placement providers are not willing to offer a student a place after they have been accepted onto the programme. Furthermore, as there is very limited information for applicants, the visitors could not see how applicants would be informed about DBS check requirements, and any associated costs. As such, the visitors require further evidence regarding the DBS process and how applicants are

informed of DBS checks and any associated costs in order to determine whether this standard is met.

2.4 The admissions procedures must apply selection and entry criteria, including compliance with any health requirements.

Condition: The education provider must demonstrate how the admissions procedures apply selection and entry criteria, including compliance with any health requirements and how students are informed of them.

Reason: From a review of the documentation provided prior to the visit, the visitors noted in the programme specification that the education provider requires all students “to show a completed Hepatitis B vaccination prior to starting the placement.” However, in a meeting with prospective placement providers and educators, from both the NHS and independent sector, the visitors learnt that these providers would expect the student to comply with additional Department of Health requirements in order to undertake placements. As such, the visitors could not see how the current requirements are appropriate for the programme and how applicants would be informed of any necessary health requirements in order to undertake the programme. Therefore, the visitors require further information regarding the health requirements for the programme, how these are appropriate and how applicants are informed of them.

2.5 The admissions procedures must apply selection and entry criteria, including appropriate academic and / or professional entry standards.

Condition: The education provider must revisit the academic and professional entry standards to ensure they are appropriate to the programme, clear and consistent, and accurately reflected in the documentation.

Reason: From a review of the documentation prior to the visit, the visitors noted that there were differing selection and entry criteria throughout. For example, the visitors noted differences in e-mails to potential applicants, the programme specification and in the admissions criteria matrix used by the education provider to make a decision about accepting applicants onto the programme. As such, the visitors were unclear what the academic and professional entry standards for this programme are, and therefore whether or how they are appropriate to the level and content of this programme. Therefore, the education provider must provide further evidence to demonstrate that the academic and professional entry standards are appropriate to the programme, clear and consistent as well as accurately reflected in the documentation.

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

Condition: The education provider must demonstrate that the programme has a secure place in the education provider’s business plan.

Reason: From documentation provided prior to the visit, the visitors learnt that the education provider would be accepting self-funding students on this programme. In discussions with the senior team, the visitors heard that the education provider has a budget for the programme but that they would only invest in the programme once they have students in place. However, the visitors did not see any plan of investment in terms of staffing and resources for the proposed number of 20 students per year. It was

also unclear how the education provider would mitigate any risks; for example, if they were unable to recruit specialist staff or enough students to be able to invest in the programme. As such, the visitors could not discern how the education provider will ensure that the programme has, and will continue to have, a secure plan in the education provider's business plan and therefore require further evidence that this standard is met.

3.2 The programme must be effectively managed.

Condition: The education provider must provide further evidence to clearly articulate areas of responsibility across all areas of the programme, to demonstrate that the programme is effectively managed.

Reason: From the documentation provided, the visitors were unable to see how this programme will be managed in relation to the management structure and roles and lines of responsibility both at the academic and placement setting. In addition, in discussions at the visit, the visitors noted that there is currently no programme leader in place and that additional staff members still need to be recruited. Furthermore, the practice placement providers and educators did not seem to have any information regarding their lines of responsibility and how any information at placement would feed back to the education provider, for example, in relation to student progression and achievement. As such, the visitors could not see how this programme will be effectively managed and require further evidence that this standard is met.

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

Condition: The education provider must ensure that there is a named person who has overall professional responsibility for the programme, and demonstrate that they are appropriately qualified and experienced and, unless other arrangements are agreed, from the relevant part of the Register.

Reason: In documentation provided prior to the visit, the visitors noted the following statement on page 66 of the validation document: "The proposed Programme Director is Anthony Goff." At the visit, the visitors learnt that there is not currently a programme leader in place for this programme and that the education provider does not intend to recruit a programme leader until the programme is approved. The visitors noted from discussions with the senior team that there is a job description for this role which they did not see in the documentation or at the visit. However, the programme cannot be approved until a programme leader has been recruited. As such, the visitors require further evidence that there is a programme leader in place who is appropriately qualified and experienced and, unless other arrangements are agreed, on the relevant part of the Register.

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

Condition: The education provider must demonstrate that there will be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Reason: From a review of the staff curriculum vitae, the visitors noted that the existing programme team has various other teaching commitments and responsibilities in relation to other programmes at the education provider. The visitors were unclear from discussions at the visit how the current programme team would have sufficient capacity in order to deliver this programme. The education provider noted that additional staff would be recruited once the programme is approved. However, the visitors did not receive any evidence or information regarding this recruitment. For example, no recruitment strategy, timelines or contingency plans were provided, in order to assure the visitors that there will be an adequate number of appropriately qualified and experienced staff in place for the start date of the programme. As such, the visitors require further evidence, that this standard is met.

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

Condition: The education provider must demonstrate that there will be staff with relevant specialist expertise and knowledge to teach specialisms on the programme.

Reason: From a review of the staff curriculum vitae and documentation, the visitors noted that there were currently no members of staff to teach specialisms such as mental health and cardio respiratory. At the visit, the senior team told the visitors that additional specialist staff will be recruited. However, the visitors did not receive any information regarding this recruitment. For example, no recruitment strategy, timelines or job descriptions and person specifications which would be utilised to recruit appropriate staff were provided. As such, the visitors could not be assured that all subject areas will be taught by staff with relevant specialist expertise and knowledge and, therefore, require additional evidence to demonstrate that this standard is met.

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

Condition: The programme team must revisit programme documentation to ensure the terminology in use is reflective of the current terminology used in relation to statutory regulation and the HCPC.

Reason: The visitors noted that the programme documentation submitted by the education provider contained inaccuracies in relation to HCPC regulation. For example, there are several references throughout to HCPC as a “professional body”, plus several other issues with terminology. Therefore, the visitors require the education provider to revisit the programme documentation to ensure that it is accurate and reflective of the current terminology used in relation to statutory regulation and the HCPC, so that the resources to support student learning in all settings will be effectively used.

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 demonstrate that the resources to support student learning in practical sessions at the academic setting will effectively support the required learning and teaching activities of the programme.

Reason: From a tour of the resources and facilities, and in discussions with the programme team, the visitors were unclear about the full range of resources that would be available for this programme in order to support the required learning and teaching activities of the programme. The visitors received a list of some resources at the visit which will be purchased for the programme. However, the visitors could not see how there would be appropriate resources to deliver practical sessions in relation to certain conditions. For example, the visitors could not see any respiratory resources for teaching students about respiratory conditions. As such, the visitors require further evidence and information regarding the resources which will be available to support student learning in practical sessions at the academic setting in order to support the required learning and teaching activities of 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 demonstrate that the resources to support student learning will effectively support the required learning and teaching activities of the programme at placement.

Reason: From documentation provided prior to the visit, the visitors were unclear about how the education provider will ensure that the resources at placement will effectively support the required learning and teaching activities of the programme. Furthermore, it was clear from discussions at the visit that there were no agreements in place with placement providers and so the visitors were unable to ascertain from the providers as to whether there were appropriate resources at placement. As such, the visitors could not be assured that the resources at the placement setting would effectively support the required and learning teaching activities of the programme at placement and require further evidence that this standard is met.

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

Condition: The education provider must demonstrate that the learning resources, including IT facilities, will be appropriate to the curriculum and readily available to students and staff.

Reason: Due to limited information received about the curriculum and its delivery, the visitors were unable to determine whether the learning resources would be appropriate to the curriculum or whether there would be enough resources in place for students and staff. In discussions at the visit, it was also unclear whether students would be able to access appropriate learning resources on placement, including IT facilities. As such, the visitors require further evidence that the learning resources, including IT facilities, will be appropriate to the curriculum and readily available to students and staff.

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 further evidence to demonstrate that, where students participate as service users in practical and clinical teaching, appropriate protocols will be used to obtain their consent and that, if they do opt out, it will not impact on their learning.

Reason: For this standard, the visitors were referred to a consent form which students sign to confirm that they give their consent to take part in practical sessions. However, the visitors were unclear about when this form is given to students and how students would be informed throughout the programme as to when this form applies. Furthermore, the visitors noted the following statement on the form: "I accept that if I am not fully able to participate in all sessions, this may affect my ability to demonstrate achievement of the learning outcomes which may affect my capacity to pass assessments". The visitors noted that consent could not be given if opting out of sessions impacts on a student's ability to successfully complete the programme, as students may feel obliged to complete the form to progress through the programme, even if they are uncomfortable in particular situations. Therefore, the visitors require further evidence that there are systems in place for gaining students' consent throughout the programme and that they are clear that they are able to opt out without this impacting on their learning.

3.17 Service users and carers must be involved in the programme.

Condition: The education provider must demonstrate that there is a clear policy for service user and carer involvement on this programme, that service users and carers will be supported in their role and that this involvement is appropriate to the programme.

Reason: The visitors noted from the validation document that service users may be involved in selection and teaching on the programme. In a meeting with the service users and carers, the visitors heard that service users thought they may be involved in selection and teaching but there had been no formal discussion about this. In addition, there was no detail provided by the programme team as to how this involvement would be appropriate or whether service users would definitely be involved in these areas. There was also no evidence provided about how service users and carers would be supported in their role or how they would continue to be recruited for the programme in order for the involvement to be sustainable. As such, the visitors could not determine whether service users would be involved in the programme, how they would be supported, or whether this involvement would be appropriate and sustainable. Therefore, the visitors require further evidence about the plans for service user and carer involvement to demonstrate that this standard is met.

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.

Condition: The education provider must demonstrate how the learning outcomes of the programme ensure that students who successfully complete the programme can meet every standard of proficiency for physiotherapists.

Reason: The visitors noted that in the programme documentation provided prior to, and at, the visit there was no detailed description of the curriculum or how the teaching and learning was to be delivered. In addition, the visitors could not see how the learning outcomes of the programme define what the programme team understands of the standards of proficiency (SOPs) as some of the HCPC SOPs are echoed in the wording of the learning outcome. The standards of proficiency are designed to be responsive to changing environments, evolving understanding and improvements in technology, and therefore we expect programmes to be clear about how they deliver each standard relevant to current professional expectations. The visitors were therefore unclear about how the education provider clearly articulates what students will learn on this

programme and why this will allow them to meet the SOPs. Furthermore, the visitors could not see how certain practical SOPs could be linked to a learning outcome in a theoretical module. As such, the visitors could not see how the programme ensures, through the delivery of the curriculum, that those who successfully complete the programme are able to meet the standards of proficiency for physiotherapists. The visitors therefore require detailed documentation, such as a teaching and learning strategy and revision of the learning outcomes and curriculum content, to articulate how the learning outcomes ensure that students who successfully complete the programme meet the SOPs for physiotherapists.

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 articulate how the curriculum reflects the philosophy, core values, skills and knowledge base as articulated in the Chartered Society of Physiotherapy curriculum guidance.

Reason: In discussions with the programme team at the visit, the education provider told the visitors that they had reflected the Chartered Society of Physiotherapy (CSP) guidance in the curriculum. The visitors noted that in the programme documentation provided prior to, and at, the visit there was no detailed description of the curriculum or how the teaching and learning was to be delivered. The visitors could also not see how the learning outcomes of the programme define what the programme team understands of the SOPs, as noted in the condition for SET 4.1. As a consequence, the visitors could not determine if the programme's teaching and learning strategy is reflective of relevant curriculum guidance, such as the CSP guidance. The visitors therefore require detailed documentation, such as a teaching and learning strategy and revision of the learning outcomes and curriculum content, to articulate how the learning outcomes reflect the philosophy, core values, skills and knowledge base as articulated in any relevant curriculum guidance.

4.3 Integration of theory and practice must be central to the curriculum.

Condition: The education provider must demonstrate how integration of theory and practice will be central to the curriculum.

Reason: From the documentation provided prior to the visit, the visitors noted that the theoretical aspect of the programme will be delivered in year one via blended learning (a combination of face-to-face and online learning) and that all placements will take place in the second year of the programme. The visitors were unclear from discussions at the visit as to how this structure would allow students to be able to practise what they have learnt in the theoretical element of the programme, or how placement experience would feed back into the theoretical aspect of the programme. As such, the visitors require further evidence to demonstrate that the integration of theory and practice will be central to the curriculum.

4.4 The curriculum must remain relevant to current practice.

Condition: The education provider must articulate how it will ensure that the curriculum continues to react to changes in the professional environment to ensure that it remains relevant to current practice.

Reason: The visitors were referred to specific learning outcomes in one of the modules to evidence how this standard is met. This standard is intended to ensure that the education provider has policies in place to ensure that the curriculum is kept up to date, so this information did not satisfy the visitors that this standard was met. In discussion with the programme team, practice placement educators and providers, and service users and carers at the visit, the visitors did not receive any information as to how stakeholders had been involved, or would be involved, in the development of this programme and how the curriculum would remain relevant to current practice. Therefore, the visitors require further evidence to demonstrate how the curriculum will react to changes in the professional environment to ensure that it remains relevant to current practice.

4.5 The curriculum must make sure that students understand the implications of the HCPC's standards of conduct, performance and ethics.

Condition: The education provider must ensure that the curriculum ensures that students understand the implications of the HCPC's standards of conduct, performance and ethics.

Reason: The visitors noted that in the programme documentation provided prior to, and at, the visit there was no detailed description of the curriculum or how the teaching and learning was to be delivered. For this standard, the visitors were directed to one learning outcome in one module where students learn about the standards of conduct, performance and ethics. However, as there was limited detail provided in relation to the curriculum as a whole, the visitors could not see how this topic is taught and met throughout the programme, and therefore how students would understand the implications of the standards of conduct performance and ethics on their practice. As such, the visitors require further evidence that this standard is met.

4.6 The delivery of the programme must support and develop autonomous and reflective thinking.

Condition: The education provider must demonstrate how the curriculum supports and encourages students to develop autonomous and reflective thinking.

Reason: The visitors noted that in the programme documentation provided prior to, and at, the visit there was no detailed description of the curriculum or how the teaching and learning was to be delivered. For this standard, the visitors were referred to some learning outcomes in the module descriptors. However, as there was limited detail provided in relation to the curriculum as a whole, the visitors were unable to make a judgement as to whether the delivery of the programme supports and develops autonomous and reflective thinking. As such, the visitors require further evidence to demonstrate that this standard is met.

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

Condition: The education provider must ensure that the curriculum encourages students to use evidence based practice.

Reason: The visitors noted that in the programme documentation provided prior to, and at, the visit there was no detailed description of the curriculum or how the teaching and

learning was to be delivered. For this standard, the visitors were referred to some learning outcomes in the module descriptors. However, as there was limited detail provided in relation to the curriculum as a whole, the visitors were unable to make a judgement as to whether the delivery of the programme encourages evidence based practice. As such, the visitors require further evidence to demonstrate that this standard is met.

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 ensure that the range of teaching approaches used are appropriate to the effective delivery of the curriculum.

Reason: The visitors noted that in the programme documentation provided prior to, and at, the visit there was no detailed description of the curriculum or how the teaching and learning was to be delivered. From a review of the documentation prior to the visit, the visitors noted that there were also standardised hours for the same learning and teaching approaches across all modules. In a meeting with the programme team, the visitors learnt that this would be flexible depending on the module and that the standardised information across all modules was an error in the documentation. As such, the visitors were unable to determine whether the range of learning and teaching approaches were appropriate to the effective delivery of the curriculum and require further evidence that this standard is met.

5.1 Practice placements must be integral to the programme.

Condition: The education provider must provide evidence to demonstrate that practice placements will be integral to the programme.

Reason: Prior to the visit, the visitors did not receive any evidence to demonstrate that there are confirmed placement providers with a formal commitment to provide placements for this programme. At the visit, the visitors heard that some placement providers may also struggle to provide the number of placements required for this programme. In order to be satisfied that this standard is met, the visitors require formal placement arrangements to be in place. Due to the lack of information and evidence regarding the formal commitment of placement providers to provide placements, the visitors could not be assured that there would be sufficient capacity for all students to undertake placements on this programme. As such, the visitors require evidence that practice placements will be integral to the programme in order for this standard to be met.

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.

Condition: The education provider must provide evidence to demonstrate that the number, duration and range of practice placements will be appropriate to support the delivery of the programme and the achievement of the learning outcomes.

Reason: The visitors understood from the documentation provided prior the visit that “students will complete five placements during their second year; each of these placements will be six weeks in duration” and that these would be in “acute and

community settings.” At the visit, the programme team also referred to one long placement in the second year. However, the visitors did not receive any reasoning to demonstrate how this single placement is appropriate to support the integration of theory and practice, as detailed under SET 4.3, and they were also unclear as to what the placement structure would be from this conflicting information. Due to the lack of evidence for the integration of theory and practice with one long placement, the visitors could not determine whether the number and duration of practice placements that would be available for students would be appropriate to support the delivery of the programme and the achievement of the learning outcomes. Furthermore, the visitors were unclear about the education provider’s plans for the range of placements that students will have to undertake on this programme and whether they would undertake several placements or one long placement. As such, the visitors require further evidence and information regarding the structure and range of practice placements for this programme in order to determine whether they will be appropriate to support the delivery of the programme and the achievement of the learning outcomes.

5.3 The practice placement settings must provide a safe and supportive environment.

Condition: The education provider must provide further evidence to demonstrate how the system for approving all practice placements on this programme will ensure that the practice placement settings provide a safe and supportive environment.

Reason: From a review of the placement handbook, the visitors noted that the education provider would be using their own system and forms to approve and monitor practice placements. However, at the visit, the visitors were informed that they would be using another system, the Physiotherapy Placement and Management System (PPIMS). At the visit, the visitors heard how there would also be a new role recruited in order to manage placements in addition to an existing placement administrator. From these discussions, the visitors were unclear as to how the education provider would use this new system to approve and monitor placements, who would be responsible for approving and monitoring placements, and how the placement administrator and the new role to be recruited would assist in managing placements. As the visitors were unclear about the system being utilised to approve and monitor placements and the role of the education provider in this system, the visitors were unclear about how the education provider would ensure that the practice placement settings will provide a safe and supportive environment for students. As such, the visitors require further evidence regarding the approval and monitoring of placements and how this system will ensure that the placement setting has a safe and supportive environment.

5.4 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

Condition: The education provider must provide further evidence to demonstrate that there is a thorough and effective system in place for approving and monitoring all placements.

Reason: From a review of the placement handbook, the visitors noted that the education provider would be using their own system and forms to approve and monitor practice placements. However, at the visit, the visitors were informed that they would be using another system, the Physiotherapy Placement and Management System (PPIMS). At the visit, the visitors heard how there would also be new roles recruited in

order to manage placements. From these discussions, the visitors were unclear as to how the education provider would use this new system to approve and monitor placements, who would be responsible for approving and monitoring placements, and how these new roles to be recruited would assist in managing placements. As such, the visitors require further evidence that the education provider will have a thorough and effective system for approving and monitoring all placements.

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 demonstrate how they will ensure that there are equality and diversity policies at placement, including how these will be implemented and monitored.

Reason: From a review of the documentation, the visitors noted that the education provider would use their own checklist to ensure that placements have an equality and diversity policy in place. However, at the visit, the visitors were informed that the education provider would be using another system, the Physiotherapy Placement and Management System (PPIMS). The visitors were unclear about how this system will be used to approve and monitor placements and whether the checklist in the documentation would still be utilised. As such, the visitors could not determine how the education provider will ensure that placement providers will have equality and diversity policies in place, and how they will ensure that these are also implemented and monitored by the placement provider. Therefore, the visitors require further evidence regarding the approval and monitoring of placements and how this system will ensure that placement providers have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

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

Condition: The education provider must demonstrate that there is an adequate number of appropriately qualified and experienced staff at the practice placement setting.

Reason: From a review of the placement handbook, the visitors noted that the education provider would be using their own system to approve and monitor practice placements. However, at the visit, the visitors were informed that they would be using another system, the Physiotherapy Placement and Management System (PPIMS). From discussions at the visit and the evidence provided, the visitors could not determine how the PPIMS system will be used to approve and monitor placements, or to ensure that there will be an adequate number of appropriately qualified and experience staff at placement. As such, the visitors require further evidence to demonstrate how the approval and monitoring system of placements will ensure that there will be an adequate number of appropriately qualified and experienced staff at the practice placement setting.

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

Condition: The education provider must demonstrate that practice placement educators will have the relevant knowledge, skills and experience.

Reason: From a review of the placement handbook, the visitors noted that the education provider would be using their own system to approve and monitor practice placements. However, at the visit, the visitors were informed that they would be using another system, Physiotherapy Placement and Management System (PPIMS). From discussions at the visit and the evidence provided, the visitors could not determine how the PPIMS system will be used to approve and monitor placements, or to ensure that practice educators will have relevant knowledge, skills and experience. As such, the visitors require further evidence to demonstrate how the approval and monitoring system of placements will ensure that practice placement educators will have relevant knowledge, skills and experience.

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

Condition: The education provider must provide evidence in relation to the content and learning objectives of initial and refresher practice placement educator training, and demonstrate that this will enable practice placement educators to support students on this programme.

Reason: Prior to the visit, the visitors noted from the placement handbook that placement practice educators would receive “appropriate support and training” but no detail was provided about this training in terms of the learning objectives and content, or how uptake of the training will be ensured. The visitors also noted, from discussions at the visit, that potential practice placement educators were unaware of what training would entail, and from discussions with the programme team, there did not seem to be a clear plan in place. As such, the visitors were unable to determine whether practice placement educators will undertake initial and refresher training for this programme, or whether any training will enable them to support students on this programme. Therefore, the visitors require further evidence and information regarding the content and learning objectives of this training, how it is appropriate for the supervision of students on this programme, and how the education provider will ensure uptake of this training.

5.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.

Condition: The education provider must demonstrate how practice placement educators will be appropriately registered, or agree other arrangements with the HCPC.

Reason: From a review of the placement handbook, the visitors noted that practice educators will be “experienced physiotherapists”, however, there is also a statement to say that practice educators would be an “appropriately qualified health care professional.” The visitors also noted that the education provider would be using their own system to approve and monitor practice placements. However, at the visit, the visitors were informed that they would be using another system, Physiotherapy

Placement and Management System (PPIMS). From discussions at the visit and from the evidence provided, the visitors could not determine how the PPIMS system will be used to approve and monitor placements, or to ensure that practice placement educators will be appropriately registered. Due to the conflicting statements in the placement handbook, the visitors were also unclear as to what the education provider would define as 'appropriate' registration. As such, the visitors require further evidence to demonstrate how the approval and monitoring system of placements will ensure that practice placement educators will be appropriately registered, unless other arrangements are agreed.

5.10 There must be regular and effective collaboration between the education provider and the practice placement provider.

Condition: The education provider must provide evidence to demonstrate that there will be regular and effective collaboration between the education provider and the practice placement provider.

Reason: Prior to the visit, the visitors were referred to the placement handbook and programme specification. They noted from this documentation that there would be "emails, phone calls, skype calls and visits" (Placement Practice Handbook, page 16). At the visit, the visitors noted that there had only been a few informal conversations with potential placement providers and that there was no formal plan in place as to how they would input into the programme going forward. From these discussions and the limited evidence provided, the visitors could not ascertain how regular or effective the collaboration would be between the education provider and the practice placement provider, or how the education provider would ensure this collaboration would be embedded into the programme. As such, the visitors require further evidence to demonstrate that this standard is met.

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:

- **the learning outcomes to be achieved;**
- **the timings and the duration of any placement experience and associated records to be maintained;**
- **expectations of professional conduct;**
- **the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and**
- **communication and lines of responsibility.**

Condition: The education provider must demonstrate how students, practice placement providers and practice placement educators will be fully prepared for placement.

Reason: For this standard, the visitors reviewed the placement handbook which contained some information about placements intended to prepare various groups for placement. However, the visitors noted that there were also some conflicting statements in the handbook; for example, in relation to public liability insurance required for students. From discussions with prospective practice placement providers and educators, the visitors were not convinced that they understood what would be required of them at placement, particularly in relation to assessment procedures. Furthermore, the visitors noted that there was insufficient detail in the documentation for these practice placement providers and educators to prepare fully for placement. The visitors

could also not see, from the limited information they received about the delivery of the programme, as to how students would be sufficiently prepared in terms of practical skills and other relevant training, such as safe-guarding training, in order to undertake placements. As such, the visitors require further evidence as to how students, practice placement providers and educators will be fully prepared for placement and given consistent and accurate documentary information, in order to determine whether this standard is met.

5.12 Learning, teaching and supervision must encourage safe and effective practice, independent learning and professional conduct.

Condition: The education provider must demonstrate how the programme prepares students for independent learning, safe and effective practice, and professional conduct on placement.

Reason: From the documentation provided and discussions at the visit, the visitors could not see, from the limited information they received about the delivery of the programme, how students would be sufficiently prepared for placement. In particular, the visitors could not see how students would be prepared in terms of practical skills and other relevant training, such as safe-guarding training and infection control, in order to be safe, effective and independent learners on placement. Therefore, the visitors require further evidence to demonstrate that learning, teaching and supervision will encourage safe and effective practice, independent learning and professional conduct.

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 demonstrate how the learning outcomes will be assessed to ensure that students who successfully complete the programme will meet every standard of proficiency for physiotherapists.

Reason: The visitors noted that in the programme documentation provided prior to, and at, the visit there was no detailed description of the curriculum or how the teaching and learning was to be assessed. Furthermore, the visitors received contradictory information in the documentation as to how placement competencies would be assessed. In addition to the placement handbook, the visitors also received a Physiotherapy Placement and Management System (PPIMS) form - a standardised assessment form used by other education providers in London and the South East - for assessment of students on placement. This PPIMS form also did not reflect the learning outcomes indicated in the programme's module descriptors. As a consequence, due to contradictory and limited information, the visitors were unclear as to how all of the learning outcomes were being assessed in the academic setting and on placement to ensure that students who successfully complete the programme will meet every standard of proficiency for physiotherapists.

6.2 All assessments must provide a rigorous and effective process by which compliance with external-reference frameworks can be measured.

Condition: The education provider is required to provide further evidence to demonstrate that all assessments provide a rigorous and effective process by which compliance with external-reference frameworks can be measured.

Reason: For this standard, the visitors were referred to a section in the validation document which states that the programme “has been mapped to Level 7 on the framework” and that “these skills and outcomes can be seen across all modules in the programme in the learning outcomes.” However, from a review of the modules and the learning outcomes, the visitors noted that many of the learning outcomes do not match the Higher Education Frameworks for level 7 (Masters level). As such, the visitors were unable to determine how all assessments were at an appropriate level for this programme. Therefore, the visitors require further evidence to demonstrate that all assessments provide a rigorous and effective process by which compliance with external-reference frameworks can be measured.

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

Condition: The education provider must articulate how the assessment strategy ensures that aspects of professional practice are integral to the successful completion of the programme.

Reason: The visitors noted that in the programme documentation provided prior to, and at, the visit there was no detailed description of the curriculum or how the teaching and learning was to be assessed. Furthermore, the visitors received contradictory information in the documentation as to how placement competencies would be assessed. In addition to the placement handbook, the visitors also received a Physiotherapy Placement and Management System (PPIMS) form - a standardised assessment form used by other education providers in London and the South East - for assessment of students on placement. This form did not reflect the learning outcomes indicated in the programme’s module descriptors. As a consequence, due to contradictory and limited information, the visitors were unclear as to how the assessment procedures would ensure that professional aspects of practice will be integral to the successful completion of the programme. The visitors therefore require evidence to demonstrate that this standard is met.

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

Condition: The education provider must demonstrate that the assessment methods employed measure the learning outcomes and ensure that students who successfully complete the programme can practise safely and effectively.

Reason: From a review of the programme documentation, the visitors were unable to see how the education provider is applying appropriate assessment methods for many of the learning outcomes, and therefore how they would ensure that students would be able to practise safely and effectively on completion of the programme. For example, they could not see how certain practical learning outcomes could be assessed via a written assessment. The visitors could therefore not see how all assessment methods are appropriate to measure the learning outcomes. As such, the visitors require further evidence that assessment methods will be employed that measure the learning outcomes.

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

Condition: The education provider must demonstrate how the measurement of student performance is objective and ensures fitness to practise at placement.

Reason: From the documentation and discussions at the visit, the visitors were unclear about the roles and responsibilities of the practice placement educators in relation to the assessment of students at placement. In addition, the visitors were unclear about how practice placement educators will be trained and fully prepared for any assessment of students. Therefore, the visitors were unable to determine who is responsible for the measurement of student performance and how practice educators will be trained in relation to assessment procedures so that they are objective and ensure fitness to practise. As such, the visitors require further evidence to demonstrate how the education provider will ensure that the measurement of student performance is objective and ensures fitness to practise at placement.

6.6 There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment.

Condition: The education provider must demonstrate how there are effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment at placement.

Reason: From a review of the documentation provided prior to the visit, the visitors noted that students will be required to complete an e-portfolio while on placement. At the visit, the visitors heard that this would be marked by the education provider and that there was a moderation system in place for this. However, in discussions with prospective practice educators, there was uncertainty around practice educators' access and involvement in this e-portfolio as there have been no formal discussions or training put in place around roles and responsibilities in relation to assessment at placement. The visitors also noted that the monitoring and evaluation mechanisms in place for assessment at placement were not clearly documented. As such, the visitors require further evidence there will be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment at the placement setting.

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

Condition: The education provider must clearly specify the requirements for student progression and achievement within the programme and ensure that students are clear about what is expected of them at each stage of the programme.

Reason: From the documentation provided prior to the visit, the visitors were unclear as to whether students need to pass each module at 50 per cent or whether they need to pass each element of the module at 50 per cent. In the programme team meeting, the visitors learnt that students will have to pass each assessment in order to progress and successfully complete the programme. However, the visitors could not see how students would be clear about this from the documentation provided. As such, the visitors require further evidence to demonstrate that the assessment regulations clearly specify requirements for student progression and achievement within 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 education provider must provide evidence to demonstrate that, if there will be an aegrotat award for this programme, the assessment regulations clearly specify the requirements for an aegrotat award not to provide eligibility for admission to the Register.

Reason: From a review of the documentation prior to the visit, the visitors did not see any reference to an aegrotat award in the assessment regulations for this programme. In discussions at the visit, it was unclear whether an aegrotat award would be given for this programme. Therefore, the visitors require evidence which clarifies whether aegrotat awards are given for this programme and, where they are given, that it is clearly communicated to students and staff that students who are awarded an aegrotat award are not eligible to apply for registration with the HCPC.

Recommendations

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.

Recommendation: The education provider should consider that, if the programme makes optional fortnightly practical sessions mandatory, the attendance requirements are amended in the documentation for students.

Reason: At the visit, the visitors noted that there would be fortnightly optional Wednesday afternoon sessions for students to acquire additional support and practice of practical skills. The programme team stated that they may make these sessions compulsory in the future so that students are fully prepared for placement in relation to their practical skills. If this happens, then the education provider should review the documentation for students to ensure that they are informed of all attendance requirements for the programme.

Joanna Jackson
Kathryn Campbell
Prisha Shah

Visitors' report

| | |
|---|--|
| Name of education provider | Teesside University |
| Programme name | BSc (Hons) Operating Department Practice Studies |
| Mode of delivery | Full time |
| Relevant part of the HCPC Register | Operating Department Practitioner |
| Date of visit | 27 – 28 April 2017 |

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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. We are a statutory regulator and our main aim is to protect the public. We currently regulate 16 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'operating department practitioner' 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 23 June 2017 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 6 July 2017. At this meeting, the Committee will accept, reject or vary the visitors' recommended outcome. 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 7 July 2017. 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 24 August 2017.

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 event. The education provider validated the programme. The education provider 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 the programme and dialogue throughout the visit; this report covers the HCPC's recommendations on the programme only. As an independent regulatory body, the HCPC's recommended outcome is independent and impartial and based solely on the HCPC's standards. A separate report, produced by the education provider, outlines their decisions on the programme's status.

Visit details

| | |
|---|--|
| Name and role of HCPC visitors | David Bevan (Operating department practitioner) Nick Clark (Operating department practitioner) Joanne Watchman (Lay visitor) |
| HCPC executive officer (in attendance) | Tamara Wasylec |
| Proposed student numbers | 50 per cohort, 2 cohorts per year |
| Proposed start date of programme approval | 11 September 2017 |
| Chair | Alison Johnson (Teesside University) |
| Secretary | Steven Gibson (Teesside University) |
| Members of the joint panel | Paul Taylor (Internal Panel Member) Fiona Terry (Internal Panel Member) Helen Page (Internal Panel Member) Aileen Monkhouse (Internal Panel Member) Denise Walker (External panel Member) Maureen Theakston (External panel Member) Clare Allen-Mulroy (Service User and Carer representative) |

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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

The HCPC reviewed external examiner reports for the Dip HE Operating department practice studies programme.

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"/> |
| Service users and carers | <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 (e.g. specialist laboratories and teaching rooms) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

The HCPC met with students from the DipHE Operating Department Practice programme, 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 satisfied 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 the relevant 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 53 of the SETs have been met and that conditions should be set on the remaining five SETs.

Conditions are requirements that the education provider must meet before the programme can be approved. 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 have also made a recommendation for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme can be approved. Recommendations are made to encourage further enhancements to the programme, normally 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 evidence which demonstrates how they ensure an adequate number of staff will be in place to deliver this programme.

Reason: From discussion with the programme team at the visit, the visitors heard that there is enough staff to support two cohorts per year with a cohort size of 36 students. However, the education provider is seeking approval for the programme based on a cohort size of 50 students. The programme team identified the need for more staff to support the programme for the number of students on the programme. As such, the visitors cannot see how there is a sufficient number of suitably qualified and experienced staff in place to deliver an effective programme. Therefore the visitors require further evidence to demonstrate that the education provider has a clear timeline and plan for the implementation of a recruitment strategy which ensure that an adequate number of staff will be in place to deliver this programme in time for the first intake.

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

Condition: The education provider must demonstrate that they will have physical resources in place to support student learning before the planned start date for the programme, and that these resources will be effectively used by the programme.

Reason: On the tour of the skills lab the visitors saw how the education provider could sufficiently support the learning of two cohorts of 36 students using the skills lab for learning activities. However, the education provider confirmed that they would be seeking approval for two cohorts of 50 students and the visitors could not see how the education provider could ensure that the skill labs could support the learning of that number of students. The visitors heard that the education provider also intends to recruit further numbers above the 100 students per year noted through this report, as the programme develops. From the evidence provided, the visitors could not see how the skills lab would be effectively used to support the learning of the students on this programme. As such, the visitors require further evidence to show how the education provider intends to support student learning for the proposed number of students where learning takes place in a skills lab environment.

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.

Condition: The education provider must clarify the attendance requirements students must meet, the associated monitoring mechanisms, and the consequences for students who do not attend mandatory elements of the programme.

Reason: In review of the documentation the visitors noted that the attendance requirement for students on the programme is 100 per cent. However in discussion with the programme team the visitors heard that 100 per cent is not the attendance requirement across the programme. The visitors were unclear what the attendance

requirement is, as such they could not determine whether the requirement is reasonable or how it is monitored to ensure that students meet it. Furthermore, in the student meeting the student stated that they are allowed two weeks off if they are too sick to attend the programme. The programme team clarified that mandatory completion of all modules is required but they acknowledged that this does not equate to a 100 per cent attendance requirement. Additionally the visitors could not see, from the evidence provided, the consequences for students who do not achieve the attendance requirement. As such, the education provider is required to provide further evidence which clearly articulates the attendance requirements to students, including how this is monitored and the consequences for students who do not fulfil the attendance requirement.

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

Condition: The education provider must demonstrate an effective system for ensuring that practice placement educators undertake appropriate practice placement educator training at appropriate intervals.

Reason: From the information provided prior to the visit, the visitors noted that practice placement educators attend a mentor workshop every two years. However, in discussion with the programme team the visitors could not determine the content of the mentor workshops or how the education provider ensures that this training is appropriate and relevant for this programme. Furthermore, in discussion with the programme team the visitors could not determine the formalised process, by which the education provider satisfies themselves, that practice placement educators who work on their programme have attended the relevant training at the appropriate intervals. In discussion with the practice placement training the visitors noted that the practice placement providers maintain records of staff who have attended training. However the visitors could not see the process the education provider follows to ensure that they have this information and in turn can be certain that practice placement educators have attended the training. As such the visitors require evidence of a rationale detailing how the practice placement educator training is relevant for this programme. Furthermore, the visitors require evidence demonstrating the formal processes in place, which ensure that the education provider can satisfy themselves that all practice placement educators have undertaken the relevant training at the appropriate intervals.

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 to demonstrate the requirements for student progression and achievement.

Reason: From a review of page 43 of the module document, the visitors understood that the pass mark required for component 1 of the perioperative pharmacology module is 40 per cent. However in discussion with the programme team the visitors heard that the pass mark should read 60 per cent instead. Furthermore in the 'Programme Approval Documentation', on page 17 the visitors noted that the same module has a variance for a high pass mark of 80 per cent. The visitors were clear that students are required to pass this module but they could not determine what the required pass marks are for the individual components and the module as a whole. As such the visitors

require further evidence which clarifies the pass mark for this module and for the components contained within the module and the rationale for that pass mark.

6.8 Assessment regulations, or other relevant policies, must clearly specify requirements for approved programmes being the only programmes which contain any reference to an HCPC protected title or part of the Register in their named award.

Condition: The education provider must revisit the programme documentation to clearly articulate that any step off awards from this programme do not confer eligibility to apply for registration with the HCPC.

Reason: From a review of the documentation the visitors noted that the education provider currently has a HCPC approved DipHE Operating Department Practice programme, However, from the documentation provided, they were unclear whether it would become a step off award for the programme. In discussion with the programme team, the visitors heard that the DipHE Operating Department Practice programme is no longer recruiting students for academic year beginning 2017 and is to be phased out following the last intake. The visitors also noted that there is to be no step off award accessible to students on this programme. As such the visitors require the education provider to revisit the programme documentation to ensure that it clearly states that there are no step off awards available to students on this programme.

Recommendations

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:

- **the learning outcomes to be achieved;**
- **the timings and the duration of any placement experience and associated records to be maintained;**
- **expectations of professional conduct;**
- **the assessment procedures including the implications of, and any action to be taken in the case of, failure to progress; and**
- **communication and lines of responsibility.**

Recommendation: The education provider should consider reviewing the wording used in the mentorship guide to eliminate possible misinterpretation.

Reason: In discussions with the programme team, the visitors noted that the programme team would ideally prefer ODP practice placement educators to allocate mentors and to allow them protected time for 40 per cent of the assessment period, but it would not be an expectation. However on page 3 of the mentorships guide, it states that mentors will be required to have that amount of protected time. As such, the visitors recommend that the education provider consider rewording this document to eliminate any misinterpretation of the roles and responsibilities of practice placement educators and mentors. Thus ensuring practice placement educator and mentors are fully prepared for placement.

Nick Clark
David Bevan
Joanne Watchman

Visitors' report

| | |
|---|------------------------------|
| Name of education provider | University of Worcester |
| Programme name | BSc (Hons) Paramedic science |
| Mode of delivery | Full time |
| Relevant part of the HCPC Register | Paramedic |
| Date of visit | 17-18 May 2017 |

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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. We are a statutory regulator and our main aim is to protect the public. We currently regulate 16 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'paramedic' 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 12 July 2017 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 6 July 2017. At this meeting, the Committee will accept, reject or vary the visitors' recommended outcome. 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 4 August 2017. 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 24 August 2017.

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 event. The education provider body validated the programme. The education provider, 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 the programme and dialogue throughout the visit; this report covers the HCPC's recommendations on the programme only. As an independent regulatory body, the HCPC's recommended outcome is independent and impartial and based solely on the HCPC's standards. A separate report, produced by the education provider, outlines their decisions on the programme's status.

Visit details

| | |
|---|---|
| Name and role of HCPC visitors | Glyn Harding (Clinical psychologist) Paul Blakeman (Chiropodist / podiatrist) Roseann Connolly (Lay visitor) |
| HCPC executive officer | Jasmine Pokuaa Oduro-Bonsrah |
| Proposed student numbers | 50 per cohort, one cohort per year |
| Proposed start date of programme approval | September 2017 |
| Chair | Marie Stowell (University of Worcester) |
| Secretary | Sara Gibson (University of Worcester) |
| Members of the joint panel | Kerry Whitehouse (Internal Panel Member) Abbey Ballard (Internal Panel Member) Tom Davidson (External Panel Member) |

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"/> |

The HCPC did not review the external examiner reports prior to the visit as there is currently no external examiner as the programme is new.

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"/> |
| Service users and carers | <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 FdSc Paramedic Science and FdSc Paramedic Science (Tech to Para), 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 satisfied 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 the relevant 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 50 of the SETs have been met and that conditions should be set on the remaining eight SETs.

Conditions are requirements that the education provider must meet before the programme can be approved. 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 can be approved. Recommendations are made to encourage further enhancements to the programme, normally when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

Conditions

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.

Condition: The education provider must clarify who will pay for the Disclosure and Barring Service (DBS) checks, and how this will be communicated to applicants.

Reason: To evidence this standard the visitors were directed to the programme website and the programme specification. The visitors noted that as part of the entry requirements, applicants will only gain admission onto the programme with a satisfactory enhanced Disclosure Barring Service (DBS) check. The visitors noted that this criminal convictions check was appropriate for the programme, however, from documentation provided prior to the visit, the visitors could not see any information regarding additional costs for applicants, such as the costs associated with the DBS checks. During the meeting with the programme team, the visitors were told that the applicants would be responsible for paying for the DBS checks. The visitors therefore require evidence to demonstrate how the education provider tells applicants about the additional costs associated with DBS checks.

3.7 A programme for staff development must be in place to ensure continuing professional and research development.

Condition: The education provider must provide evidence to demonstrate that there is an appropriate programme for continuing staff professional and research development in place.

Reason: To evidence this standard the visitors were directed to the staff curriculum vitae. From the documentation, the visitors were unable to determine how the teaching staff maintained their research, teaching and professional development to enable them to deliver an effective programme. In the meeting with the programme team, the visitors were told that the programme team engages in some research and that staff research development had not yet been formalised for the programme. The visitors were therefore, not able to gain a full understanding of the current participation from staff in research and continued professional development. The visitors were in particular unclear about how the programme team will be supported through their staff development to deliver the research element of the BSc programme as they have all previously taught on the FdSc programmes at the education provider. The visitors therefore require further information to evidence how the education provider ensures that staff are involved in professional and research development to show that they will continue to deliver the programme effectively.

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

Condition: The education provider must revisit the documentation available to students to ensure that it is accurate and supports student learning.

Reason: From a review of the documentation the visitors noted various instances of inaccurate, or mis-referenced information. For instance in the practice assessment handbook, students are directed to look on pages 8 and 9 for the medications list they

are not allowed to administer as student paramedics. However this list is not on pages 8 and 9 it is on pages 15 and 140 of practice assessment document instead. There were also examples of inaccuracies in the documentation submitted. For example in the student handbook it states “Given the professional HCPC requirements of equal weighting between theory and practice, clinical practice is mandatory”. With reference to this example the HCPC does not require equal weighting between theory and practice and instead requires integration of theory and practice. The visitors therefore require that the programme team revises the programme documentation available to students to ensure that this information is accurate to effectively support student learning.

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 demonstrate how the resources, in particular the lecturing facilities will effectively support the required learning and teaching activities of the programme.

Reason: As part of the visit the visitors were taken on a facilities tour. The visitors were satisfied that the simulation suites and practical facilities were sufficient for the number of students this programme is proposed for. However, during the meeting with the students the visitors were told that the lecture rooms used for academic teaching was mostly insufficient for the number of students. The students also told the visitors that because of the size of the rooms, there has been instances where the students could not see the presentation on the board so were required to use print outs. To triangulate the answers the visitors asked the programme team about this issue raised by the students. The programme team explained that this was an ongoing problem and had come across it through student feedback. The programme team said they had raised the issue with their senior managers and have been told this is a centralised timetabling issue as the rooms are booked for the exact number of students leaving no spaces. The visitors were told that although in theory the number of seats correlates to the number of students, in practice it means that the students are cramped together. As such, the visitors cannot determine that there are adequate teaching facilities to support student learning and the teaching activities of the programme. The visitors therefore, require evidence to demonstrate that the physical resources in place, especially the lecturing rooms, to support student learning are appropriate to support the learning and teaching activities of the programme.

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 demonstrate how they communicate to students what would happen if they do not sign the role play consent form.

Reason: For this standard the visitors were directed to the student handbook and consent form which outlines the process for obtaining consent when students participate as service users in practical activities and simulations. However the consent form did not outline the right a student has to withdraw consent for any practical or clinical teaching sessions or how alternative teaching and learning methods would be arranged to ensure how the learning outcomes would be met. During the meeting with the students the visitors were told that they remember signing a consent form when they first started on the programme but did not know if there would be any consequences if they did not sign the form. On the form it states “as part of the

educational requirement of the course you will be required to participate in practical activities and simulations". During the meeting with the programme team it was clarified that a student could withdraw their consent when acting as service users in practical activities and simulations. As such, the visitors were unclear as to how the programme team ensure that students understand that they are able to withdraw their consent from participation in practical teaching. Therefore, the education provider is required to provide further evidence to demonstrate the protocols used to obtain consent when students participate as service users in practical and clinical teaching. This evidence should also demonstrate how they communicate to students what would happen if they chose to withdraw their consent.

5.1 Practice placements must be integral to the programme.

Condition: The education provider must provide evidence to demonstrate that there are formal arrangements in place to secure non-ambulance placements for students.

Reason: During the visit, the visitors had discussions with the programme team and the practice placement providers regarding the formal agreements they have in place before the commencement of the programme. The education provider identified a number of partner organisations they would use for placements. The visitors noted that the education provider had formal agreements with an ambulance service. However, during the practice placement provider and programme team meeting the visitors were clear that there are currently no formal agreements in place to secure non-ambulance placements that the programme intends to use for the programme. The visitors were told that there were verbal commitments between the education provider and the non-ambulance placements to take students from this programme. However, from the evidence provided, the visitors could not determine how the programme could ensure that there would be placements offered at non-ambulance service sites for all students. As such they are unable to make a judgment about whether non-ambulance placements are integral to the programme for all students. The visitors therefore require evidence of any formal arrangements that the programme will have to secure non-ambulance practice placements for all students.

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

Condition: The education provider must ensure that the programme documentation clearly articulates that aegrotat awards do not confer eligibility to apply to the HCPC Register.

Reason: The visitors are aware that the institution does award aegrotat awards as set out in the Academic regulations and procedures: taught course regulatory framework. To evidence that this standard is met by the programme the visitors were directed to the programme specification and course handbook. However, the visitors could not see in the programme documentation where it clearly states that aegrotat awards do not confer eligibility to apply to the HCPC Register. The visitors were also unclear on how the education provider ensures that students are aware that this is the case. The visitors therefore require further evidence to demonstrate how the assessment regulations clearly specify that aegrotat award do not provide eligibility for admission to the HCPC Register.

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 further evidence to demonstrate that the assessment regulations clearly specify requirements for the appointment of at least one external examiner who is from a relevant part of the HCPC Register, unless other arrangements are agreed.

Reason: For this standard, the visitors were referred to the University Assessment policy, course handbook and external examiner curriculum vitae. The visitors could not find any information in the evidence provided which specified the requirements for appointing external examiners for this programme. Furthermore, the visitors could not be certain from this evidence that the HCPC standard would be met as it is not defined in the assessment regulations as to whether the external examiners would have to be from the relevant part of the HCPC Register and, if not, that there is an appropriate reason for appointing an examiner who is not from the relevant part of the Register. As such, the visitors require further evidence to demonstrate that the assessment regulations for this programme specify requirements for the appointment of at least one external examiner who is from a relevant part of the HCPC Register, and, if not, that there is an appropriate reason for appointing an examiner who is not from the relevant part of the Register.

Glyn Harding
Paul Blakeman
Roseann Connolly