Education and Training Committee - 4 December 2007

Visitors' report

Executive summary and recommendations

Introduction

The current visitors' report has been used for approval visits since its agreement by Approvals Committee on 24 May 2004. Since its agreement the report has been used for visits for three academic sessions.

Part of this year's Approvals and Monitoring departmental workplan was to produce a new style visitors' report and move the responsibility of drafting them in-house (i.e. from visitors to executive officers). It was hoped that this new system will help increase the consistency between reports and improve their helpfulness in terms of communicating information to a wide range of audiences (e.g. prospective students, registrants, education providers and committee members).

The new visitors' report is attached, along with guidelines for completion of the report.

Decision

The Committee is asked to agree the following:

- the content and format of the new visitors' report;
- the supporting guidelines;
- that the executive will normally draft the visitors' report, with the visitors confirming the content and recommended outcomes; and
- that the visitors' report will become effective from 1 January 2008.

Background information

The current visitors' report has allowed inconsistencies in presentation and wording. It was also not designed for the lay reader. It assumes that the reader has either a detailed understanding of the approval process or has attended the approval visit. This has made it difficult for anyone who did not attend the visit to read and interpret the outcomes of the current report. Although the content of the visitors' reports had improved over time there were still obvious inconsistencies.

The current visitors' report was designed when only the approval process was operating at the HPC. The visitors' reports are now used in the annual monitoring and major/minor change processes as part of the evidence base of the programme's approval. It is not always clear if the current visitors' report is a complete record of the approvals process (For example, there may not be a clear indication on the report that all conditions have been met).

The current visitors' report has allowed visitors to record multiple programmes on one report as well as one condition against several standards of education and training. This has caused difficulties in determining which condition applies to individual programmes and if the condition has been met completely.

The executive has produced a new visitors' report which includes a series of standard headings and paragraphs, which can be selected for the particular programme and visit. The report has been designed to include clear introduction, methodology and conclusion sections. Guidelines have also been produced to aid the writer in the production of the report. It is hoped that new visitors report will eradicate inconsistencies and make the document interactive.

The new report will be an active report from the moment it is written until it is published on the HPC website. The executive summary part of the report will change as the report passes through the various committee stages. For example, this part of the report will indicate to the reader if the programme is awaiting Committee approval or if it has been granted open-ended approval. .

The executive officers have received training in report writing and prepared to formally take on the role of drafting the reports. Each report will be reviewed by another member of the executive to ensure that the reports are accurate and consistent. Once the report has gone through this internal check it will be sent to visitors for their confirmation as an accurate record of the approval visit.

The department is also currently completing a catalogue of well written conditions and recommendations that will be used in appropriate sections of the report in the future.

Resource implications
Visit schedule to be amended to allow executive officers sufficient time to draft visitors' reports - proposed for inclusion in 2008/2009 budget.

Financial implications
Future report writing training for executive officers – an on-going cost in the budget.

Appendices
Visitors' report
Guidelines to completing the visitors' report

Date of paper
21 November 2007

Visitors' report

Name of education provider	
Programme name	
Mode of delivery	
Relevant part of HPC register	
Relevant modality	
Relevant entitlement(s)	
Date of visit	

Contents

Executive summary

The Health Professions Council (HPC) approves educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'xxxx' or 'xxxx' (delete as appropriate) must be registered with us. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

Optional paragraph (for inclusion on LA/POM/SP programmes)
As well as approving educational programmes for people who want to join the Register, the HPC also approve a small number of programmes for those already on the Register. The post-registration programmes we currently approve are supplementary prescribing programmes (for chiropodists / podiatrists, radiographers and physiotherapists) and programmes in local anaesthetics and prescription-only medicine (for chiropodists / podiatrists).

Choose one of the following seven paragraphs, depending on status of report
1. The visitors' report which follows outlines the recommended outcome made by the visitors on the approval/ongoing approval (delete as appropriate) of the programme. The education provider has until <28 day deadline date> to provide observations on this report. The report and any observations received will be considered by the Education and Training Committee on <panel date>. At this meeting, the Committee will accept the visitors' recommended outcome and approve the programme.

2. The visitors' report which follows outlines the recommended outcome made by the visitors on the approval/ongoing approval (delete as appropriate) of the programme. The education provider has until <28 day deadline date> 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 on <panel date>. At this meeting, the Committee with accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

   The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by <deadline for conditions>. The visitors will consider this response and make a separate recommendation to the Education and Training Committee on the ongoing approval/approval (delete as appropriate) of the programme. It is anticipated that this recommendation will be made to the Education and Training Committee on <panel date>.

3. The visitors' report which follows outlines the recommended outcome agreed by the Education and Training Committee on the approval/ongoing approval (delete as appropriate) of the programme. This report has been approved by the Education and Training Committee and varies slightly from the initial report which detailed the visitors' original recommended outcome. The education provider is currently is the process of meeting their conditions.

4. The visitors' report which follows outlines the recommended outcome made by the visitors on the approval/ongoing approval (delete as appropriate) of the programme. This report has been approved by the Education and Training Committee and the education provider is currently is the process of meeting their conditions.

5. The visitors' report which follows outlines the recommended outcome made by the visitors on the approval/ongoing approval (delete as appropriate) of the programme. This recommended outcome was accepted by the Education and Training Committee on <panel date>. At the Education and Training Committee's meeting on <panel date>, the programme was approved/the ongoing approval of the programme was re-confirmed. (delete as appropriate). This means that the education provider has met the condition(s) outlined in this report and that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

6. The visitors' report which follows outlines the recommended outcome made by the visitors on the approval/ongoing approval (delete as appropriate) of the programme at the education provider. This recommended outcome was accepted by the Education and Training Committee on <panel date>. At this meeting, the Committee approved/confirmed the ongoing approval of (delete as appropriate) the programme. This means that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

7. The visitors' report which follows outlines the recommended outcome made by the visitors on the approval/ongoing approval (delete as appropriate) of the programme at the education provider. This recommended outcome was accepted by the Education and Training Committee on <panel date>. At the Education and Training Committee's meeting on <panel date>, the education provider's response to the conditions was considered and it was agreed to not approve/withdraw the approval from (delete as appropriate) this programme. This means that the education provider has not met the condition(s) outlined in this report and that the programme does not meet our standards of education and training (SETs) and ensure that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme has not been approved/has had its approval withdrawn (delete as appropriate) by the HPC.

Introduction

1. The HPC visited the programme at the education provider as it was a new programme which was seeking HPC 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.

2. The HPC visited the programme at the education provider as the X profession came onto the register in XXXX and a decision was made by the Education and Training Committee to visit all existing programmes from this profession. 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.

3. The HPC visited the programme at the education provider to consider major changes proposed to the programme. The major change affected the following standards - the level of qualification for entry to the Register, programme admissions standards, programme management and resources standards, curriculum standards, practice placements standards and assessment standards (delete as appropriate). The programme was already approved by the HPC 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.

4. The HPC visited the programme at the education provider to consider issues raised by the previous year's annual monitoring process. The issues raised by annual monitoring affected the following standards - the level of qualification for entry to the Register, programme admissions standards, programme management and resources standards, curriculum standards, practice placements standards and assessment standards (delete as appropriate). The programme was already approved by the HPC 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.

1. This visit was an HPC only visit. The education provider 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.

2. This visit was an HPC only visit. The education provider did not validate or review the programme(s) (delete as appropriate) at the visit and the professional body/ies (delete as appropriate) did not consider their accreditation of the programme(s) (delete as appropriate). The education provider supplied an independent chair and secretary for the visit. The visit also considered a <different programme>/the following programmes - <different programme(s)> (delete as appropriate). A separate visitor report exists for this programme/Separate reports exists for these programme(s). (delete as appropriate)

3. This visit was part of a joint event. The education provider validated/reviewed (delete as appropriate) the programme and the professional body considered their accreditation of the programme. (delete as appropriate). The education

provider, the professional body (delete as appropriate) and the HPC 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 HPC's recommendations on the programme only. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. A separate report, produced by the education provider and the professional body (delete as appropriate), outlines their decisions on the programme's status.

4. This visit was part of a joint event. The education provider validated/reviewed (delete as appropriate) the programme and the professional body considered their accreditation of the programme. (delete as appropriate). The visit also considered a <different programme>/the following programmes - <different programme(s)> (delete as appropriate). The education provider, the professional body (delete as appropriate) and the HPC 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 HPC's recommendations on this programme only. A separate report exists for the other programme/separate reports exist for the other programmes. (delete as appropriate). As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. A separate report /Separate reports, produced by the education provider and the professional body (delete as appropriate), outline their decisions on the programmes' status.

Visit details

Name of HPC visitors and profession	Name of visitor (Profession) Name of visitor (Profession)
HPC executive officer(s) (in attendance)	
HPC observer	(delete if appropriate)
Proposed student numbers	
Proposed start date of programme approval	(new programmes) (delete if appropriate)
Initial approval	(existing programmes) (delete if appropriate)
Effective date that programme approval reconfirmed from	(existing programmes) (delete if appropriate)
Chair	Name (EP name)
Secretary	Name (EP name)
Members of the joint panel	Name (EP name, Internal/External panel member) Name (EP name, Internal/External panel member) Name (Professional body name)

Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider.

	Yes	No	N/A
Programme specification	☐	☐	☐
Descriptions of the modules	☐	☐	☐
Mapping document providing evidence of how the education provider has met the SETs	☐	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☐	☐	☐
Practice placement handbook	☐	☐	☐
Student handbook	☐	☐	☐
Curriculum vitae for relevant staff	☐	☐	☐
External examiners' reports from the last two years	☐	☐	☐
Other ….	☐	☐	☐
Other ….			

If 'no' is ticked above, complete the following sentence for each tick.
The HPC did not review <documentation type> prior to the visit as the education provider did not submit it. However, they did table it at the visit itself. (delete as appropriate).

If 'n/a' is ticked above, choose one of the following bullet points, for each tick
The HPC did not review <documentation type> prior to the visit as
• the documentation does not exist.
• a programme specification has not been created for this award type.
• a mapping document was not required by the visitors.
• a mapping document was not required by the visitors as the programme is a post-registration qualification.
• a separate practice placement handbook has not been produced. The information is included in the <XX> documentation.
• external examiners' reports have not been produced.
• there is currently no external examiner as the programme is new.

During the visit the HPC saw the following groups or facilities;

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	☐	☐	☐
Programme team	☐	☐	☐
Placements providers and educators/mentors	☐	☐	☐
Students	☐	☐	☐
Learning resources	☐	☐	☐
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	☐	☐	☐

The HPC met with students from the <programme name>, as the programme seeking approval currently does not have any students enrolled on it.

The HPC did not meet with the <group> as they were unable to attend the visit/did not attend for their pre-arranged slot (delete as appropriate)
The HPC did not see the <facilities> as <insert reason>.

The HPC did not meet with the <group> as
- the programme was new so there were no current or past students to meet.
- the major change did not affect placements, so there was no requirement to meet with them.
- the major change did not rely on the senior manager team, so there was no requirement to meet with them.
- the issues raised by the previous year's annual monitoring process did not affect placements, so there was no requirement to meet with them.
- the issues raised by the previous year's annual monitoring process did not concern the senior manager team, so there was no requirement to meet with them.

The HPC did not see the <facilities> as
- the nature of the major change did not affect learning resources or specialist teaching accommodation, so there was no requirement to visit them.
- the nature of the issue raised by annual monitoring did not affect learning resources or specialist teaching accommodation, so there was no requirement to visit them.
- the nature of the post-registration qualification does not require any specialist laboratories or teaching rooms.

Recommended outcome

To recommend a programme for approval/ongoing approval (delete as appropriate), the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

Choose one of the following bullet points, depending on overall recommendation
The visitors agreed to recommend to the Education and Training Committee that
1.   the programme is approved.
2.   a condition is set on the programme, which must be met before the programme can be approved.
3.   a number of conditions are set on the programme, all of which must be met before the programme can be approved.
4.   the programme is not approved.
5.   the ongoing approval of the programme is reconfirmed.
6.   a condition is set on the programme, which must be met before the ongoing approval of the programme is reconfirmed.
7.   a number of conditions are set on the programme, all of which must be met before the ongoing approval of the programme is reconfirmed.
8.   the ongoing approval of the programme is withdrawn.

Choose one of the following lines, to explain about conditions
1.   The visitors did not set any conditions for the programme.
2.   The visitors agreed that <number> of the SETs have been met and that conditions should be set on the remaining <number> SETs/SET.

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

Choose the one of the following paragraphs, to explain about recommendations
1.   The visitors did not make any recommendations for the programme. Recommendations are normally set to encourage further enhancements to the programme and are often suggested when it is felt that the standards of education and training have been met at the threshold level.
2.   The visitors have also made a recommendation/a number of recommendations (delete as appropriate) recommendations for the programme.

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

Choose the one of the following paragraphs, to explain about commendations

1. The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.
2. The visitors have also made a commendation/a number of commendations (delete as appropriate). Commendations are observations of innovative best practice by a programme or education provider.

Conditions

The Council normally expects that the threshold entry routes to the Register will be the following:

1.1.1 Bachelor Degree with Honours for the following professions:
- **Chiropody or Podiatry;**
- **Dietetics;**
- **Occupational therapy;**
- **Orthoptics;**
- **Physiotherapy;**
- **Prosthetics and Orthotics;**
- **Radiography;**
- **Speech and Language Therapy;**
- **Biomedical Science (with the Certificate of Competence awarded by the Institute of Biomedical Science (IBMS), or equivalent if appropriate); and**

1.1.2 Masters degree for the arts therapies

1.1.3 Masters degree for the clinical sciences with the Certificate of Attainment from the Association of Clinical Scientists or equivalent

1.1.4 Equivalent to Certificate of Higher Education for Paramedics

1.1.5 Diploma of Higher Education in Operating Department Practice for Operating Department Practitioners

2.1 The admission procedures must give both applicant and the education provider the information they require to make, or take up a place on a programme.

2.2.1 The admission procedures must apply selection criteria, including evidence of a good command of written and spoken English.

2.2.2 The admission procedures must apply selection criteria, including criminal conviction checks.

2.2.3 The admission procedures must apply selection criteria, including compliance with any health requirements.

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

2.2.5 The admission procedures must apply selection criteria, including accreditation of prior learning and other inclusion mechanisms.

2.3 The admission procedures must ensure that the education provider has an equal opportunities policy and anti-discriminatory policy in

relation to candidates and students, together with an indication of how this must be implemented and monitored.

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

3.2 **The programme must be managed effectively.**

3.3 **There must be a named programme leader who has overall responsibility for the programme and who should be either on the relevant part of the HPC register or otherwise appropriately qualified and experienced.**

3.4 **There must be an adequate number of appropriately qualified staff in place to deliver an effective programme.**

3.5 **Subject areas must be taught by staff with relevant expertise and knowledge.**

3.6 **A programme for staff development must being place to ensure continuing professional and research development.**

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

3.8 **The facilities needed to ensure the welfare and well being of students must be both adequate and accessible.**

3.9 **Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.**

3.10 **A system of academic and pastoral student support must be in place.**

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

3.12 **The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.**

3.13 **The learning resources, including the stock of periodicals and subject books, IT facilities (including internet access), must be appropriate to the curriculum and must be readily available to students and staff.**

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.**

4.2 The programme must reflect the philosophy, values, skills and knowledge base as articulated the in curriculum guidance for the profession.

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

4.4 The curriculum must remain relevant to current practice.

4.5 The delivery of the programme must assist autonomous and reflective thinking and evidence based practice.

4.6 The range of learning and teaching approaches used must be appropriate to the subjects in the curriculum.

4.7 Where there is inter-professional learning, the profession-specific skills and knowledge of each professional group must be adequately addressed.

5.1 Practice placements must be integral to the programme.

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

5.3.1 The practice placement settings must provide a safe environment.

5.3.2 The practice placement settings must provide safe and effective practice.

5.4 Learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.

5.5 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.

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

5.7 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:
5.7.1 the learning outcomes to be achieved;
5.7.2 timings and the duration of any placement experience and associated records to be maintained;
5.7.3 expectations of professional conduct;
5.7.4 the assessment procedures including the implications of, and any action to be taken in the case of failure; and
5.7.5 communication and lines of responsibility.

5.8.1 Unless other arrangements are agreed, practice placement educators must have relevant qualification and experience.

5.8.2 **Unless other arrangements are agreed, practice placement educators must be appropriately registered.**

5.8.3 **Unless other arrangements are agreed, practice placement educators must undertake appropriate practice placement educator training.**

5.9 **There must be collaboration between the education provider and practice placement providers.**

5.10 **The education provider must ensure necessary information is supplied to practice placement providers.**

5.11 **Practice placement providers must ensure necessary information is available at the appropriate time for both the education provider and students**.

5.12 **A range of learning and teaching methods that respect the rights and needs of patients or clients and colleagues must be in place throughout practice placements.**

5.13 **The placement providers must have an equal opportunities and anti-discriminatory policy in relation to candidates and students, together with an indication of how this will be implemented and monitored.**

6.1 **The assessment design and procedures must assure that the student can demonstrate fitness to practice.**

6.2 **Assessment methods must be employed that measure the learning outcomes and skills that are required to practice safely and effectively.**

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

6.4 **The measurement of student performance and progression must be an integral part of the wider process of monitoring and evaluation, and use objective criteria.**

6.5 **There must be effective mechanisms in place to assure appropriate standards in the assessment.**

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

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

6.7.2 **Assessment regulations must clearly specify requirements for awards which do not provide eligibility for inclusion onto the Register not to contain any reference to an HPC protected title in their title.**

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

6.7.4 **Assessment regulations must clearly specify requirements for a procedure for the right of appeal for students.**

6.7.5 **Assessment regulations must clearly specify requirements the appointment of at least one external examiner from the relevant part of the HPC Register unless other arrangements are agreed.**

Recommendations

Recommendation: The education provider should consider…

Reason: XXXXX

The Council normally expects that the threshold entry routes to the Register will be the following:
1.1.1 Bachelor Degree with Honours for the following professions:
   • **Chiropody or Podiatry;**
   • **Dietetics;**
   • **Occupational therapy;**
   • **Orthoptics;**
   • **Physiotherapy;**
   • **Prosthetics and Orthotics;**
   • **Radiography;**
   • **Speech and Language Therapy;**
   • **Biomedical Science (with the Certificate of Competence awarded by the Institute of Biomedical Science (IBMS), or equivalent if appropriate); and**
1.1.2 Masters degree for the arts therapies
1.1.3 Masters degree for the clinical sciences with the Certificate of Attainment from the Association of Clinical Scientists or equivalent
1.1.4 Equivalent to Certificate of Higher Education for Paramedics
1.1.5 Diploma of Higher Education in Operating Department Practice for Operating Department Practitioners

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

2.2.5 The admission procedures must apply selection criteria, including accreditation of prior learning and other inclusion mechanisms.

2.3   The admission procedures must ensure that the education provider has an equal opportunities policy and anti-discriminatory policy in

relation to candidates and students, together with an indication of how this must be implemented and monitored.

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

3.2   **The programme must be managed effectively.**

3.3   **There must be a named programme leader who has overall responsibility for the programme and who should be either on the relevant part of the HPC register or otherwise appropriately qualified and experienced.**

3.4   **There must be an adequate number of appropriately qualified staff in place to deliver an effective programme.**

3.5   **Subject areas must be taught by staff with relevant expertise and knowledge.**

3.6   **A programme for staff development must being place to ensure continuing professional and research development.**

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

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

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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.**

4.2 The programme must reflect the philosophy, values, skills and knowledge base as articulated the in curriculum guidance for the profession.

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

4.4 The curriculum must remain relevant to current practice.

4.5 The delivery of the programme must assist autonomous and reflective thinking and evidence based practice.

4.6 The range of learning and teaching approaches used must be appropriate to the subjects in the curriculum.

4.7 Where there is inter-professional learning, the profession-specific skills and knowledge of each professional group must be adequately addressed.

5.1 Practice placements must be integral to the programme.

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

5.3.1 The practice placement settings must provide a safe environment.

5.3.2 The practice placement settings must provide safe and effective practice.

5.4 Learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.

5.5 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.

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

5.7 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:
5.7.1 the learning outcomes to be achieved;
5.7.2 timings and the duration of any placement experience and associated records to be maintained;
5.7.3 expectations of professional conduct;
5.7.4 the assessment procedures including the implications of, and any action to be taken in the case of failure; and
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5.12 A range of learning and teaching methods that respect the rights and needs of patients or clients and colleagues must be in place throughout practice placements.

5.13 The placement providers must have an equal opportunities and anti-discriminatory policy in relation to candidates and students, together with an indication of how this will be implemented and monitored.

6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practice.

6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practice safely and effectively.

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

6.4 The measurement of student performance and progression must be an integral part of the wider process of monitoring and evaluation, and use objective criteria.

6.5 There must be effective mechanisms in place to assure appropriate standards in the assessment.

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

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

6.7.2 Assessment regulations must clearly specify requirements for awards which do not provide eligibility for inclusion onto the Register not to contain any reference to an HPC protected title in their title.

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

6.7.4 **Assessment regulations must clearly specify requirements for a procedure for the right of appeal for students.**

6.7.5 **Assessment regulations must clearly specify requirements the appointment of at least one external examiner from the relevant part of the HPC Register unless other arrangements are agreed.**

Commendations

Explain what is innovative and best practice about the commendation.

Commendation: XXX

Reason: XXXX

Name of visitor
Name of visitor

Guidelines for completing visitors' reports.

General

Reports will normally be written by the executive officer who attended the visit. All draft reports should be read by another executive officer in the team, before being sent to visitors. This second executive officer will provide feedback on how appropriate the wording (especially the conditions, recommendations and commendations) is for a lay reader. They will also feedback on how the report adheres to this guidance and house style.

Reports should be written in past tense.

One programme per report. A report can cover more than one mode of study as long as all the information in the same (e.g reason for visits, recommended outcome, conditions) If there is a variance in the recommended outcomes for the modes of study or a variance in conditions or the reasons for a visit, then there should be a separate report.

Where there are optional paragraphs or different words/parts of sentences, the author should chose the correct paragraph/wording/sentence and then check that the remaining text is complete and grammatically correct.

When large sections of text are deleted from the template, the author should make sure that the page breaks are not deleted. The following sections should always start on a new page - executive summary, introduction, sources of evidence and recommended outcomes. If there is limited content in the other sections of the report (e.g only one condition and no recommendation), then the author can decide to remove page breaks between sections.

There should always be one blank line space between all paragraphs. There should be two blank spaces between sections. (e.g Conditions and recommendations)

Please remember to delete all red type on the report before completing it. Please remember to delete all (delete as appropriate) prompts on the report. Please remember to delete all bullets (numbers and dots) and make sure that the remaining paragraphs left are left aligned and not indented.

The generic term education provider should be used throughout the report. The name of an education provider should only be included if there are two education providers involved in the delivery of the programme and a condition or recommendation is set upon only one of the providers. If this is the case, the condition or recommendation should read:

"The education provider (University of St Elsewhere) must"

The generic term programme should be used throughout the report, rather than the specific programme name.

If you use acronyms within the report, please refer to the HPC house style and ensure that where acronyms are used that they are cited as the example below:
Standards of education and training (SETs).

Please ensure that there is only one return between paragraphs in each section and two between sections. Please ensure that you do not delete page breaks as this will disturb the format of the report. If you use numbers, please refer to the HPC house style.

If the report is for a SP/LA/POM programme, then the phase 'standards of proficiency (SOPs) for their part of the Register' needs to be amended to 'standards of proficiency (SOPs) for this entitlement' throughout the report. This phrase appears in the following parts of the report - executive summary (option 5, 6 & 7 only), introduction and recommended outcome.

Cover page
The table is standard and should be included in all reports. The programme name should be in full with the correct qualification as stated in the documentation submitted by the education provider. This should match the programme name on the database.

The row 'Relevant part of HPC register' should be deleted for SP programmes.
The row 'relevant modality' should only be included for AT, RAD, PO and CH professions. If it is not relevant, the row should be deleted.
The row 'relevant entitlement should only be included for CH professions and LA/POM/SP programmes. If it is not relevant, the row should be deleted.

Once the report has been finalised, the contents table will need to be updated. It is a 'table of contents', so right click – then 'update field' and then 'update entire table'.

Executive summary
First paragraph is standard and should be included in all reports. The author needs to include the relevant protected titles. For LA/POM/SP programmes, the sentence being 'This means that anyone using the title …' should be deleted.

The second paragraph is optional and should only be included for LA/POM and SP programmes.

The third paragraph is the paragraph which is changed as the status of the report and programme changes. The author needs to select and finalise one of the seven options. **The option will need to be changed after each Panel meeting.** Normally, reports will have option 1 or 2 and then option 5 or 6.

- Option 1 should be used when the report is first written and if the programme has no conditions (i.e. straight after visit and before the report is accepted by Panel. This is the version that the EP makes representations on)
- Option 2 should be used when the report is first written and if the programme has conditions (i.e. straight after visit. The version that and before the report is accepted by Panel. This is the version that the EP makes representations on)
- Option 3 should be used when the report has been amended and approved by Panel. The Panel may have amended the wording or removed conditions, for example. This version should be sent to the education provider after the Panel, so they have a record of the final report approved by Panel. The programme should now be in the process of meeting its conditions.
- Option 4 should be used when the report has been approved by Panel and the programme is now in the process of meeting its conditions. This version isn't actually needed, as we don't publish the report at this stage, but if a copy of the report was requested at this point then this option should be used.
- Option 5 should be used when the programme has been approved by Panel and the programme had a number of conditions to meet. This is the version of the report that goes onto the website.
- Option 6 should be used when the programme has been approved by Panel and the programme had no conditions to meet. This is the version of the report that goes onto the website.
- Option 7 should be used when the programme has not been approved/had its approval reconfirmed by Committee as the programme failed to meet its conditions. This is the version of the report that goes onto the website. If approval was not reconfirmed, further details (e.g. dates and affected cohorts) would need to be added to this option.

Introduction
Two paragraphs should be included in this section in all reports.

The first paragraph explains the reason for the visit and the author needs to select and finalise one of the four options.
- Option 1 should be used for new programmes.
- Option 2 should be used for new professions.
- Option 3 should be used for major changes. In the second sentence, the author needs to include the standards of education and training listed on the major change visitors' reports, so the scope of the major change is clear.
- Option 4 should be used for annual monitoring visits. In the second sentence, the author needs to include the standards of education and training listed on the annual monitoring visitors' reports, so the scope of the major change is clear.

The second paragraph explains the type of visit and the author needs to select and finalise one of the four options.
- Option 1 should be used for HPC only visits that considered one programme.
- Option 2 should be used for HPC only visits that considered more than one programme. The author needs to list the specific programme names of the other programmes considered at the visit in the >different programme(s)> part of this section. If the paragraph becomes too long then it should be split into separate paragraphs.
- Option 3 should be used for a joint visit that considered one programme
- Option 4 should be used for a joint visit that considered more than one programme. The author needs to list the specific programme names of the other programmes considered at the visit in the >different programme(s)> part of this section. If the paragraph becomes too long then it should be split into separate paragraphs..

Visit details table
This table should be included in all reports.

- The name of the visitor should include their title, first name and surname.
- The profession of the visitor should be the relevant protected title or lay visitor.
- If there was no HPC observer, this row should be deleted.
- The proposed student numbers should be the size of the cohort (i.e. a number). If the programme is being approved for more than one cohort per year, then this should be detailed in the table.
- The proposed start date of programme approval row should only be used for new programmes. If it is not relevant, the row should be deleted.
- The initial approval row should only be used for programmes already approved. If it is not relevant, the row should be deleted.

- The 'effective date that programme approval reconfirmed from' row should only be used for programmes already approved. If it is not relevant, the row should be deleted.
- The name of the chair should include their title, first name and surname.
- The delegation of the chair should just be the education provider's name. The job title or department/school of the chair should not be included on the report.
- The name of the secretary should include their title, first name and surname. The delegation of the secretary should just be the education provider name. The job title or department/school of the secretary should not be included on the report.
- The 'members of the joint panel' row should only be used joint visits. If it is not relevant, the row should be deleted.
- The name of the 'members of the joint panel' should include their title, first name and surname.
- The delegation of the 'members of the joint panel' should just be the education provider name, followed by internal panel member/external panel member, or the name of the professional body. The job title or department/school or 'day job' of the 'members of the joint panel' should not be included on the report.
- The report should only include those who are making a decision on the programme. Members of the joint panel should be listed in the following order.

Chair	Dr David Jones (University of St Elsewhere)
Secretary	Miss Katie Hudson (University of St Elsewhere)
Members of the joint panel	Miss Fiona Bruce (University of St Elsewhere, Internal panel member) Dr Bill Drummond (University of St Elsewhere, External panel member) Dr Jane Edwards (Chartered Society of Physiotherapists) Miss Nina Thomson (Chartered Society of Physiotherapists)

Sources of evidence
Two tables (each with an introductory sentence) should be included in this section in all reports.

First table
- The first table details the documentation submitted before the visit. In the first table, one of the three boxes must be checked for all rows.
- If additional documentation was submitted, a summary title (rather than the name of the specific documents) should be included in the 'other' rows. If no documentation apart from the standard documentation was submitted, then these rows should be deleted.

- Other documentation could include the education provider's self evaluation or validation document or prospectus. If mapping for the professional body is received then it should be stated what the mapping document is. Tabled documentation should be noted in the same way.

- If a yes is checked for all rows, then all the sentences under the report should be deleted.

- If a no is checked in any of the rows in the first table, then the author needs to select and finalise a sentence for each time a no is checked. These sentences provide an explanation as to why documentation was not submitted. Remember to include the relevant article before the documentation type.

- If an n/a is checked in any of the rows in the first table, then the author needs to select and finalise a sentence for each time an n/a is checked. These sentences provide an explanation as to why it was not applicable to submit the documentation. If the reason is not included on the list, please speak with the Education Manager.

Second table
- The second table details the groups met and facilities seen whilst on the visit. In the second table, one of the three boxes must be checked for all rows.

- If a yes is checked for all rows, then all the sentences under the report should be deleted.

- If the programme is new and the students met were from another programme, the explanatory sentence should be included. If not, this sentence should be deleted.

- If a no is checked in any of the rows in the second table, then the author needs to select and finalise a sentence for each time a no is checked. These sentences provide an explanation as to why the group were not met and/or the facilities were not seen. An example reason as to why facilities may not have been seen was that the facilities were under construction.

- If an n/a is checked in any of the rows in the second table, then the author needs to select and finalise a sentence for each time an n/a is checked. These sentences provide an explanation as to why it was not applicable to meet with a certain group and/or see certain facilities. If the reason is not included on the list, please speak with the Education Manager.

Recommended outcome
This section should always include five paragraphs.

1. The first paragraph is standard and should be included in all reports. For LA/POM and SP programmes, the end of this paragraph should be changed to read 'and that those who complete the programme meet the standard of proficiency (SOP) for this entitlement'.

2. A second paragraph details the overall recommendation on the programme's approval. The author needs to select and finalise one of the eight options.
   - Option 1 should be used for a new programme with no conditions.
   - Option 2 should be used for a new programme with one condition.
   - Option 3 should be used for a new programme with more than one condition.
   - Option 4 should be used for a new programme where approval is not recommended.
   - Option 5 should be used for an existing programme with no conditions.
   - Option 6 should be used for an existing programme with one condition.
   - Option 7 should be used for an existing programme with more than one condition.
   - Option 8 should be used for an existing programme where withdrawal of approval is recommended.

3. A third paragraph details the situation with conditions. The author needs to select and finalise one of the two options. If the second option is included, the two numbers should add together to equal sixty three.

4. A fourth paragraph details the situation with recommendations. The author needs to select and finalise one of the two options.

5. A fifth paragraph details the situation with commendations. The author needs to select and finalise one of the two options.

Conditions
This section should only be included if there are conditions. If it is not relevant, all of the section (including the title) should be deleted. Please ensure that the paragraph explaining what a condition is remains even if the programme does not have conditions.

Only those SETs which have had a condition set against them should be included in this section. If there is no condition, then the SET should be deleted. Under each SET, there must be a condition and a reason.

There should be one condition per SET. One condition can no longer be placed against a number of SETs. Conditions should not be prescriptive and should not be more than three sentences. Wording for the condition and reason should follow the specific, measurable, achievable, realistic and time-bound (SMART) method. The reason for the condition should include fact followed by opinion. The opinion of the visitor is important as this helps in writing the reason to indicate to the education provider how it can provide further evidence to meet the SET. The most important part of the reason is why the SET has not been met.

The condition itself needs to be specific, measurable and achievable and the reason should be achievable and realistic. The SETs guidance is a useful tool in helping to write the reason for the condition. By its very nature the condition is time bound, and this part of the condition would be linked to the conditions deadline which is negotiated with the education provider once the report has been approved by the visitors.

When writing a condition on a visit that includes two education providers providing the programme, ensure that if the condition is specific to one of the providers that the condition is appropriately appointed to that education provider.

Recommendations
This section should only be included if there are recommendations. If it is not relevant, all of the section (including the title) should be deleted. Please ensure that the paragraph concerning recommendation remains on the report even if there are no recommendations.

Only those SETs which have had a recommendation linked to them should be included in this section. If there is no recommendation, then the SET should be deleted. Under each SET, there should be a recommendation and a reason.

There should be one recommendation per SET. One recommendation can no longer be placed against a number of SETs. The reason should also explain that the SET has been met, at threshold level, but that the education provider could enhance the programme further with the recommendation made by the visitors. Again as with the conditions looking at the SETs guidance is useful in helping to write the reason for the recommendation

Commendations
This section should only be included if there are commendations. If it is not relevant, all of the section (including the title) should be deleted.

Commendations should only be made if the visitors have seen evidence of best innovative practice. The commendation should explain why it is innovative best practice and give a reason for the commendation. The commendation should be specific and should state what is the best practice. The reason should explain why it is best practice and what other education providers could gain from it.

Signatures
The name of the visitors should include their title, first name and surname.