

Major change visitors' report

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Section one: Programme details

Name of education provider	University of Abertay Dundee
Programme title	BSc (Hons) Applied Biomedical Science
Mode of delivery	Full time
Relevant part of the HCPC Register	Biomedical scientist
Date of submission to the HCPC	19 February 2016
Name and role of HCPC visitors	Carol Ainley (Biomedical scientist) Nigel Westwood (Biomedical scientist)
HCPC executive	Hollie Latham

Section two: Submission details

Summary of change

There has been a number of changes to module structure, learning outcomes and the level of teaching.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- Programme specification
- Changes to BSc (Hons) Applied Biomedical Science

Section three: Additional documentation

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

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

Reason: From the evidence provided the visitors noted that a number of learning outcomes are being removed from the programme. Specifically the visitors noted that learning outcomes CCF1, CCF2, CCF3, CCF4, CCF5, MCB1, MCB2, MCB3 and MCB4 which have been removed, are vital to ensuring a student who successfully completes the programme can meet the standards of proficiency (SOPs) for biomedical scientists. The education provider has stated that these learning outcomes are delivered within programmes which act as entry requirements for this programme, for example levels one and two of the BSc (Hons) Biomedical Science or via one of their approved HND courses. However, the visitors were not provided with any evidence to demonstrate exactly where and how these learning outcomes are delivered in the entry routes specified. The visitors note that without seeing where these learning outcomes are delivered prior to or within this programme, they cannot be certain that students who successfully complete this programme will meet the standards of proficiency for biomedical scientists. The visitors therefore require additional evidence which demonstrates where the skills covered in learning outcomes CCF1, CCF2, CCF3, CCF4, CCF5, MCB1, MCB2, MCB3 and MCB4 are delivered for all students on this programme or prior to entering the programme.

Suggested documentation: Evidence which demonstrates where the skills covered in the removed learning outcomes will be delivered. For example, the learning outcomes for levels one and two of the BSc (Hons) Biomedical Science and the approved HND courses.

4.4 The curriculum must remain relevant to current practice.

Reason: From the evidence provided the visitors noted that a number of learning outcomes are being removed from the programme. Specifically the visitors noted that learning outcomes CCF1, CCF2, CCF3, CCF4, CCF5, MCB1, MCB2, MCB3 and MCB4 which have been removed, are vital to ensuring the curriculum remains relevant to current practice. The education provider has stated that these learning outcomes are delivered within programmes which act as entry requirements for this programme, for example levels one and two of the BSc (Hons) Biomedical Science or via one of their approved HND courses. However, the visitors were not provided with any evidence to demonstrate exactly where and how these learning outcomes are delivered in the entry routes specified. The visitors note that without seeing where these learning outcomes are delivered prior to or within this programme, they cannot be certain that the curriculum remains relevant to current practice. The visitors therefore require additional evidence which demonstrates where the skills covered in

learning outcomes CCF1, CCF2, CCF3, CCF4, CCF5, MCB1, MCB2, MCB3 and MCB4 are delivered for all students on this programme or prior to entering the programme.

Suggested documentation: Evidence which demonstrates where the skills covered in the removed learning outcomes will be delivered and how they remain relevant to current practice. For example, the learning outcomes for levels one and two of the BSc (Hons) Biomedical Science and the approved HND courses.

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

Reason: From the evidence provided the visitors noted that a number of learning outcomes are being removed from the programme. Specifically the visitors noted that learning outcomes CCF1, CCF2, CCF3, CCF4, CCF5, MCB1, MCB2, MCB3 and MCB4 which have been removed, are vital to ensuring a student who successfully completes the programme can meet the standards of proficiency (SOPs) for biomedical scientists. The education provider has stated that these learning outcomes are delivered within programmes which act as entry requirements for this programme, for example levels one and two of the BSc (Hons) Biomedical Science or via one of their approved HND courses. However, the visitors were not provided with any evidence to outline the learning and teaching approaches used to deliver these learning outcomes and ensure they are effectively delivered in the entry routes specified. The visitors note that without seeing the learning and teaching approaches used to deliver this part of the curriculum, they cannot be certain that the range of learning and teaching approaches are appropriate to the effective delivery of the curriculum. The visitors therefore require additional evidence which demonstrates where the skills covered in learning outcomes CCF1, CCF2, CCF3, CCF4, CCF5, MCB1, MCB2, MCB3 and MCB4 are delivered via an appropriate learning and teaching approach for all students on this programme or prior to entering the programme.

Suggested documentation: Evidence which demonstrates effective learning and teaching approaches for the removed learning outcomes. For example, the delivery style for these learning outcomes for levels one and two of the BSc (Hons) Biomedical Science and the approved HND courses.

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

Reason: From the evidence provided the visitors noted that a number of learning outcomes are being removed from the programme. Specifically the visitors noted that learning outcomes CCF1, CCF2, CCF3, CCF4, CCF5, MCB1, MCB2, MCB3 and MCB4 which have been removed, are vital to ensuring a student who successfully completes the programme can meet the standards of proficiency (SOPs) for biomedical scientists. The education provider has stated that these learning outcomes are delivered and assessed within programmes which act as entry requirements for this programme, for example levels one and two of the BSc (Hons) Biomedical Science or via one of their approved HND courses. However, the visitors were not provided with any evidence to demonstrate exactly where and how these learning outcomes are delivered and assessed in the entry routes specified. The visitors note

that without seeing where these learning outcomes are delivered prior to or within this programme, they cannot be certain that the learning outcomes are assessed and consequently that students who successfully complete this programme will meet the standards of proficiency for biomedical scientists. The visitors therefore require additional evidence which demonstrates where the skills covered in learning outcomes CCF1, CCF2, CCF3, CCF4, CCF5, MCB1, MCB2, MCB3 and MCB4 are delivered and assessed for all students on this programme or prior to entering the programme.

Suggested documentation: Evidence which demonstrates effective assessment strategy and design for the removed learning outcomes. For example, assessment strategy and design for levels one and two of the BSc (Hons) Biomedical Science and the approved HND courses.

6.4 Assessment methods must be employed that measure the learning outcomes

Reason: From the evidence provided the visitors noted that a number of learning outcomes are being removed from the programme. Specifically the visitors noted that learning outcomes CCF1, CCF2, CCF3, CCF4, CCF5, MCB1, MCB2, MCB3 and MCB4 which have been removed, are vital to ensuring a student who successfully completes the programme can meet the standards of proficiency (SOPs) for biomedical scientists. The education provider has stated that these learning outcomes are delivered and assessed within programmes which act as entry requirements for this programme, for example levels one and two of the BSc (Hons) Biomedical Science or via one of their approved HND courses. However, the visitors were not provided with any evidence to demonstrate exactly where and how these learning outcomes are delivered and assessed in the entry routes specified. The visitors note that without seeing where these learning outcomes are delivered prior to or within this programme, they cannot be certain that the assessment methods employed effectively measure the learning outcome. The visitors therefore require additional evidence which demonstrates that effective assessment methods are in place to measure the skills covered in learning outcomes CCF1, CCF2, CCF3, CCF4, CCF5, MCB1, MCB2, MCB3 and MCB4 assessed for all students on this programme or prior to entering the programme.

Suggested documentation: Evidence which demonstrates effective assessment methods for the removed learning outcomes. For example, the learning outcomes and corresponding assessment methods for levels one and two of the BSc (Hons) Biomedical Science and the approved HND courses.

Section four: Recommendation of the visitors

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

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

- There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.
- There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Section five: Visitors' comments

The visitors note that certain learning outcomes which are imperative to students achieving the standards of proficiency (SOPs) are now only covered in the courses highlighted as entry requirements for this programme. The visitors note that although these courses are not currently approved and regulated by the HCPC, changes to their content will impact on the entry requirements for this programme and consequently how the programme delivers the learning outcomes required for students to achieve the SOPs. The visitors therefore wish to highlight to the education provider that any changes to the content of the courses considered as entry requirements for this programme should be highlighted through the major change process.