

Visitors' report  
Major/minor change

**Section one: programme details**

<b>Name of education provider</b>	University of Salford
<b>Name of awarding body (if different from above)</b>	n/a
<b>Programme title(s)</b>	BSc (Hons) Physiotherapy
<b>Mode of delivery</b>	Full time and Part time
<b>Name and profession of HPC Visitor(s)</b>	<b>Norma Brook (Physiotherapist) Nicola Smith (Physiotherapist)</b>

Please list the documents submitted by the education provider, in support of the major/minor change form:

- Module Specifications for the following modules:
  - Current Issues in Health and Social Care 2
  - Peripheral Assessment and Management 1
  - Peripheral Assessment and Management 2
  - Cardio-Respiratory Assessment and Management
  - Developing the Evidence Base
  - Evaluating the Evidence Base
  - Identifying the Evidence
  - Studies in Complex Rehabilitation
  - Synthesising the Evidence Base
  - Spinal and Neurological Assessment and Management
  - Introduction to Professional Practice
  - Preparing for Autonomous Practice
  - Practice-based Learning 1
  - Practice-based Learning 2
  - Practice-based Learning 3
  - Practice-based Learning 4

Please provide a summary of the proposed changes below.

There are one-off changes and cumulative changes affecting more than 25% of the programme, a significant change to the assessment strategy, multiple minor changes that have a significant impact on the Standards of Education and Training, multiple minor changes that have a significant impact of the Standards of Proficiency for Physiotherapy:

- Merging of Professional Knowledge and Skills Modules – change of content, delivery, learning outcomes, assessment and title changes
- Change in Delivery of Evidence-based Practice – change in level of content, learning outcomes, timing and assessment
- Development of Inter-professional Learning and Inter-professional Practice Opportunities affecting content, learning outcomes and assessment strategies
- Modifications to Assessment Marking, learning outcomes and teaching and learning strategies of Practice Based Learning
- Module Title Changes in Professional Practice, and Evaluating Evidence-based Practice

**Section two: Recommendation of the visitor(s)**

Visitors' are asked to select one of the following recommendations –

- The following documentation is requested before a final recommendation can be made (please list below and include a reason)
- The programme has undergone a minor change & continues to meet the standards of education and training. Upon successful completion, students continue to meet the standards of proficiency.
- The programme has undergone a major change, but continues to meet the Standards of Education and Training, so no approval visit is required. Upon successful completion, students continue to meet the standards of proficiency.

*(If you have comments to make, which may be useful when considering future annual monitoring and/or minor/major change submissions, please list these on the following page)*

- The programme has undergone a major change and an approval visit is required to consider the following Standards of Education and Training - SET 4, SET 5 & SET 6

***(Details of the rationale behind this decision and the focus for the suggested visit should be listed on the following page)***

**Visitors' signatures:**

**Name: Nicola Smith**

**Date: 3 June 2008**

**Name: Norma Brook**

**Date: 3 June 2008**

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2008-06-20	a	EDU	AOD	Major Minor visitors report - University of Salford - BSc (Hons) Physiotherapy	Final DD: None	Public RD: None

## **SET 4: Curriculum standards**

### **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.**

There are a number of changes to module learning outcomes and assessment methods. The number and range suggests that a visit to discuss these changes with the programme team would be the most appropriate way to evidence HPC standards continue to be met.

## **SET 5: Practice standards**

### **5.7.1 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the learning outcomes to be achieved;**

The proposed changes in learning outcomes teaching and learning strategies and weighting of assessment are quite significant. Discussion with the programme team, clinical educators and students will be valuable in providing assurance that this Standard continues to be met.

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

An understanding of how all involved (particularly clinical educators) will be suitably trained in dealing with the proposed changes in order to meet HPC Standards will be sought.

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

Assurance will be sought through discussion, or via other evidence, that clinical educators and the programme team have collaborated in determining the proposed changes.

## **SET 6: Assessment standards**

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

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

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- 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.**

Several of the proposed changes include a change in assessment. Particularly, there are proposed changes to the clinical assessment that need clarity. As there are changes to other forms of assessment in the curriculum that prepare for the placement, it is necessary to observe how they contribute to the clinical experience and assessment. Discussion with the programme team and clinical educators will determine whether the integration of these changes fulfil HPC standards.

The visitors will need to meet with the programme team, clinical educators, those from other relevant professions involved in Inter-professional Learning, and students to be assured that HPC standards continue to be met.

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