

Visitors' report

Name of education provider	Birmingham City University
Programme name	MSc Dietetics
Mode of delivery	Full time
Relevant part of the HCPC Register	Dietitian
Date of visit	31 May – 1 June 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 'dietitian' 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 27 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 24 August 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 22 September 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 23 November 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 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 professional body, outlines their decisions on the programme's status.

Visit details

Name and role of HCPC visitors	Susan Lennie (Dietitian) Valerie Maehle (Physiotherapist) Kathleen Taylor (Lay visitor)
HCPC executive officer	Jasmine Pokuaa Oduro-Bonsrah
Proposed student numbers	15 per cohort, one cohort per year
Proposed start date of programme approval	January 2018
Chair	Lynn Fulford (Birmingham City University)
Secretary	Pauline Watkis (Birmingham City University) Eleanor Statham (Birmingham City University) Vicki McGrath (Birmingham City University)
Members of the joint panel	Nina Paterson (Chartered Society of Physiotherapists) Judith Lane (Chartered Society of Physiotherapists) Rosanna Hudson (British Dietetic Association) Pauline Douglas (British Dietetic Association) Jackie Bishop (British Dietetic Association)

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 BSc (Hons) Health and Wellbeing and BSc (Hons) Speech and Language Therapy 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 47 of the SETs have been met and that conditions should be set on the remaining 11 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 clarify who will pay for the additional costs associated with the programme, and how this will be communicated to applicants.

Reason: During the meeting with the programme team, the visitors were made aware that students on this programme may have to cover any additional costs that are associated with undertaking practice placements. However, from the documentation provided, the visitors could not see where information about additional costs for students had been mentioned in the information for applicants. In particular they could not see where information about the costs associated with travel to placements and accommodation whilst on placement. The visitors therefore require further evidence to ensure that applicants to this programme have all the information they require to make an informed choice about taking up a place on this programme. As such the education provider must provide evidence to demonstrate how they let applicants know about the additional costs associated with the programme, in particular the additional cost associated with undertaking practice placements.

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

Condition: The education provider must demonstrate how appropriate the criminal convictions checks are for international applicants and how these checks will be communicated to the applicants.

Reason: From the programme documentation, the programme website and discussions at the visit, the visitors noted that all students are required to have an enhanced Disclosure and Barring Service (DBS) check prior to commencing the programme. The visitors also noted that international applicants are informed that “the system used in the UK to undertake criminal records checks (DBS) is currently not able to conduct overseas criminal record checks. International applicants will need check or certificate of good conduct from their home/overseas country prior to acceptance the course”. The visitors, were unclear on what criteria the certificate of good conduct will be assessed against and whether this will be an appropriate way to determine whether international students would undertake a robust criminal convictions check before commencing on the programme. The visitors considered that appropriate criminal convictions checks were undertaken for UK citizens, but were unclear how the education provider would undertake appropriate criminal convictions checks for any international applicants. Therefore, the visitors require information to demonstrate how the education provider undertakes criminal conviction checks for all applicants, in particular international applicants and also demonstrate how they will communicate these checks to the international applicants.

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 they will have an adequate number of appropriately qualified and experienced staff to deliver an effective programme.

Reason: Prior to the visit, the visitors were directed to various documents including the curriculum vitae for staff members in the faculty and the visiting lecturers. At the visit the education provider stated that they will be recruiting an additional full time member of staff for the programme. During the programme team meeting, the education provider mentioned that they plan to have this member of staff in place by October 2017, in time to get them prepared for the proposed January 2018 start. The visitors were also told in the programme meeting that while the responsibilities for delivering this programme will be shared between the programme leader and the new member of staff, how the responsibilities would be shared has yet to be determined. As such, the visitors were unclear of the recruitment process and criteria for a new member of staff, and how the education provider will ensure that there is a new member of staff in place prior to the programme starting. Because of this the visitors were unclear of the qualifications and experience that will be required of successful candidates, and are therefore unable to determine that the staff team would have the required range of experience to deliver an effective programme. As such, the visitors need further evidence to be assured there is a formal plan in place to recruit appropriately qualified and experienced staff to deliver an effective programme and that this standard can be met.

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 will be taught by staff with the specialist expertise and knowledge.

Reason: From a review of the documentation, the visitors were unable to determine if subject areas will be taught by staff with relevant specialist expertise and knowledge. The documentation provided included staff CVs, and the visitors noted that only one member of programme team, who was the programme leader, was a dietician. In the documentation and at the visit, the education provider informed the visitors that they will be recruiting one more dietician and will also be using visiting lectures to deliver this programme. The visitors were also told that other members of the staff from other programmes, such as nutrition lecturers, will also deliver aspects of the programme. However, as the new member of staff has not been recruited, the visitors are unable to conclude whether this individual will have relevant specialist expertise and knowledge. The visitors will need to be assured that there will be a sufficient mix of skills, knowledge and experience to deliver this programme. Additionally, it is not clear to the visitors which member of staff will be responsible for each module. In order to determine that this standard is met, the visitors require further evidence that demonstrates that the staff who deliver the programme will have the relevant specialist knowledge and expertise to deliver an effective programme.

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

Condition: The education provider must demonstrate how they ensure that the learning resources provide students with the information they require to progress and achieve the relevant learning outcomes on this programme.

Reason: From a review of the documentation and the programme website, the visitors were made aware that students would be given the option to participate in the programme as service users for practical sessions. The visitors were directed to the 'guidelines concerning student's informed consent to participate in the development of professional skills' document and the visitors agreed that this document has the appropriate detail to enable students to give their informed consent for participating as service users throughout the programme. The visitors however noted on the programme website and in the programme specification that there is an implication that students can refuse to take part in practical sessions when practicing the skills on their student colleagues who are acting as service users. The programme website states that "If you do decline to participate, you will be able to learn through the observation of others and will have access to the teaching material through resources accessible through moodle, for example, video links of techniques in taking anthropometric measurements and patient consultations". The visitors note that it is vital for students to be able to take part in practical skills sessions as they need to practice the skills in order to become competent, safe and effective practitioners. At the visit the programme team explained that this statement was referring to students acting as service users and not as the ones who are practicing the skills on their colleagues, who are acting as service users. The visitors, note that the information provided on the website and the programme specification could be misleading to students as there is an implication that students will not be expected to fulfil their practical competencies, not through practice but through other resources such as video links.

5.1 Practice placements must be integral to the programme.

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

Reason: to evidence this standard the visitors were directed to various documents including the student course guide and stakeholder consultation notes between potential practice placement providers and the education provider. The visitors, however, could not see in the documentation provided whether there were any formal arrangements in place to secure practice placements for all students. During the programme team meeting the education provider identified a number of partner organisations. Furthermore, in the practice placement meeting the providers told the visitors that they were committed to being able to provide placements for this programme but were currently not clear on how much capacity they have. The education provider told the visitors that they have had verbal commitments from the placement providers to take students from this programme. However, from the evidence provided, they are unsure what guarantees the education provider has, and can give, that there will be placements in place for all students who undertake this programme. In particular the visitors note that without any formal agreements in place, they were unable to determine how the education provider could ensure that the practice placements will be integral to the programme for all students. The education provider therefore needs to provide evidence of the arrangements in place which ensure that

there will be practice placements provided for all students who undertake this programme.

5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.

Condition: The education provider must clearly outline the range of practice placements that will be available to students on this programme and how they are appropriate to support the delivery of the programme and the achievement of the learning outcomes

Reason: From the documentation, the visitors could see that the education provider aspires to offer students on this programme a range of practice placement experiences throughout their period of study. These placements would be available to students at both NHS and Non-NHS (private, voluntary and independent) settings. At the visit, the visitors met representatives from a number NHS placement providers and an independent provider. However, in these discussions, the visitors were informed that there was currently only one dietitian at this potential independent placement provider, so only one student would be at this provider at a time. It was also the case that, from the evidence provided, the visitors were unclear on what range of placements in NHS settings or otherwise, would be offered to students, how they would be offered and what range each student could expect to experience. The visitors are therefore unsure what the range of placements will be, how they will support the delivery of the programme and how they will ensure that students can achieve the related learning outcomes. The visitors therefore require further evidence which clearly outlines the range of placements available for this programme. This evidence should also outline what range of experience each student can expect and how this range of placements are appropriate to support 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 there are an adequate number of appropriately qualified and experienced staff at the practice placements and why that number is appropriate to support students.

Reason: From reviewing the documentation, the visitors noted that there were no formal agreements to secure practice placements for all students. At the visit the programme, senior team and practice placement providers told the visitors that there will be an adequate number of appropriately qualified and experienced staff at the practice placement setting before the programme commences. From the conversations, the visitors note that there is effective communication and collaboration between the education provider and placement providers. However, throughout these meetings the visitors learnt that while there are verbal guarantees there are no formal arrangements to ensure that there will be sufficient practice placements for all students on this programme. Therefore the visitors could not see what the education provider considers an adequate number of staff that must be in place to support students at any practice placement provider. They could also not see how the education provider will ensure that the adequate number of staff will be in place at each practice placement setting.

Therefore, the visitors require evidence to demonstrate that there will be a sufficient number of appropriately qualified and experienced staff at the placement setting.

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 ensure students are prepared for placements, having not passed their assessments of their theoretical work before they go out on placements.

Reason: From a review of the documentation and discussions at the visit the visitors noted that prior to students undertaking placements they will have undertaken a number of modules and assessments designed to prepare them for placement. However, the visitors also noted that students may be able to move on to their placements, having failed the theoretical assessment that are in place to prepare them for that placement. Therefore the visitors were unclear on how the programme team will ensure that all students have the appropriate knowledge to practice safely and effectively whilst on their practice placements. In particular the visitors could not see how, if students who passed the modules had appropriate levels of consolidated knowledge between theory and practice, students who have failed the theoretical assessments will similarly be prepared for placements. The education provider must, therefore, provide further evidence to demonstrate how they ensure that all students are fully prepared through the appropriate theoretical knowledge before they go out on placement to ensure that they practice safely and effectively.

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

Condition: The education provider must demonstrate how the assessment methods employed measure the learning outcomes

Reason: For this standard the visitors were directed to various documents including the module guides, standard post graduate regulations and programme specification. Following a review of the documentation, the visitors were unclear on how some of the assessment methods adopted will enable students to demonstrate their knowledge and their ability to practice. The visitors could not see how the assessment methods (for example in the 'prevention and intervention in dietetic practice 2' and 'foundations of dietetic practice' modules) will appropriately measure the learning outcomes outlined in those modules. For the prevention and intervention in dietetic practice 2 module students will have to undertake a 1 hour 30 minute exam, where they will have to critically analyse three case studies and be "expected to translate the critical interpretation of the evidence base into practical dietetic management plans and public health strategies, supported by clinical reasoning and a justified approach to evaluation". According to the education provider this assessment method is adopted to address the four learning outcomes outlined in the module guide. The visitors could not

see how this assessment method will ensure that students successfully achieve the learning outcomes such as being able to “critically analyse the information required to undertake a comprehensive dietetic assessment of individuals with a range of clinical conditions, in a variety of clinical settings” for example.

Furthermore, for the foundations of dietetic practice module, students are summatively assessed on a 1000-word written case report with a 5-minute supporting presentation. Again, with the assessment of this module the visitors could not see how the students would be able to demonstrate their scope and depth of knowledge in order to fulfil the learning outcomes and therefore achieve the standards of proficiency for dietitians. The visitors could not see how the assessment methods chosen, in particular for the two modules mentioned would appropriately measure the learning outcomes. The education provider therefore, must provide evidence to demonstrate how the assessment methods employed appropriate measures the learning outcomes of the programme.

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

Condition: The education provider must communicate any changes to the assessment regulations, and demonstrate that it clearly specifies the requirements for student progression and achievement within the programme.

Reason: In reviewing the documentation the visitors noted the assessment regulations which specifies the requirements for student progression and achievement within the programme. However, during the meeting with the programme team, the visitors were told that the number of resit attempts for students will be changed as part of the wider university regulations. As such, the visitors have not had the evidence of the final, confirmed, assessment regulations for the programme or how students will be made aware of the changes. The visitors will therefore require the education provider to provide additional evidence which outlines the revised and updated assessment regulations. This additional evidence should also demonstrate how the assessment regulations, particularly information about the number of resit attempts, will be communicated to students. In this way the visitors can make determinations about how the programme can meet this standard.

Recommendations

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.

Recommendation: The education provider should consider how best to support the programme leader in their role to deliver an effective programme.

Reason: From the documentation provided and discussions at the visit, it was clear that there is a named person who has overall responsibility for the programme. The education provider also told the visitors that all new members of staff are mentored by experienced members of staff in the university. The visitors were therefore, satisfied that this standard was met. However, the visitors noted that the programme leader has limited experience in programme management and that there would not be another permanent member of the programme team recruited until the autumn of 2017. The visitors also noted the multifaceted management role the programme lead will have. As the programme leader is new to programme management the visitors recommend, that the education provider considers the current level of support for the programme leader, especially as they are currently the only person with responsibility over all aspects of the programme.

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.

Recommendation: The education provider should consider reviewing the assessment strategy and design to ensure that it is consistent in how students achieve the learning outcomes.

Reason: To evidence this standard the visitors were directed to various documents including the module guides, standard post graduate regulations and programme specification. The visitors recommend that as part of meeting the condition set under standard 6.4, the education provider should consider reviewing the assessment strategy and design to ensure that it is consistent. The assessment of some modules such as the foundations of dietetic practice and prevention and intervention in dietetic practice 2 modules seem to be inconsistent with the assessment of other modules, especially as they have the same credit bearings. For example, the summative assessment of the food science, food skills and applied nutrition module is a 2500-word menu redesign with nutritional analysis and rationale as well as a 500-word leaflet “providing practical advice on adapting the menu to meet an identified dietary need”. Whilst, the assessment of the foundations of dietetic practice module is a 1000-word written case report with a 5-minute supporting presentation. The education provider should therefore consider reviewing the appropriateness of the assessment strategy and design to ensure that it is consistent and effective in measuring the learning outcomes, to ensure that students meet the standards of proficiency for dietitians upon successful completion.

Susan Lennie
Valerie Maehle
Kathleen Taylor

Visitors' report

Name of education provider	Birmingham City University
Programme name	MSc Physiotherapy
Mode of delivery	Full time
Relevant part of the HCPC Register	Physiotherapist
Date of visit	31 May – 1 June 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 approval of the programme. The education provider has until 27 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 24 August 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 22 September 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 23 November 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 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 professional body, outlines their decisions on the programme's status.

Visit details

Name and role of HCPC visitors	Valerie Maehle (Physiotherapist) Susan Lennie (Dietitian) Kathleen Taylor (Lay visitor)
HCPC executive officer	Jasmine Pokuaa Oduro-Bonsrah
Proposed student numbers	15 per cohort, one cohort per year
Proposed start date of programme approval	January 2018
Chair	Lynn Fulford (Birmingham City University)
Secretary	Pauline Watkis (Birmingham City University) Eleanor Statham (Birmingham City University) Vicki McGrath (Birmingham City University)
Members of the joint panel	Nina Paterson (Chartered Society of Physiotherapists) Judith Lane (Chartered Society of Physiotherapists) Rosanna Hudson (British Dietetics Association) Pauline Douglas (British Dietetics Association) Jackie Bishop (British Dietetics Association)

Sources of evidence

Prior to the visit the HCPC reviewed the documentation detailed below, sent by the education provider:

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Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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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 BSc (Hons) Health and Wellbeing and BSc (Hons) Speech and Language Therapy 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 48 of the SETs have been met and that conditions should be set on the remaining ten 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 clarify who will pay for the additional costs associated with the programme, and how this will be communicated to applicants.

Reason: During the meeting with the programme team, the visitors were made aware that students on this programme may have to cover any additional costs that are associated with undertaking practice placements. However, from the documentation provided, the visitors could not see where information about additional costs for students had been mentioned in the information for applicants. In particular they could not see where information about the costs associated with travel to placements and accommodation whilst on placement. The visitors therefore require further evidence to ensure that applicants to this programme have all the information they require to make an informed choice about taking up a place on this programme. As such the education provider must provide evidence to demonstrate how they let applicants know about the additional costs associated with the programme, in particular the additional cost associated with undertaking practice placements.

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

Condition: The education provider must demonstrate how appropriate the criminal convictions checks are for international applicants and how these checks will be communicated to the applicants.

Reason: From the programme documentation, the programme website and discussions at the visit, the visitors noted that all students are required to have an enhanced Disclosure and Barring Service (DBS) check prior to commencing the programme. The visitors also noted that international applicants are informed that “the system used in the UK to undertake criminal records checks (DBS) is currently not able to conduct overseas criminal record checks. International applicants will need check or certificate of good conduct from their home/overseas country prior to acceptance the course”. The visitors, were unclear on what criteria the certificate of good conduct will be assessed against and whether this will be an appropriate way to determine whether international students would undertake a robust criminal convictions check before commencing on the programme. The visitors considered that appropriate criminal convictions checks were undertaken for UK citizens, but were unclear how the education provider would undertake appropriate criminal convictions checks for any international applicants. Therefore, the visitors require information to demonstrate how the education provider undertakes criminal conviction checks for all applicants, in particular international applicants and also demonstrate how they will communicate these checks to the international applicants.

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 they will have an adequate number of appropriately qualified and experienced staff to deliver an effective programme.

Reason: Prior to the visit, the visitors were directed to various documents including the curriculum vitae for staff members in the faculty and the visiting lecturers. At the visit the education provider stated that they will be recruiting an additional full time member of staff for the programme. During the programme team meeting, the education provider mentioned that they plan to have this member of staff in place by October 2017, in time to get them prepared for the proposed January 2018 start. The visitors were also told in the programme meeting that while the responsibilities for delivering this programme will be shared between the programme leader and the new member of staff, how the responsibilities would be shared has yet to be determined. As such, the visitors were unclear of the recruitment process and criteria for a new member of staff, and how the education provider will ensure that there is a new member of staff in place prior to the programme starting. Because of this the visitors were unclear of the qualifications and experience that will be required of successful candidates, and are therefore unable to determine that the staff team would have the required range of experience to deliver an effective programme. As such, the visitors need further evidence to be assured there is a formal plan in place to recruit appropriately qualified and experienced staff to deliver an effective programme and that this standard can be met.

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 will be taught by staff with the specialist expertise and knowledge.

Reason: From a review of the documentation, the visitors were unable to determine if subject areas will be taught by staff with relevant specialist expertise and knowledge. The documentation provided included staff CVs, and the visitors noted that only one member of programme team, who was the programme leader, was a physiotherapist. In the documentation and at the visit, the education provider informed the visitors that they will be recruiting one more physiotherapist and will also be using visiting lectures to deliver this programme. The visitors were also told that other members of the staff from other programmes, such as the physiology lecturers, will also deliver aspects of the programme. However, as the new member of staff has not been recruited, the visitors are unable to conclude whether this individual will have relevant specialist expertise and knowledge. The visitors will need to be assured that there will be a sufficient mix of skills, knowledge and experience to deliver this programme. Additionally, it is not clear to the visitors which member of staff will be responsible for each module. In order to determine that this standard is met, the visitors require further evidence that demonstrates that the staff who deliver the programme will have the relevant specialist knowledge and expertise to deliver an effective programme.

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

Condition: The education provider must demonstrate how they ensure that the learning resources provide students with the information they require to progress and achieve the relevant learning outcomes on this programme.

Reason: From a review of the documentation and the programme website, the visitors were made aware that students would be given the option to participate in the programme as service users for practical sessions. The visitors were directed to the 'guidelines concerning student's informed consent to participate in the development of professional skills' document and the visitors agreed that this document has the appropriate detail to enable students to give their informed consent for participating as service users throughout the programme. The visitors however noted on the programme website that there is an implication that students can refuse to take part in practical sessions when practicing specific skills on their student colleagues who are acting as service users. The programme website states that "If you do decline to participate, you will be able to learn through the observation of others and will have access to the teaching material through resources accessible through moodle, for example, video links of techniques in taking anthropometric measurements and patient consultations". The visitors note that it is vital for students to be able to take part in practical skills sessions as they need to practice the skills in order to become competent, safe and effective practitioners. At the visit the programme team explained that this statement was referring to students acting as service users and not as the ones who are practicing the skills on their colleagues, who are acting as service users. The visitors, note that the information provided on the website could be misleading to students as there is an implication that students will not be expected to fulfill their practical competencies, not through practice but through other resources such as video links.

5.1 Practice placements must be integral to the programme.

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

Reason: to evidence this standard the visitors were directed to various documents including the student course guide and stakeholder consultation notes between potential practice placement providers and the education provider. The visitors, however, could not see in the documentation provided whether there were any formal arrangements in place to secure practice placements for all students. During the programme team meeting the education provider identified a number of partner organisations. Furthermore, in the practice placement meeting the providers told the visitors that they were committed to being able to provide placements for this programme but were currently not clear on how much capacity they have. The education provider told the visitors that they have had verbal commitments from the placement providers to take students from this programme. However, from the evidence provided, they are unsure what guarantees the education provider has, and can give, that there will be placements in place for all students who undertake this programme. In particular the visitors note that without any formal agreements in place, they were unable to determine how the education provider could ensure that the practice placements will be integral to the programme for all students. The education provider therefore needs to provide evidence of the arrangements in place which ensure that

there will be practice placements provided for all students who undertake this programme.

5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.

Condition: The education provider must clearly outline the range of practice placements that will be available to students on this programme and how they are appropriate to support the delivery of the programme and the achievement of the learning outcomes.

Reason: From the documentation, the visitors could see that the education provider aspires to offer students on this programme a range of practice placement experiences throughout their period of study. These placements would be available to students at both NHS and Non-NHS (private, voluntary and independent) settings. At the visit, the visitors met representatives from a number of NHS placement providers and one private provider. However, in these discussions the visitors were informed that the placement provider from a private organisation was currently not in a position to offer placements. It was also the case that, from the evidence provided, the visitors were unclear on what range of placements in NHS settings or otherwise, would be offered to students, how they would be offered and what range each student could expect to experience. The visitors are therefore unsure what the range of placements will be, how they will support the delivery of the programme and how they will ensure that students can achieve the related learning outcomes. The visitors therefore require further evidence which clearly outlines the range of placements available for this programme. This evidence should also outline what range of experience each student can expect and how this range of placements are appropriate to support 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 there are an adequate number of appropriately qualified and experienced staff at the practice placements and why that number is appropriate to support students.

Reason: From reviewing the documentation, the visitors noted that there were no formal agreements to secure practice placements for all students. At the visit the programme, senior team and practice placement providers told the visitors that there will be an adequate number of appropriately qualified and experienced staff at the practice placement setting before the programme commences. From the conversations, the visitors note that there is effective communication and collaboration between the education provider and placement providers. However, throughout these meetings the visitors learnt that while there are verbal guarantees there are no formal arrangements to ensure that there will be sufficient practice placements for all students on this programme. Therefore the visitors could not see what the education provider considers an adequate number of staff that must be in place to support students at any practice placement provider. They could also not see how the education provider will ensure that the adequate number of staff will be in place at each practice placement setting. Therefore, the visitors require evidence to demonstrate that there will be a sufficient number of appropriately qualified and experienced staff at the placement setting.

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 ensure students are prepared for placements, having not passed their assessments of their theoretical work before they go out on placements.

Reason: From a review of the documentation and discussions at the visit the visitors noted that prior to students undertaking placements they will have undertaken a number of modules and assessments designed to prepare them for placement. However, the visitors also noted that students may be able to move on to their placements, having failed the theoretical assessment that are in place to prepare them for that placement. Therefore the visitors were unclear on how the programme team will ensure that all students have the appropriate knowledge to practice safely and effectively whilst on their practice placements. In particular the visitors could not see how, if students who passed the modules had appropriate levels of consolidated knowledge between theory and practice, students who have failed the theoretical assessments will similarly be prepared for placements. The education provider must, therefore, provide further evidence to demonstrate how they ensure that all students are fully prepared through the appropriate theoretical knowledge before they go out on placement to ensure that they practice safely and effectively.

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

Condition: The education provider must communicate any changes to the assessment regulations, and demonstrate that it clearly specifies the requirements for student progression and achievement within the programme.

Reason: In reviewing the documentation the visitors noted the assessment regulations which specifies the requirements for student progression and achievement within the programme. However, during the meeting with the programme team, the visitors were told that the number of resit attempts for students will be changed as part of the wider university regulations. As such, the visitors have not had the evidence of the final, confirmed, assessment regulations for the programme or how students will be made aware of the changes. The visitors will therefore require the education provider to provide additional evidence which outlines the revised and updated assessment regulations. This additional evidence should also demonstrate how the assessment regulations, particularly information about the number of resit attempts, will be communicated to students. In this way the visitors can make determinations about how the programme can meet this standard.

Recommendations

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.

Recommendation: The education provider should consider how best to support the programme leader in their role to deliver an effective programme.

Reason: From the documentation provided and discussions at the visit, it was clear that there is a named person who has overall responsibility for the programme. The education provider also told the visitors that all new members of staff are mentored by experienced members of staff in the university. The visitors were therefore, satisfied that this standard was met. However, the visitors noted that the programme leader has limited experience in programme management and that there would not be another permanent member of the programme team recruited until the autumn of 2017. The visitors also noted the multifaceted management role the programme lead will have. As the programme leader is new to programme management the visitors recommend, that the education provider considers the current level of support for the programme leader, especially as they are currently the only person with responsibility over all aspects of the programme.

Susan Lennie
Valerie Maehle
Kathleen Taylor

Visitors' report

Name of education provider	University of Chester
Programme name	MSc Nutrition and Dietetics
Mode of delivery	Full time
Relevant part of the HCPC Register	Dietitian
Date of visit	16 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 'dietitian' 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 5 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 24 August 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 1 August 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 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. The visit also considered the following programmes – PG Dip Nutrition and Dietetics and BSc (Hons) Nutrition and Dietetics. Separate reports exist for these programmes.

Visit details

Name and role of HCPC visitors	Tracy Clephan (Dietician) David Packwood (Practitioner Psychologist) Kathleen Taylor (Lay visitor)
HCPC executive officer (in attendance)	Ben Potter
Proposed student numbers	16 per cohort, 1 cohort per year
Effective date that programme approval reconfirmed from	September 2017
Chair	Garfield Southall (University of Chester)
Secretary	Sue Sutton (University of Chester)

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 programme can be reconfirmed.

The visitors agreed that 50 of the SETs have been met and that conditions should be set on the remaining 8 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 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 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

3.3 The programme must have regular monitoring and evaluation systems in place.

Condition: The education provider must provide further evidence as to what information is generated by their quality assurance procedures and how this enables any issues raised to be dealt with in a timely manner.

Reason: From their discussions at the visit, and from their reading of the documentation provided prior to the visit the visitors were aware of the quality assurance mechanisms that are in place for the programme. In the senior team meeting it was highlighted that a lot of information is generated by the quality assurance processes and that this feeds into relevant management meetings at key points during the year. The visitors were also aware, from the evidence provided, that there was significant pressure on the programme team currently as a result of a number of staff members leaving and, at the time of the visit, not having been replaced. This had placed significant burden on the remaining members of the programme team to ensure that the programme was continuing to be delivered as intended. However the visitors could not determine, from the evidence provided, if the regular monitoring and evaluation procedures in place had identified the issues in regards to the number of available programme team members. In particular the visitors were not clear how this information would have been generated and how it would then have been fed into the relevant management structures for the programme. As such they could not identify how the regular monitoring and evaluation processes in place ensured that the right information reached the relevant people in order for any issues, in regards to staffing, to be addressed in a timely manner. Therefore the visitors require further evidence as to how the information generated by the monitoring and evaluations systems identifies issues in regards to staffing and how this is utilised to address any issues in a timely manner.

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 further information on the person who has professional responsibility for the programme

Reason: In their review of the documentation provided prior to the visit the visitors understood that there was a programme leader in place who had overall professional responsibility for this programme. However prior to the visit, and in discussions at the visit, the visitors were made aware that the person who was the programme lead was stepping down and that their last day in post was the day of the approval visit. In further discussion it was highlighted that there would be an interim arrangement until a new, permanent, programme leader was in place. Due to the timing of this change the visitors did not have evidence of the new arrangement or any information about the new programme leader. Therefore the visitors could not determine that there was an appropriately qualified and experienced person in place who has overall professional responsibility for the programme. As such the visitors require further evidence of the arrangements that will be put in place temporarily and what support will be provided to

any temporary programme lead. They also require further evidence of the qualifications, experience and registration status of the new programme leader.

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 as to how they ensure that is a sufficient number of professionally qualified, experienced dietetic staff in place to deliver the programme effectively.

Reason: From their reading of the programme documentation, the visitors were unclear as to the number of staff that are responsible for the effective delivery of this programme. In discussions at the visit it was clarified that there are contributors to the programme from staff across the department of clinical sciences and nutrition. Therefore the visitors understood that there were a number of members of staff who are responsible for aspects of the programme's delivery but who aren't members of the core programme team. The visitors were also aware that the core programme team consisted of qualified and experienced dieticians who were responsible for the profession specific aspects of the programme delivery including teaching, personal tutoring and support for students, practice placement providers and educators. However, from the evidence provided the visitors were clear that a number of the core programme team had recently left the education provider and, at the time of the visit, had not been replaced. This had placed significant burden on the remaining members of the team to ensure that the programme was continuing to be delivered as intended. As such the visitors could not determine, from the evidence provided, how the education provider was ensuring that there was adequate numbers of appropriately qualified and experienced staff in place to deliver the programme. In particular they could not determine how the education provider was ensuring that, for the profession specific aspects of the programme, there are adequate numbers of staff in place who are experienced, qualified, dietitians. Therefore the visitors require further evidence as to how the education provider is ensuring that there are adequate numbers of appropriately qualified and experienced staff in place to deliver this programme.

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

Condition: The education provider must provide further evidence as to how they ensure that is a sufficient amount of staff in place with specialist expertise and knowledge.

Reason: Through discussions at the visit, the visitors clarified that there are staff across the department of clinical sciences and nutrition who contribute to the programme. Therefore the visitors understood that there were a number of members of staff who are responsible for aspects of the programme's delivery but who aren't members of the core programme team. The visitors were also aware that the core programme team consisted of qualified and experienced dieticians who were responsible for the profession specific aspects of the programme delivery. This includes delivery of the teaching and learning aspects of the programme that are specific to the dietetics profession. However, from the evidence provided the visitors were clear that a number of the core programme team had recently left the education provider and, at the time of the visit, had not been replaced. This had placed significant burden on the remaining members of the team to ensure that the dietetic specific teaching and learning aspects

of the programme were continuing to be delivered as intended. As such the visitors could not determine, from the evidence provided, how the education provider was ensuring that there was an adequate number of appropriately qualified and experienced staff in place to deliver the programme. In particular they could not determine how the education provider was ensuring that, for the profession specific aspects of the programme, there are adequate numbers of staff in place who are experienced, qualified dietitians. Therefore the visitors require further evidence as to how the education provider is ensuring that programme is being delivered by staff with relevant specialist expertise and knowledge.

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

Condition: The education provider must provide additional evidence as to how they ensure that staff responsible for the delivery of this programme are supported in undertaking relevant continuing professional development.

Reason: From their reading of the evidence provided prior to the visit, and in discussions at the visit, the visitors were made aware that there was a programme for staff development that is in place. They were clear that as part of the professional development process line managers and members of staff have conversations about development opportunities and prioritise opportunities for development over the coming year. Professional development is then factored into workload planning to ensure time is available to take up opportunities on offer. However, from the evidence provided the visitors were clear that a number of the core programme team had recently left the education provider and, at the time of the visit, had not been replaced. This had placed significant burden on the remaining members of the team to ensure that the dietetic programme was continuing to be delivered as intended. This has led to some members of staff having to take on additional responsibilities until new members of the core programme team have been recruited. As such the visitors were unclear how the programme for staff development was being implemented as the time available for some members of staff to undertake this activity was being squeezed or limited due to taking on these additional responsibilities. In particular the visitors were unclear as to how the education provider was ensuring that there was support in place for the members of the core team to enable them to take up opportunities for professional development. Therefore the visitors require further information as to how the education provider is ensuring that staff on the programme team are being supported to take up the opportunities for professional development.

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

Condition: The education provider must provide further evidence to demonstrate how the staff responsible for the pastoral and academic student support systems are supported to undertake this role.

Reason: From their reading of the evidence provided prior to the visit, and in discussions at the visit, the visitors were made aware that there was a system for academic and pastoral student support in place. They were clear that as part of this process each student would be allocated a personal academic tutor (PAT) in the first week of the programme. Students would then be expected to have a meeting with their PAT at least once a semester to review their progress through the programme. The visitors also understood that students could arrange additional meetings with their PAT

if required and if their PAT is available. From the evidence provided (such as section 31 of the programme specification) the visitors were clear that for this programme each students' PAT would be a dietitian and as such would be member of the core programme team. However, the visitors were clear that a number of the core programme team had recently left the education provider and, at the time of the visit, had not been replaced. This had placed significant burden on the remaining members of the team to ensure that the dietetic programme was continuing to be delivered as intended. This has led to some members of staff having to take on additional responsibilities until new members of the core programme team have been recruited. As such the visitors were unclear how the system of academic and pastoral support was being implemented as the time available for some members of staff to undertake this role was being squeezed or limited due to taking on additional responsibilities. In particular the visitors were unclear as to how the education provider was ensuring that there was support in place for the members of the core team to act as PATs. Therefore the visitors require further information as to how the education provider is ensuring that staff on the programme team are being supported to act as PATs and provide students with the academic and pastoral support required.

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

Condition: The programme team must provide further information to demonstrate how they ensure students on the programme are aware of who their personal academic tutor (PAT) is and how they can contact their tutor.

Reason: From their reading of the evidence provided prior to the visit, and in discussions at the visit, the visitors were made aware that there was a system for academic and pastoral student support in place. They were clear that as part of this process each student would be allocated a PAT in the first week of the programme. Students would then be expected to have a meeting with their PAT at least once a semester to review their progress through the programme. The visitors also understood that students could arrange additional meetings with their PAT if required and if their PAT is available. From the evidence provided (such as section 31 of the programme specification) the visitors were clear that for this programme each students' PAT would be a dietitian and as such would be member of the core programme team. However, in their discussions with students the visitors were made aware that while some students knew who their PAT was, others did not. As such there were some students who did not understand who their PAT was or what role they played in supporting their studies. Therefore the visitors require further evidence as to how the programme team ensure that students on this programme are aware of the academic and pastoral systems that are in place. In particular this evidence should demonstrate how students are made aware of their PAT, when they would be expected to meet and how, if required, they could contact them outside of formal meetings.

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

Condition: The education provider must demonstrate how the approval and monitoring processes in place provide the programme team with feedback from students and enable them to address any issues on placement as and when they arise.

Reason: In reading the documentation provided prior to the visit the visitors were made aware of the processes that are in place to approve and monitor placements. This was

clarified during discussions at the visit and it was clear that feedback from students is gathered from them via meetings during and after the placements have taken place. However, in discussions with students it was highlighted that individuals had experienced issues while on placements in regards to the support that was being provided and the types of experience being offered. In further discussions it was suggested to visitors that some placements were better than others but that overall the experience was positive across all the different placement experiences. When asked about the placement feedback the students highlighted that this was provided in a group forum, facilitated by their PATs, when they returned from placement, a change from a previous system when this was done as part of scheduled meetings between PATs and students. However, the visitors were not clear as to how that feedback was then used and utilised by the programme team to facilitate at the practice placement settings. As such the visitors were unclear as to how issues that arise on placement are identified and addressed in a timely manner, through the regular monitoring systems that are in place. Therefore the visitors require further evidence of how the regular monitoring and approval of practice placements provide the programme team with useful, timely feedback from students. This evidence should also highlight how this feedback is used by the programme team to address any issues which may have arisen at the practice placement setting.

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 provide further evidence as to how practice placement educators are kept up-to-date with developments on the programme and can assess students effectively while on placement.

Reason: In their reading of the programme documentation, and from discussions at the visit, the visitors were clear that all practice placement educators must have undertaken relevant training before supervising students from this programme. This is monitored and forms part of the approval and monitoring of all practice placements. The visitors were also made aware that the education provider provides refresher training for practice placement educators that is optional and does not have to be undertaken by educators supervising students from this programme. In discussion with the programme team the visitors clarified that the refresher training is used mainly as a tool to train educators who may not have supervised a student for some time, or for someone who may have recently moved into the area. As such the visitors were unclear as to how, if a practice placement educator had undertaken the mandatory training some time previously, they had been kept up-to-date with any changes that may have been made to the programme. Therefore the visitors require further evidence as to how the education provider disseminates information to practice placement educators to keep them up-to-date about changes and developments on the programme. In particular this evidence should highlight how, if a practice placement educator has not been subject to

refresher training for some time they are still fully prepared to supervise, and assess, students from this programme.

Recommendations

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

Recommendation: The education provider should continue to monitor this programme's place in the institution's business plan to ensure that it continues to have the resources required to be delivered as intended.

Reason: In discussions at the visit, the visitors heard that the dietetics provision at the education provider was held in high regard and that the programme were resourced as well as any other at the institution. The visitors were also informed that when issues around the staffing resources for the programme were identified, funding to replace staff who had left was allocated as quickly as it was possible to do. Therefore the visitors were satisfied that this standard is met. However, the visitors noted that while resources had been allocated to the programme at the time of the visit there were a number of vacancies on the core programme team that had not been filled. This had required additional responsibilities to be taken on by the remaining members of the programme team and for additional support to be sought to support the programme team. As such the visitors recommend that the education provider continues to monitor the place this programme has in the business plan of the educator to ensure that available resources are allocated to the programme as and when they are required. In this way the education provider may be better placed to allocate the available resources to the programme in a timely way. This may also reduce the risks associated with the programme being delivered by a reduced programme team for significant periods of time.

3.2 The programme must be effectively managed.

Recommendation: The education provider should consider monitoring the management structures of the programme, and department, to ensure that when the programme is faced with adverse circumstances it continues to be delivered as intended.

Reason: The visitors were aware, from the evidence provided, of the structures that are in place to effectively manage this programme. As such they were satisfied that this standard was met at a threshold level. However, the visitors noted that while the education provider had allocated resources to the programme, when the visit occurred there were a number of vacancies on the core programme team that had not been filled. This had required additional responsibilities to be taken on by the remaining members of the programme team and for additional support to be sought to support the programme team. Therefore the visitors suggest that the education provider continues to monitor how the programme is managed so that it is clear how information about staffing is gathered and informs decisions about resource allocation. In this way the education provider may be better placed to ensure that management responses to adverse circumstances are determined and implemented in a timely way. This may also reduce the risks associated with the programme being delivered by a reduced programme team for significant periods of time.

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

Recommendation: The programme team should consider how best to encourage practice placement providers in specialist settings to provide more placements for students on this programme.

Reason: The visitors were aware from the evidence provided, that there are regular, formal meetings between training leads at practice placement providers and minutes from these meetings are disseminated widely. They are also aware that there are strong informal links between practice placements and that members of the core programme team visit placement sites on a regular basis. As such the visitors are content that the programme meets this standard. However, in discussion with the practice placement providers it was clear that there were some placements that were offered in specialist NHS settings. But these placements were limited due to the type of placements that were offered and as such only a few students may get to experience these placement settings. The visitors recommend that the programme team continue to work with these practice placement providers and explore all possibilities to develop the type of placements that they may offer. In this way there may be more placement experiences on offer and more students from this programme may gain a greater breadth of experience while on practice placement.

Tracy Clephan
Dave Packwood
Kathleen Taylor

Visitors' report

Name of education provider	University of Chester
Programme name	Pg Dip Nutrition and Dietetics
Mode of delivery	Full time
Relevant part of the HCPC Register	Dietitian
Date of visit	16 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 'dietitian' 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 5 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 24 August 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 1 August 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 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. The visit also considered the following programmes – MSc Nutrition and Dietetics and BSc (Hons) Nutrition and Dietetics. Separate reports exist for these programmes.

Visit details

Name and role of HCPC visitors	Tracy Clephan (Dietician) David Packwood (Practitioner Psychologist) Kathleen Taylor (Lay visitor)
HCPC executive officer (in attendance)	Ben Potter
Proposed student numbers	16 per cohort, 1 cohort per year
Effective date that programme approval reconfirmed from	September 2017
Chair	Garfield Southall (University of Chester)
Secretary	Sue Sutton (University of Chester)

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 programme can be reconfirmed.

The visitors agreed that 50 of the SETs have been met and that conditions should be set on the remaining 8 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 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 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

3.3 The programme must have regular monitoring and evaluation systems in place.

Condition: The education provider must provide further evidence as to what information is generated by their quality assurance procedures and how this enables any issues raised to be dealt with in a timely manner.

Reason: From their discussions at the visit, and from their reading of the documentation provided prior to the visit the visitors were aware of the quality assurance mechanisms that are in place for the programme. In the senior team meeting it was highlighted that a lot of information is generated by the quality assurance processes and that this feeds into relevant management meetings at key points during the year. The visitors were also aware, from the evidence provided, that there was significant pressure on the programme team currently as a result of a number of staff members leaving and, at the time of the visit, not having been replaced. This had placed significant burden on the remaining members of the programme team to ensure that the programme was continuing to be delivered as intended. However the visitors could not determine, from the evidence provided, if the regular monitoring and evaluation procedures in place had identified the issues in regards to the number of available programme team members. In particular the visitors were not clear how this information would have been generated and how it would then have been fed into the relevant management structures for the programme. As such they could not identify how the regular monitoring and evaluation processes in place ensured that the right information reached the relevant people in order for any issues, in regards to staffing, to be addressed in a timely manner. Therefore the visitors require further evidence as to how the information generated by the monitoring and evaluations systems identifies issues in regards to staffing and how this is utilised to address any issues in a timely manner.

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 further information on the person who has professional responsibility for the programme

Reason: In their review of the documentation provided prior to the visit the visitors understood that there was a programme leader in place who had overall professional responsibility for this programme. However prior to the visit, and in discussions at the visit, the visitors were made aware that the person who was the programme lead was stepping down and that their last day in post was the day of the approval visit. In further discussion it was highlighted that there would be an interim arrangement until a new, permanent, programme leader was in place. Due to the timing of this change the visitors did not have evidence of the new arrangement or any information about the new programme leader. Therefore the visitors could not determine that there was an appropriately qualified and experienced person in place who has overall professional responsibility for the programme. As such the visitors require further evidence of the arrangements that will be put in place temporarily and what support will be provided to

any temporary programme lead. They also require further evidence of the qualifications, experience and registration status of the new programme leader.

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 as to how they ensure that is a sufficient number of professionally qualified, experienced dietetic staff in place to deliver the programme effectively.

Reason: From their reading of the programme documentation, the visitors were unclear as to the number of staff that are responsible for the effective delivery of this programme. In discussions at the visit it was clarified that there are contributors to the programme from staff across the department of clinical sciences and nutrition. Therefore the visitors understood that there were a number of members of staff who are responsible for aspects of the programme's delivery but who aren't members of the core programme team. The visitors were also aware that the core programme team consisted of qualified and experienced dieticians who were responsible for the profession specific aspects of the programme delivery including teaching, personal tutoring and support for students, practice placement providers and educators. However, from the evidence provided the visitors were clear that a number of the core programme team had recently left the education provider and, at the time of the visit, had not been replaced. This had placed significant burden on the remaining members of the team to ensure that the programme was continuing to be delivered as intended. As such the visitors could not determine, from the evidence provided, how the education provider was ensuring that there was adequate numbers of appropriately qualified and experienced staff in place to deliver the programme. In particular they could not determine how the education provider was ensuring that, for the profession specific aspects of the programme, there are adequate numbers of staff in place who are experienced, qualified, dietitians. Therefore the visitors require further evidence as to how the education provider is ensuring that there are adequate numbers of appropriately qualified and experienced staff in place to deliver this programme.

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

Condition: The education provider must provide further evidence as to how they ensure that is a sufficient amount of staff in place with specialist expertise and knowledge.

Reason: Through discussions at the visit, the visitors clarified that there are staff across the department of clinical sciences and nutrition who contribute to the programme. Therefore the visitors understood that there were a number of members of staff who are responsible for aspects of the programme's delivery but who aren't members of the core programme team. The visitors were also aware that the core programme team consisted of qualified and experienced dieticians who were responsible for the profession specific aspects of the programme delivery. This includes delivery of the teaching and learning aspects of the programme that are specific to the dietetics profession. However, from the evidence provided the visitors were clear that a number of the core programme team had recently left the education provider and, at the time of the visit, had not been replaced. This had placed significant burden on the remaining members of the team to ensure that the dietetic specific teaching and learning aspects

of the programme were continuing to be delivered as intended. As such the visitors could not determine, from the evidence provided, how the education provider was ensuring that there was an adequate number of appropriately qualified and experienced staff in place to deliver the programme. In particular they could not determine how the education provider was ensuring that, for the profession specific aspects of the programme, there are adequate numbers of staff in place who are experienced, qualified dietitians. Therefore the visitors require further evidence as to how the education provider is ensuring that programme is being delivered by staff with relevant specialist expertise and knowledge.

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

Condition: The education provider must provide additional evidence as to how they ensure that staff responsible for the delivery of this programme are supported in undertaking relevant continuing professional development.

Reason: From their reading of the evidence provided prior to the visit, and in discussions at the visit, the visitors were made aware that there was a programme for staff development that is in place. They were clear that as part of the professional development process line managers and members of staff have conversations about development opportunities and prioritise opportunities for development over the coming year. Professional development is then factored into workload planning to ensure time is available to take up opportunities on offer. However, from the evidence provided the visitors were clear that a number of the core programme team had recently left the education provider and, at the time of the visit, had not been replaced. This had placed significant burden on the remaining members of the team to ensure that the dietetic programme was continuing to be delivered as intended. This has led to some members of staff having to take on additional responsibilities until new members of the core programme team have been recruited. As such the visitors were unclear how the programme for staff development was being implemented as the time available for some members of staff to undertake this activity was being squeezed or limited due to taking on these additional responsibilities. In particular the visitors were unclear as to how the education provider was ensuring that there was support in place for the members of the core team to enable them to take up opportunities for professional development. Therefore the visitors require further information as to how the education provider is ensuring that staff on the programme team are being supported to take up the opportunities for professional development.

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

Condition: The education provider must provide further evidence to demonstrate how the staff responsible for the pastoral and academic student support systems are supported to undertake this role.

Reason: From their reading of the evidence provided prior to the visit, and in discussions at the visit, the visitors were made aware that there was a system for academic and pastoral student support in place. They were clear that as part of this process each student would be allocated a personal academic tutor (PAT) in the first week of the programme. Students would then be expected to have a meeting with their PAT at least once a semester to review their progress through the programme. The visitors also understood that students could arrange additional meetings with their PAT

if required and if their PAT is available. From the evidence provided (such as section 31 of the programme specification) the visitors were clear that for this programme each students' PAT would be a dietitian and as such would be member of the core programme team. However, the visitors were clear that a number of the core programme team had recently left the education provider and, at the time of the visit, had not been replaced. This had placed significant burden on the remaining members of the team to ensure that the dietetic programme was continuing to be delivered as intended. This has led to some members of staff having to take on additional responsibilities until new members of the core programme team have been recruited. As such the visitors were unclear how the system of academic and pastoral support was being implemented as the time available for some members of staff to undertake this role was being squeezed or limited due to taking on additional responsibilities. In particular the visitors were unclear as to how the education provider was ensuring that there was support in place for the members of the core team to act as PATs. Therefore the visitors require further information as to how the education provider is ensuring that staff on the programme team are being supported to act as PATs and provide students with the academic and pastoral support required.

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

Condition: The programme team must provide further information to demonstrate how they ensure students on the programme are aware of who their personal academic tutor (PAT) is and how they can contact their tutor.

Reason: From their reading of the evidence provided prior to the visit, and in discussions at the visit, the visitors were made aware that there was a system for academic and pastoral student support in place. They were clear that as part of this process each student would be allocated a PAT in the first week of the programme. Students would then be expected to have a meeting with their PAT at least once a semester to review their progress through the programme. The visitors also understood that students could arrange additional meetings with their PAT if required and if their PAT is available. From the evidence provided (such as section 31 of the programme specification) the visitors were clear that for this programme each students' PAT would be a dietitian and as such would be member of the core programme team. However, in their discussions with students the visitors were made aware that while some students knew who their PAT was, others did not. As such there were some students who did not understand who their PAT was or what role they played in supporting their studies. Therefore the visitors require further evidence as to how the programme team ensure that students on this programme are aware of the academic and pastoral systems that are in place. In particular this evidence should demonstrate how students are made aware of their PAT, when they would be expected to meet and how, if required, they could contact them outside of formal meetings.

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

Condition: The education provider must demonstrate how the approval and monitoring processes in place provide the programme team with feedback from students and enable them to address any issues on placement as and when they arise.

Reason: In reading the documentation provided prior to the visit the visitors were made aware of the processes that are in place to approve and monitor placements. This was

clarified during discussions at the visit and it was clear that feedback from students is gathered from them via meetings during and after the placements have taken place. However, in discussions with students it was highlighted that individuals had experienced issues while on placements in regards to the support that was being provided and the types of experience being offered. In further discussions it was suggested to visitors that some placements were better than others but that overall the experience was positive across all the different placement experiences. When asked about the placement feedback the students highlighted that this was provided in a group forum, facilitated by their PATs, when they returned from placement, a change from a previous system when this was done as part of scheduled meetings between PATs and students. However, the visitors were not clear as to how that feedback was then used and utilised by the programme team to facilitate at the practice placement settings. As such the visitors were unclear as to how issues that arise on placement are identified and addressed in a timely manner, through the regular monitoring systems that are in place. Therefore the visitors require further evidence of how the regular monitoring and approval of practice placements provide the programme team with useful, timely feedback from students. This evidence should also highlight how this feedback is used by the programme team to address any issues which may have arisen at the practice placement setting.

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 provide further evidence as to how practice placement educators are kept up-to-date with developments on the programme and can assess students effectively while on placement.

Reason: In their reading of the programme documentation, and from discussions at the visit, the visitors were clear that all practice placement educators must have undertaken relevant training before supervising students from this programme. This is monitored and forms part of the approval and monitoring of all practice placements. The visitors were also made aware that the education provider provides refresher training for practice placement educators that is optional and does not have to be undertaken by educators supervising students from this programme. In discussion with the programme team the visitors clarified that the refresher training is used mainly as a tool to train educators who may not have supervised a student for some time, or for someone who may have recently moved into the area. As such the visitors were unclear as to how, if a practice placement educator had undertaken the mandatory training some time previously, they had been kept up-to-date with any changes that may have been made to the programme. Therefore the visitors require further evidence as to how the education provider disseminates information to practice placement educators to keep them up-to-date about changes and developments on the programme. In particular this evidence should highlight how, if a practice placement educator has not been subject to

refresher training for some time they are still fully prepared to supervise, and assess, students from this programme.

Recommendations

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

Recommendation: The education provider should continue to monitor this programme's place in the institution's business plan to ensure that it continues to have the resources required to be delivered as intended.

Reason: In discussions at the visit, the visitors heard that the dietetics provision at the education provider was held in high regard and that the programme were resourced as well as any other at the institution. The visitors were also informed that when issues around the staffing resources for the programme were identified, funding to replace staff who had left was allocated as quickly as it was possible to do. Therefore the visitors were satisfied that this standard is met. However, the visitors noted that while resources had been allocated to the programme at the time of the visit there were a number of vacancies on the core programme team that had not been filled. This had required additional responsibilities to be taken on by the remaining members of the programme team and for additional support to be sought to support the programme team. As such the visitors recommend that the education provider continues to monitor the place this programme has in the business plan of the educator to ensure that available resources are allocated to the programme as and when they are required. In this way the education provider may be better placed to allocate the available resources to the programme in a timely way. This may also reduce the risks associated with the programme being delivered by a reduced programme team for significant periods of time.

3.2 The programme must be effectively managed.

Recommendation: The education provider should consider monitoring the management structures of the programme, and department, to ensure that when the programme is faced with adverse circumstances it continues to be delivered as intended.

Reason: The visitors were aware, from the evidence provided, of the structures that are in place to effectively manage this programme. As such they were satisfied that this standard was met at a threshold level. However, the visitors noted that while the education provider had allocated resources to the programme, when the visit occurred there were a number of vacancies on the core programme team that had not been filled. This had required additional responsibilities to be taken on by the remaining members of the programme team and for additional support to be sought to support the programme team. Therefore the visitors suggest that the education provider continues to monitor how the programme is managed so that it is clear how information about staffing is gathered and informs decisions about resource allocation. In this way the education provider may be better placed to ensure that management responses to adverse circumstances are determined and implemented in a timely way. This may also reduce the risks associated with the programme being delivered by a reduced programme team for significant periods of time.

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

Recommendation: The programme team should consider how best to encourage practice placement providers in specialist settings to provide more placements for students on this programme.

Reason: The visitors were aware from the evidence provided, that there are regular, formal meetings between training leads at practice placement providers and minutes from these meetings are disseminated widely. They are also aware that there are strong informal links between practice placements and that members of the core programme team visit placement sites on a regular basis. As such the visitors are content that the programme meets this standard. However, in discussion with the practice placement providers it was clear that there were some placements that were offered in specialist NHS settings. But these placements were limited due to the type of placements that were offered and as such only a few students may get to experience these placement settings. The visitors recommend that the programme team continue to work with these practice placement providers and explore all possibilities to develop the type of placements that they may offer. In this way there may be more placement experiences on offer and more students from this programme may gain a greater breadth of experience while on practice placement.

Tracy Clephan
Dave Packwood
Kathleen Taylor

Visitors' report

Name of education provider	University of Chester
Programme name	BSc (Hons) Nutrition and Dietetics
Mode of delivery	Full time
Relevant part of the HCPC Register	Dietitian
Date of visit	16 May 2017

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Executive summary

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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. The visit also considered the following programmes – MSc Nutrition and Dietetics and PG Dip Nutrition and Dietetics. Separate reports exist for these programmes.

Visit details

Name and role of HCPC visitors	Tracy Clephan (Dietician) David Packwood (Practitioner Psychologist) Kathleen Taylor (Lay visitor)
HCPC executive officer (in attendance)	Ben Potter
Proposed student numbers	16 per cohort, 1 cohort per year
Effective date that programme approval reconfirmed from	September 2017
Chair	Garfield Southall (University of Chester)
Secretary	Sue Sutton (University of Chester)

Sources of evidence

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	Yes	No	N/A
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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 programme can be reconfirmed.

The visitors agreed that 49 of the SETs have been met and that conditions should be set on the remaining 9 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 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 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 provide further evidence of the information applicants and prospective students receive about the fees for the programme.

Reason: In their reading of the documentation that was provided prior to the visit the visitors were clear that, due to the change in commissioning, all students from September 2017 will have to pay fees to take up a place on this programme. This was confirmed during discussions at the visit. However, in their reading of the documentation visitors could not identify what information prospective students and applicants to the programme would be provided with regarding any fees that they may have to pay. In further discussions it was highlighted that the level of the fee had not yet been agreed, and as such information about the level of the fees for this programme wasn't yet available. The visitors therefore could not determine how the education provider ensures that applicants and prospective students have all the information they need, about the fees they will need to pay, in order for them to make an informed choice about applying to the programme. Because of this the visitors require further evidence as to how the about how the education provider ensures that applicants have all of the information they require to make an informed choice about taking up a place on this programme.

3.3 The programme must have regular monitoring and evaluation systems in place.

Condition: The education provider must provide further evidence as to what information is generated by their quality assurance procedures and how this enables any issues raised to be dealt with in a timely manner.

Reason: From their discussions at the visit, and from their reading of the documentation provided prior to the visit the visitors were aware of the quality assurance mechanisms that are in place for the programme. In the senior team meeting it was highlighted that a lot of information is generated by the quality assurance processes and that this feeds into relevant management meetings at key points during the year. The visitors were also aware, from the evidence provided, that there was significant pressure on the programme team currently as a result of a number of staff members leaving and, at the time of the visit, not having been replaced. This had placed significant burden on the remaining members of the programme team to ensure that the programme was continuing to be delivered as intended. However the visitors could not determine, from the evidence provided, if the regular monitoring and evaluation procedures in place had identified the issues in regards to the number of available programme team members. In particular the visitors were not clear how this information would have been generated and how it would then have been fed into the relevant management structures for the programme. As such they could not identify how the regular monitoring and evaluation processes in place ensured that the right information reached the relevant people in order for any issues, in regards to staffing, to be addressed in a timely manner. Therefore the visitors require further evidence as to how the information generated by the monitoring and evaluations systems identifies

issues in regards to staffing and how this is utilised to address any issues in a timely manner.

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 as to how they ensure that is a sufficient number of professionally qualified, experienced dietetic staff in place to deliver the programme effectively.

Reason: From their reading of the programme documentation, the visitors were unclear as to the number of staff that are responsible for the effective delivery of this programme. In discussions at the visit it was clarified that there are contributors to the programme from staff across the department of clinical sciences and nutrition. Therefore the visitors understood that there were a number of members of staff who are responsible for aspects of the programme's delivery but who aren't members of the core programme team. The visitors were also aware that the core programme team consisted of qualified and experienced dietitians who were responsible for the profession specific aspects of the programme delivery including teaching, personal tutoring and support for students, practice placement providers and educators. However, from the evidence provided the visitors were clear that a number of the core programme team had recently left the education provider and, at the time of the visit, had not been replaced. This had placed significant burden on the remaining members of the team to ensure that the programme was continuing to be delivered as intended. As such the visitors could not determine, from the evidence provided, how the education provider was ensuring that there was adequate numbers of appropriately qualified and experienced staff in place to deliver the programme. In particular they could not determine how the education provider was ensuring that, for the profession specific aspects of the programme, there are adequate numbers of staff in place who are experienced, qualified, dietitians. Therefore the visitors require further evidence as to how the education provider is ensuring that there are adequate numbers of appropriately qualified and experienced staff in place to deliver this programme.

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

Condition: The education provider must provide further evidence as to how they ensure that is a sufficient amount of staff in place with specialist expertise and knowledge.

Reason: Through discussions at the visit, the visitors clarified that there are staff across the department of clinical sciences and nutrition who contribute to the programme. Therefore the visitors understood that there were a number of members of staff who are responsible for aspects of the programme's delivery but who aren't members of the core programme team. The visitors were also aware that the core programme team consisted of qualified and experienced dietitians who were responsible for the profession specific aspects of the programme delivery. This includes delivery of the teaching and learning aspects of the programme that are specific to the dietetics profession. However, from the evidence provided the visitors were clear that a number of the core programme team had recently left the education provider and, at the time of the visit, had not been replaced. This had placed significant burden on the remaining members of the team to ensure that the dietetic specific teaching and learning aspects

of the programme were continuing to be delivered as intended. As such the visitors could not determine, from the evidence provided, how the education provider was ensuring that there was an adequate number of appropriately qualified and experienced staff in place to deliver the programme. In particular they could not determine how the education provider was ensuring that, for the profession specific aspects of the programme, there are adequate numbers of staff in place who are experienced, qualified dietitians. Therefore the visitors require further evidence as to how the education provider is ensuring that programme is being delivered by staff with relevant specialist expertise and knowledge.

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

Condition: The education provider must provide additional evidence as to how they ensure that staff responsible for the delivery of this programme are supported in undertaking relevant continuing professional development.

Reason: From their reading of the evidence provided prior to the visit, and in discussions at the visit, the visitors were made aware that there was a programme for staff development that is in place. They were clear that as part of the professional development process line managers and members of staff have conversations about development opportunities and prioritise opportunities for development over the coming year. Professional development is then factored into workload planning to ensure time is available to take up opportunities on offer. However, from the evidence provided the visitors were clear that a number of the core programme team had recently left the education provider and, at the time of the visit, had not been replaced. This had placed significant burden on the remaining members of the team to ensure that the dietetic programme was continuing to be delivered as intended. This has led to some members of staff having to take on additional responsibilities until new members of the core programme team have been recruited. As such the visitors were unclear how the programme for staff development was being implemented as the time available for some members of staff to undertake this activity was being squeezed or limited due to taking on these additional responsibilities. In particular the visitors were unclear as to how the education provider was ensuring that there was support in place for the members of the core team to enable them to take up opportunities for professional development. Therefore the visitors require further information as to how the education provider is ensuring that staff on the programme team are being supported to take up the opportunities for professional development.

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

Condition: The education provider must provide further evidence to demonstrate how the staff responsible for the pastoral and academic student support systems are supported to undertake this role.

Reason: From their reading of the evidence provided prior to the visit, and in discussions at the visit, the visitors were made aware that there was a system for academic and pastoral student support in place. They were clear that as part of this process each student would be allocated a personal academic tutor (PAT) in the first week of the programme. Students would then be expected to have a meeting with their PAT at least once a semester to review their progress through the programme. The visitors also understood that students could arrange additional meetings with their PAT

if required and if their PAT is available. From the evidence provided (such as section 31 of the programme specification) the visitors were clear that for this programme each students' PAT would be a dietitian and as such would be member of the core programme team. However, the visitors were clear that a number of the core programme team had recently left the education provider and, at the time of the visit, had not been replaced. This had placed significant burden on the remaining members of the team to ensure that the dietetic programme was continuing to be delivered as intended. This has led to some members of staff having to take on additional responsibilities until new members of the core programme team have been recruited. As such the visitors were unclear how the system of academic and pastoral support was being implemented as the time available for some members of staff to undertake this role was being squeezed or limited due to taking on additional responsibilities. In particular the visitors were unclear as to how the education provider was ensuring that there was support in place for the members of the core team to act as PATs. Therefore the visitors require further information as to how the education provider is ensuring that staff on the programme team are being supported to act as PATs and provide students with the academic and pastoral support required.

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

Condition: The programme team must provide further information to demonstrate how they ensure students on the programme are aware of who their personal academic tutor (PAT) is and how they can contact their tutor.

Reason: From their reading of the evidence provided prior to the visit, and in discussions at the visit, the visitors were made aware that there was a system for academic and pastoral student support in place. They were clear that as part of this process each student would be allocated a PAT in the first week of the programme. Students would then be expected to have a meeting with their PAT at least once a semester to review their progress through the programme. The visitors also understood that students could arrange additional meetings with their PAT if required and if their PAT is available. From the evidence provided (such as section 31 of the programme specification) the visitors were clear that for this programme each students' PAT would be a dietitian and as such would be member of the core programme team. However, in their discussions with students the visitors were made aware that while some students knew who their PAT was, others did not. As such there were some students who did not understand who their PAT was or what role they played in supporting their studies. Therefore the visitors require further evidence as to how the programme team ensure that students on this programme are aware of the academic and pastoral systems that are in place. In particular this evidence should demonstrate how students are made aware of their PAT, when they would be expected to meet and how, if required, they could contact them outside of formal meetings.

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 programme team must provide further evidence as to what the attendance requirements are for this programme and how students are made aware of these requirements.

Reason: From their review of the documentation provided prior to the visit the visitors were clear about the mechanisms that the education provider has in place to monitor students' attendance. However, they were unclear as to the attendance expectations for students and in particular what level of non-attendance would trigger action by the programme team. In discussion with students the visitors heard that while there is general expectation that attendance at all sessions is mandatory, students gave varying figures as to what the threshold would be to trigger any action to address non-attendance. As such the visitors were unclear as to how the programme team have identified where attendance is mandatory on the programme and also what level of non-attendance at these mandatory parts of the programme would trigger interventions. Therefore the visitors require further evidence as to how the attendance requirements of the programme are communicated to students and also what level of non-attendance will trigger action by the programme team.

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

Condition: The education provider must demonstrate how the approval and monitoring processes in place provide the programme team with feedback from students and enable them to address any issues on placement as and when they arise.

Reason: In reading the documentation provided prior to the visit the visitors were made aware of the processes that are in place to approve and monitor placements. This was clarified during discussions at the visit and it was clear that feedback from students is gathered from them via meetings during and after the placements have taken place. However, in discussions with students it was highlighted that individuals had experienced issues while on placements in regards to the support that was being provided and the types of experience being offered. In further discussions it was suggested to visitors that some placements were better than others but that overall the experience was positive across all the different placement experiences. When asked about the placement feedback the students highlighted that this was provided in a group forum, facilitated by their PATs, when they returned from placement, a change from a previous system when this was done as part of scheduled meetings between PATs and students. However, the visitors were not clear as to how that feedback was then used and utilised by the programme team to facilitate at the practice placement settings. As such the visitors were unclear as to how issues that arise on placement are identified and addressed in a timely manner, through the regular monitoring systems that are in place. Therefore the visitors require further evidence of how the regular monitoring and approval of practice placements provide the programme team with useful, timely feedback from students. This evidence should also highlight how this feedback is used by the programme team to address any issues which may have arisen at the practice placement setting.

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 provide further evidence as to how practice placement educators are kept up-to-date with developments on the programme and can assess students effectively while on placement.

Reason: In their reading of the programme documentation, and from discussions at the visit, the visitors were clear that all practice placement educators must have undertaken relevant training before supervising students from this programme. This is monitored and forms part of the approval and monitoring of all practice placements. The visitors were also made aware that the education provider provides refresher training for practice placement educators that is optional and does not have to be undertaken by educators supervising students from this programme. In discussion with the programme team the visitors clarified that the refresher training is used mainly as a tool to train educators who may not have supervised a student for some time, or for someone who may have recently moved into the area. As such the visitors were unclear as to how, if a practice placement educator had undertaken the mandatory training some time previously, they had been kept up-to-date with any changes that may have been made to the programme. Therefore the visitors require further evidence as to how the education provider disseminates information to practice placement educators to keep them up-to-date about changes and developments on the programme. In particular this evidence should highlight how, if a practice placement educator has not been subject to refresher training for some time they are still fully prepared to supervise, and assess, students from this programme.

Recommendations

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

Recommendation: The education provider should continue to monitor this programme's place in the institution's business plan to ensure that it continues to have the resources required to be delivered as intended.

Reason: In discussions at the visit, the visitors heard that the dietetics provision at the education provider was held in high regard and that the programme were resourced as well as any other at the institution. The visitors were also informed that when issues around the staffing resources for the programme were identified, funding to replace staff who had left was allocated as quickly as it was possible to do. Therefore the visitors were satisfied that this standard is met. However, the visitors noted that while resources had been allocated to the programme at the time of the visit there were a number of vacancies on the core programme team that had not been filled. This had required additional responsibilities to be taken on by the remaining members of the programme team and for additional support to be sought to support the programme team. As such the visitors recommend that the education provider continues to monitor the place this programme has in the business plan of the educator to ensure that available resources are allocated to the programme as and when they are required. In this way the education provider may be better placed to allocate the available resources to the programme in a timely way. This may also reduce the risks associated with the programme being delivered by a reduced programme team for significant periods of time.

3.2 The programme must be effectively managed.

Recommendation: The education provider should consider monitoring the management structures of the programme, and department, to ensure that when the programme is faced with adverse circumstances it continues to be delivered as intended.

Reason: The visitors were aware, from the evidence provided, of the structures that are in place to effectively manage this programme. As such they were satisfied that this standard was met at a threshold level. However, the visitors noted that while the education provider had allocated resources to the programme, when the visit occurred there were a number of vacancies on the core programme team that had not been filled. This had required additional responsibilities to be taken on by the remaining members of the programme team and for additional support to be sought to support the programme team. Therefore the visitors suggest that the education provider continues to monitor how the programme is managed so that it is clear how information about staffing is gathered and informs decisions about resource allocation. In this way the education provider may be better placed to ensure that management responses to adverse circumstances are determined and implemented in a timely way. This may also reduce the risks associated with the programme being delivered by a reduced programme team for significant periods of time.

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

Recommendation: The programme team should consider how best to encourage practice placement providers in specialist settings to provide more placements for students on this programme.

Reason: The visitors were aware from the evidence provided, that there are regular, formal meetings between training leads at practice placement providers and minutes from these meetings are disseminated widely. They are also aware that there are strong informal links between practice placements and that members of the core programme team visit placement sites on a regular basis. As such the visitors are content that the programme meets this standard. However, in discussion with the practice placement providers it was clear that there were some placements that were offered in specialist NHS settings. But these placements were limited due to the type of placements that were offered and as such only a few students may get to experience these placement settings. The visitors recommend that the programme team continue to work with these practice placement providers and explore all possibilities to develop the type of placements that they may offer. In this way there may be more placement experiences on offer and more students from this programme may gain a greater breadth of experience while on practice placement.

Tracy Clephan
Dave Packwood
Kathleen Taylor

Visitors' report

Name of education provider	Coventry University
Programme name	BSc (Hons) Dietetics and Human Nutrition
Mode of delivery	Full time
Relevant part of the HCPC Register	Dietitian
Date of visit	9– 10 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 'dietitian' 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 5 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 24 August 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 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 as the education provider considered their validation of 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	Tracy Clephan (Dietitian) Angela Duxbury (Radiographer) Diane Whitlock (Lay visitor)
HCPC executive officer	Jasmine Pokuaa Oduro-Bonsrah
Proposed student numbers	41 per cohort, one cohort per year
Proposed start date of programme approval	September 2017
Chair	Ian Dunn (Coventry University) (for day 2)
Secretary	Stevie West (Coventry University)
Members of the joint panel	Lorraine Gearing (Internal Panel Member) Douglas Howat (Internal Panel Member) Michelle Brooker (Observer)

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 examiners' reports from two year ago prior to the visit as there are currently no external examiners 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) Dietetics programme at the education provider, as the programme seeking approval currently does not have any students enrolled on it as it is not approved.

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 51 of the SETs have been met and that conditions should be set on the remaining seven 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 ensure that all the information available to applicants is accurate and consistent to enable them to make informed choices about whether taking up an offer of a place on the programme.

Reason: From the documentation provided prior to the visit the visitors noted that the length of the programme will be changing to be three years from the 2017-18 academic year. This was confirmed by the programme team at the visit. However, the visitors noted on the programme website for the 2017-2018 academic year that the programme length will be four years. The visitors note that the programme length is an important factor in applicants being able to make an informed decision about whether to take up an offer of a place on this programme. Furthermore, the visitors noted that this programme is advertised on the programme website as an “undergraduate NHS degree”. The visitors noted that this information could be misleading to applicants as there are no longer NHS commissioned places available to applicants who are considering taking up an offer of a place on this programme. The education provider will therefore need to ensure that all the admissions information available to potential applicants is consistent, accurate and clear in order for these applicants to be make an informed choice about taking up an offer of a place on the 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 demonstrate how they ensure that international applicants are informed about the criminal convictions checks requirements for the programme.

Reason: At the visit the programme team and the students told the visitors that students will have to undertake a criminal convictions check before being accepted on the programme. Through the discussions at the visit, the visitors learnt that international students have to go through different criminal convictions checks processes. The faculty registrar explained that international applicants are given specific information on criminal convictions checks depending on what country that applicant is from. The visitors however, did not see any information regarding how international students are told about the criminal convictions checks before being admitted on the programme. Therefore they could not determine what information was provided or determine how the information is appropriate through the provision of detail to ensure that international students are aware of the criminal convictions checks requirements. The education provider will therefore, need to provide further evidence to demonstrate what information will be available to international applicants, regarding what the criminal convictions checks they would need to undertake before being admitted onto the programme.

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 communicate any changes to the programme learning outcomes, and demonstrate that these ensure that those who successfully complete the programme meet the standards of proficiency for dietitians.

Reason: In reviewing the documentation prior to the visit the visitors were made aware of the learning outcomes for the programme and how they ensure that those who successfully complete the programme will meet the standards of proficiency (SOPs) for dietitians. However, during the meeting with the programme team and the informal feedback meeting at the visit it was stated that the internal validation panel will ask the programme team to consider changing some of the learning outcomes. As such the visitors have not had the evidence of the final, confirmed, learning outcomes for the programme. Therefore they cannot determine how the final, confirmed, learning outcomes will ensure that successful graduates can meet the SOPs for dietitians. The visitors will therefore require the education provider to provide additional evidence which will communicate any changes made to the learning outcomes, so they can make a determination as to how the programme can meet this standard.

5.1 Practice placements must be integral to the programme.

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

Reason: As part of the review of this new programme, the pattern of placement learning has changed to ensure that students will get a similar placement experience over three years as they did over the previous four year BSc (Hons) dietetics programme. It was made clear that students currently on the previous programme will continue to study over four years while students on this programme will study over three years and there will be a period while the two programmes will run in parallel. To evidence how the programme meets this standard the visitors were directed to the course specification, module directory, practice placement handbooks and practice placement guides. In reviewing this evidence the visitors noted that there were formal agreements in place between the practice placement providers and the education provider, to provide placements for the previous four year programme. However, the visitors could not find any formal agreements between the education provider and the practice placement providers for this programme. During the programme team and practice placement provider meetings the visitors were told that the education provider had a “verbal commitment which is honoured” by the practice placement providers and while they had not formalised any placements yet, there is an expectation that they will not need placements for at least 18 months. As such, from the evidence provided, the visitors could not determine how the programme team and education provider can be sure that there will be sufficient practice placements available for the programme. In particular the visitors could not see how the programme team can be sure that there will be sufficient placement opportunities for this programme and if there will be sufficient placements to support both cohorts on the three and four year programmes when they cross-over. Therefore the visitors require further evidence as to what agreements are in place to ensure that there will be sufficient placement opportunities for all students on this programme.

5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.

Condition: The programme team must provide further evidence of how the placement number, range and length will support the learning outcomes of the programme.

Reason: As part of the review of this new programme, the pattern of placement learning has changed to ensure that students will get a similar placement experience on this programme (over three years) as students do over four years on the previous programme. The visitors learnt during the placement provider meeting that one of the placement providers will trial a “2 for 1” placement experience. In further discussion with the practice placement providers the visitors understood that this is where a practice placement provider is responsible for two students at the same time, where previously they may have only been responsible for one. The visitors heard that this model of placement provision was hopefully going to be more widely rolled out for this programme, once the trial had been completed. In discussion with the programme team the visitors were made aware that the 2 for 1 placement model may lead to “3 for 1” and “4 for 1” practice placement learning experiences being developed. From the evidence provided the visitors could not determine how these different models of placement provision were designed to work in practice. They were also unclear as to how these structures, as described, would support students in achieving the learning outcomes associated with the practice placements. The visitors therefore require further evidence as to what models of practice placement will be used for this programme, what impact this will have on placement provision and how these models will support students in achieving the relevant learning outcomes.

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

Condition: The education provider must provide further evidence as to how practice placement educators are kept up-to-date with the expectations of the programme team.

Reason: From the documentation provided, the visitors noted that new practice placement educators undergo a two day training session conducted by the education provider. A list of new practice placement educators is kept by the education provider, to ensure that all new practice educators have undertaken the training before they take up their responsibilities. In addition to the training offered to new practice educators, an optional annual study day is provided for experienced clinical educators. During the visit the programme team confirmed that attendance to the refresher training was not compulsory and that the education provider only keeps a list of educators who have attended the refresher training. Therefore, the visitors could not determine how the programme team ensure that practice placement educators keep up-to-date with developments on the programme. In particular the visitors could not determine how practice placement educators who had not attended refresher training would be aware of changes to the programme such as changes to the structure of placements. Because of this the education provider will need to provide further evidence as to how the optional refresher training helps the programme team ensure that practice placement educators are up-to-date with the expectations of their role.

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 communicate any changes to the assessment strategy and design, and demonstrate that these ensure that those who successfully complete the programme meet the standards of proficiency dietitians.

Reason: In reviewing the documentation prior to the visit the visitors were made aware of the assessment strategy and design for the programme which is designed to ensure that those who successfully complete the programme will meet the SOPs for dietitians. However, during the meeting with the programme team and the informal feedback meeting at the visit it was stated that the internal validation panel will ask the programme team to consider changing some of the assessment strategy and design, in particular, the assessment of the practice placement modules. As such the visitors have not had the evidence of the final, confirmed, assessment strategy and design for the programme. Therefore they cannot determine how the final, confirmed, learning assessment strategy will ensure that successful graduates can meet the SOPs for dietitians. The visitors will therefore require the education provider to provide additional evidence which will communicate any changes to the assessment strategy and design, so they can make determinations about how the programme can meet this standard.

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

Condition: The programme team must provide further evidence to demonstrate how they ensure that the programme documentation clearly articulates the requirements for student progression and achievement within the programme.

Reason: To evidence this standard the visitors were directed to course specification A, Practice placement handbooks, course handbook and practice placement assignment guide. Within the documentation provided the visitors noted statements which outline how students can progress within the programme including sentences such as students “must normally/ usually pass all credit bearing” elements of the programme to progress. However, in their reading of the documentation, and in the discussions at the visit, the visitors were unsure what ‘normal’ or ‘usual’ circumstances consisted of. Because of this they were unsure about how students would know what circumstances they would not ‘normally’ be expected to pass. The visitors were also unclear, from the evidence provided, what ‘usual’ or ‘unusual’ circumstances would prompt staff to apply the assessment regulations in different ways. Therefore the programme team will need to provide further evidence as to how the programme documentation clearly articulates to students and staff what the requirements for student achievement and progression are. The evidence should also provide information about what criteria staff are to use should they need to make distinctions between usual and unusual circumstances to ensure that they can apply the assessment regulations consistently.

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

Condition: The education provider should provide further evidence of which assessment regulations apply to the programme once the university validation process has completed.

Reason: To evidence this standard the visitors were directed to course specification A, practice placement assignment guide and practice placement, course and faculty handbook. The visitors noted in the faculty handbook that the programme uses university-wide assessment regulations. However, in discussions at the visit between the internal panel and the programme team, the visitors were informed that the wording used in the course handbook and course specification which outlines the requirements for student progression did not comply with the university's assessment regulations. As such through the internal re-validation of this programme the assessment regulations that apply to the programme may change. Due to this, the visitors are currently unclear about what regulations will apply to this programme, and are aware that the wording could change once the regulations go through the education provider's validation process. Therefore, the visitors require further evidence from the programme team to determine which assessment regulations apply to the programme, once the internal re-validation process has been completed.

Recommendations

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

Recommendation: The education provider should consider reviewing the current level of service user and carer involvement for the programme

Reason: From the documentation and discussions with the programme team and service user and carer group (SUCE), it was clear that there is currently service user and carer involvement in the programme and appropriate support is in place for these members. The visitors were therefore satisfied that this standard is met. However, the visitors noted that there was low levels of service users and carer involvement in the programme and this involvement is currently on an ad hoc basis. Whilst the visitors noted that there is a faculty wide strategy in place and were satisfied that service users and carers are involved and supported, they considered that the current involvement specifically, in the BSc (Hons) Dietetics programme poses a risk to continued involvement for the programme. The visitors therefore recommend that the programme team considers reviewing the current level of service user and carer involvement for the programme, and how this involvement can be enhanced to ensure that this does not fall below a threshold level.

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

Recommendation: The education provider should consider how best to continue monitoring the number, and availability, of practice placement educators.

Reason: From discussions with the programme and practice placement providers, it was clear that there is currently an adequate number of appropriately experienced and qualified staff to the practice placement setting. Therefore the visitors were satisfied that this standard is met. However, throughout the meetings the visitors noted that only the practice placement providers had the full list of practice placement educators. Furthermore, the visitors were told that the practice placement providers were responsible for telling the education provider about new practice placement educators, to ensure that they undertake the appropriate training before they take up their responsibilities as practice placement educators. The visitors therefore, recommend that the programme team and the practice placement team consider sharing the responsibility of ensuring that there are adequate number of practice placement educators in place. The visitors recommend that the programme team considers ways to enhance collaboration with the practice placement providers and better ensure that there are practice placement educators in place to support students, in particular while there will be a temporary increase in students undertaking placements.

Tracy Clephan
Angela Duxbury
Diane Whitlock

Visitors' report

Name of education provider	De Montfort University
Programme name	BSc (Hons) Speech and Language therapy
Mode of delivery	Full time
Relevant part of the HCPC Register	Speech and language therapist
Date of visit	6 – 7 June 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 'speech and language therapist' 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 2 August 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 24 August 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 validated 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	Catherine Mackenzie (Speech and language therapist) Lucy Myers (Speech and language therapist) Clare Bates (Lay visitor)
HCPC executive officer	Jasmine Pokuaa Oduro-Bonsrah
Proposed student numbers	35 per cohort, one cohort per year
Proposed start date of programme approval	1 September 2017
Chair	Tracy Cruickshank (De Montfort University)
Secretary	Sophia Welton (De Montfort University)
Members of the joint panel	Helen Burbidge (Internal Panel Member) Sally Lloyd (Internal Panel Member) Julia Stewart (External Panel Member and The Royal College of Speech and Language Therapists 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

The HCPC did not review external examiners' reports from two year ago prior to the visit as there are currently no external examiners 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 visitors were given a presentation on the resources available to students and an equipment list.

The HCPC met with students from the BSc Human communication: Speech and Language therapy programme at the education provider, as the programme seeking approval currently does not have any students enrolled on it as it is not approved.

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 42 of the SETs have been met and that conditions should be set on the remaining 16 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 demonstrate how they communicate their recognition of prior learning (RPL) policies to applicants.

Reason: To evidence this standard the visitors were directed to the Student Admissions Policy, which outlines how staff should apply the RPL policies, as well as the Equality Impact form. The visitors were satisfied that the RPL policies were appropriate for this programme, however, the visitors were unable to see how the policy would be effectively communicated to applicants and students. For example, the visitors could not see how applicants would have access to information regarding what might be accepted as RPL and the procedures associated with this. In the meeting with the programme team, the visitors were told that some applicants and current students may be admitted on to the programme using the RPL route. The visitors therefore require evidence which demonstrates how the education provider will effectively communicate their RPL policies and associated processes to potential applicants and students.

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 how they ensure the information to applicants regarding additional course costs is accurate.

Reason: To evidence this this standard the visitors were directed to the course leaflet, open day presentation and interview presentation. The visitors noted in the open day presentation that there is an expectation that students will have to make a contribution towards their placement costs. The visitors also noted under the additional costs of the programme website that students will be required to pay for their travel costs to placements. At the visit the visitors asked students and the programme team about the costs of travel to placements. The visitors were told by the students that they could claim back the cost of travel. Additionally, the programme team told the visitors that travel is subsidised by the education provider and there was a formula for calculating how much students can claim back. From the documentation and discussions at the visit, the visitors were not clear whether students will have to pay for all the costs associated with travel to placements as highlighted on the programme website or whether some of the costs will be subsidised by the education provider. The education provider should provide evidence to demonstrate how they will clarify to applicants and students what the costs associated with the programme will be, especially the costs associated with the travel costs to placements, so that these applicants can have all the information they require 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 ensure that the resources to support student learning throughout the programme are clear and consistent to reflect the programme title.

Reason: From a review of the documentation, the visitors noted that there were several instances of the programme being referred to as 'BSc (Hons) Human Communication: Speech and Language Therapy'. There are examples of this programme title in the student handbook and programme specification. There were other examples of the programme being referred to as BSc (Hons) Speech and Language Therapy and this was confirmed by the education provider at the visit as the new programme name. The visitors note that the information in the programme documentation could be misleading to students as it is unclear, inconsistent and does not accurately reflect the programme title. The education provider must therefore, provide further evidence to demonstrate that the resources available to students are clear and consistent to accurately reflect the programme title.

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

Condition: The education provider must demonstrate how they ensure that the programme documentation provides students with the information they require to progress and achieve the relevant learning outcomes on this programme.

Reason: From a review of the documentation, the visitors were made aware that students would be given the option to participate in practical exercises to support their learning. The visitors were directed to the 'protocol for consent in practical sessions' document. However, the visitors noted on the form that there is an implication that students can refuse to take part in practical sessions when practising the skills on their student colleagues who are acting as service users. The form states that "students may be asked to take part in practical exercises to support their learning. Participation is voluntary, however, students should be aware that in some circumstances non-participation will disadvantage them in their learning e.g. in preparation for clinical placements". The visitors note that it is vital for students to be able to take part in practical skills sessions as they need to practise the skills in order to become competent, safe and effective practitioners. The visitors also note that the information provided on the form could be misleading to students as there is an implication that students will not be expected to fulfil their practical competencies, not through practice but through other resources such as observations of the activity. The education provider must therefore demonstrate how they ensure that the programme documentation, including the consent form, provides students with the information they require to progress and achieve the relevant learning outcomes on 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, particularly test equipment, effectively support the required learning and teaching activities of the programme.

Reason: To evidence this standard the visitors were directed to several of De Montfort University's webpages, Blackboard, Library subject guide and, at the visit, the programme team showed the visitors a virtual tour of the resources available to students. During the meeting with the students the visitors were told that students could borrow the test equipment available to them in the speech and language therapy department for up to two weeks. Furthermore, the students informed the visitors that at times there is limited test equipment, and when the test equipment is returned sometimes there are parts missing, which makes it difficult to practise their skills. The programme team told the visitors that the test equipment in the speech and language therapy department is for reference only and, although students are allowed to access it on a trust basis, they are not supposed to take it out. The visitors therefore note that the current test equipment is not adequate to support the required learning and teaching activities of this programme because of the missing parts of the test equipment. Additionally, the visitors are unsure whether students are clear about whether they are allowed to borrow the test equipment for weeks at a time. The visitors therefore require evidence to demonstrate that there will be adequate resources, particularly test equipment, to support the required learning and teaching activities of this programme and also provide evidence to demonstrate that students are clear about the borrowing policies for the test equipment, in order for them to practise their skills.

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 what protocols they have in place for obtaining consent from students when they act as service users in practical and clinical teaching.

Reason: For this standard the visitors were directed to the 'protocol for consent in practical sessions' form which outlined the process for obtaining consent when students participate in practical and clinical teaching. In relation to the above 3.8 standard, the form only highlights that participation is sought for students who want to take part in practicing their skills as opposed to acting as service users in these practical sessions. Furthermore, in the protocol for consent in practical sessions form, it states that "Where a student does not wish to take part in a practical session this should be discussed with the relevant member of staff". The visitors note that this statement could take away the students' right of confidentiality. Furthermore, from discussions at the visit with the students the visitors were informed by the students that they had no knowledge of this consent form. As such, the education provider will have to demonstrate how they have appropriate protocols in place to obtain consent from students when participating as service users in practical and clinical teaching. In addition, the education provider will have to demonstrate how they communicate to students what would happen if they chose to withdraw their consent when acting as service users in practical sessions.

5.1 Practice placements must be integral to the programme.

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

Reason: To evidence this standard the visitors were directed to the module templates. However, the visitors could not see, in the documentation provided, whether there were any formal arrangements in place to secure practice placements for all students. During the programme team meeting the education provider identified a number of partner

organisations, including NHS and role emerging placements. Furthermore, in the practice placement meeting, the providers told the visitors that they were committed to being able to provide placements for this programme. The education provider told the visitors that they have had verbal commitments from the placement providers to take students from this programme. The programme team also informed the visitors that they were looking at smaller providers such as schools and are currently thinking about how to develop new placements. However, the visitors note that without seeing the formal agreements, they are unable to make a judgment about whether placements are integral to the programme for all students. The education provider therefore needs to provide evidence of the formal arrangements to secure practice placements for all students.

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

Condition: The education provider must provide further evidence to demonstrate what mechanisms are in place to ensure a safe and supportive environment for students on practice placements, especially when they go on home visits.

Reason: To evidence this standard the visitors were directed to the 'clinical practice profile and approval form' as well as the 'learning agreement'. From a review of the documentation and discussions at the visit, the visitors noted that students may have to go on home visits whilst out on placement. In the placement provider meeting the visitors were told that as providers they are expected to undertake relevant risk assessments before a student goes to the homes alone. Firstly, the visitors did not receive any evidence of what risk assessments are, so could not make a judgment about whether these risk assessments carried out by the placement providers were appropriate to provide a safe and supportive environment for students. The visitors were also unsure about how the education provider will ensure that all placements carry out risk assessments when students work alone in the service user's home. The visitors were unclear on how the induction processes would explain to students about the risks and safety issues associated with lone working in a service user's homes. And lastly, the visitors could not also see how there will be relevant assessment risks to ensure the safety of the service user who is visited in their homes by the lone working student. The education provider therefore, needs to provide further evidence to demonstrate what mechanisms are in place to ensure the safety of service users when visited by students who are lone working as well as ensure the safety of students when they go on home visits alone.

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 for approving and monitoring all placements.

Reason: To evidence this standard the visitors were directed to the 'clinical practice profile and approval form' as well as the 'learning agreement'. In the documentation provided the visitors noted different overarching policies, systems and procedures for approving placements. At the visit, the visitors were informed that the placement provider will have to complete this approval form to be submitted and checked by the education provider. Furthermore, as part of the monitoring process of placements the placement providers will be required to submit a yearly self-declaration form to

demonstrate that they are adhering to the approval criteria. The visitors were clear that the placement providers will have to complete the approval form in order to be used as a placement opportunity. However, the visitors were unclear, how the education provider will make sure that the self-declaration by the placement provider will ensure that the processes, policies and systems in place at both the NHS and role-emerging placement setting will provide a safe and supportive environment for students. The education provider will therefore need to demonstrate how they ensure that there is a thorough and effective system in place 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 provide evidence of how they ensure equality and diversity policies are in place within practice placements.

Reason: To evidence this standard the visitors were directed to the learning agreement. The visitors reviewed this information but were unable to determine from this how the education provider ensures that practice placement providers have equality and diversity policies in place in relation to students. Discussions with the programme team indicated that there is a process in place to ensure practice placement providers have equality and diversity policies in place, but the visitors were unsure what these processes were and how this process formed part of the auditing and approving of all placements as they could not see it within the documentation. The visitors therefore require the education provider to provide evidence that demonstrates how the programme ensures equality and diversity policies are in place within practice placements.

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 placement setting.

Reason: To evidence this standard the visitors were directed to the 'clinical practice profile and approval form'. In the documentation provided the visitors noted different overarching policies, systems and procedures for approving placements. At the visit, the visitors were informed that the placement provider will have to complete this approval form to be submitted and checked by the education provider. The visitors were clear that the placement providers will have to complete the approval form in order to be used as a placement opportunity which confirms that there is an adequate number of staff. However, the visitors were unclear how the education provider, will ensure that the self-declaration by the placement providers will ensure that there is an adequate number of appropriately qualified and experienced staff at the placement setting who will support student learning in a safe environment. The visitors did not also see evidence of what the education provider considers as an adequate number of staff and why this number is appropriate. The education provider will therefore need to demonstrate how their approval process will ensure that there will be an adequate number of appropriately qualified and experienced staff in all placement settings.

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

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

Reason: To evidence this standard the visitors were directed to the 'clinical practice profile and approval form' and the 'learning agreement'. In the documentation provided the visitors noted different overarching policies, systems and procedures for approving placements. At the visit, the visitors were informed that the placement provider will have to complete this approval form to be submitted and checked by the education provider. The visitors were clear that the placement providers will have to complete the approval form in order to be used as a placement opportunity. However, the visitors were unclear how the education provider will ensure that the self-declaration by the placement providers will ensure that the practice placement educators will have the relevant knowledge, skills and expertise to support student learning in a safe environment. The education provider will therefore need to demonstrate how their approval process will ensure that all practice placement educators in all settings will have the relevant knowledge, skills and experience.

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

Condition: The education provider must demonstrate how they ensure practice placement educators undertake appropriate practice placement educator training in order to supervise students effectively on this programme.

Reason: To evidence this standard the visitors were directed to the block placement preparation workshop and were shown the 'Health and Care Professions (H&CP) Practice Education Guidance' at the visit. The visitors learnt that the practice placement preparation workshop is a presentation used in the training of practice educators. However, during discussions with the programme team, the visitors learnt that practice placement educators are given the option to attend training. The placement providers also told the visitors that the practice educators have access to training and top up training is offered to educators. The visitors noted that placement areas are required to confirm the training staff have received, however, the visitors were unclear about the steps taken by the education provider to ensure that suitably trained placement educators were in place for students. The visitors were unclear on how all placement educators, particularly new educators and educators from role emerging placement areas will be appropriately trained to effectively support students on this programme. The visitors were also not clear what the training and top up offered by the practice placement providers consisted of, and therefore could not determine if this was appropriate. In addition, the visitors were unsure about what refresher training will be available to practice placement educators, and therefore how they will be kept up-to-date with the expectations of the programme. The visitors therefore require further evidence to demonstrate how they ensure all practice placement educators undertake appropriate initial and refresher training in order to equip them to effectively supervise and support students on this programme.

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

Condition: The programme team must provide further evidence of how they will ensure and monitor that the practice educators are appropriately registered, unless other arrangements are agreed

Reason: To evidence this standard the visitors were directed to the 'clinical practice profile and approval form'. In the documentation provided the visitors noted a different overarching policies, systems and procedures for approving placements. At the visit, the visitors were informed that the placement provider will have to complete this approval form to be submitted and checked by the education provider. The visitors were clear that the placement providers will have to complete the approval form in order to be used as a placement opportunity. However, the visitors were unsure how the education provider themselves will ensure that the practice placement educators will be appropriately registered, unless other arrangements are agreed. In particular, the visitors are unsure about which practice placement educators will be supervising students in the role emerging placements and therefore whether these educators will be appropriately registered, unless other arrangements are agreed. The education provider will therefore need to demonstrate how their approval process will ensure that practice placement educators who will be supervising students on this programme will be appropriately registered, unless other arrangements are agreed.

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 should review their training documentation to ensure that practice educators are fully prepared for placement.

Reason: From a review of the documentation and at the visit, the visitors saw in the block placement preparation workshop presentation that placement educators are referred to the 'HCPC Practice Education Guidance, 2016'. Firstly, the visitors noted that the education provider had incorrectly named the document and the accurate title, 'Health and Care Professions (H&CP) Practice Education Guidance' is not a HCPC document, and instead a publication by a professional body.

Additionally, in relation to the 5.8 condition above, the visitors note that this information could be misleading to practice placement educators as it highlights that training is not compulsory for all practice educators. The visitors therefore note that this publication could impact on the preparedness of practice educators as it implies training for educators is optional.

The visitors therefore require that the programme team amends the training documentation, so that it reflects the correct information regarding who created the

publication and ensures that the practice educators are aware that training is mandatory in order to be fully prepared for placement.

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

Condition: The education provider must provide further evidence which clearly articulates the reassessment opportunities on this programme.

Reason: For this standard the visitors were directed to the course template. From a review of the documentation the visitors could not identify how many reassessment opportunities students will have for this programme. The visitors noted in the student handbook and the validation document that students had one reassessment opportunity for some modules such as the Professional Practice 2 module. It was also confirmed by the programme team that students have one reassessment opportunity. However, the visitors noted in the course template for the same module that students will have two reassessment opportunities. The visitors were therefore unclear on what the reassessment opportunities are due to the inconsistencies in the documentation and how this will effectively be communicated to students, so they can know how to progress and achieve within the programme. The education provider must provide further evidence to demonstrate what the reassessment opportunities are for this programme and how this information will be consistently and accurately communicated to students.

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

Condition: The education provider must ensure that the programme documentation available to students clearly articulates what students must pass in order to progress and achieve within the programme.

Reason: From an initial review of the documentation, the visitors noted what the requirements are for achievement and progression within the programme. However, in the student handbook it states "All modules must be passed at each level for students to proceed onto the next level. With very few exceptions (practical phonetics tests in SALT 1008 and 2202 for which particular regulations apply) all assessments are classed as 'essential' and therefore must be passed in order to pass each module". At the visit, the education provider clarified that the practical phonetic test modules are compulsory and students must pass them. The visitors therefore note that this statement could be misleading as it implies that students will not have to pass the practical phonetics tests. The education should therefore provide further evidence to demonstrate how they clearly articulate to students what they must pass in the programme in order to progress and achieve 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 ensure that the programme documentation clearly articulates that aegrotat awards do not confer eligibility to apply to the HCPC Register.

Reason: To evidence that this standard is met by the programme the visitors were directed to the course template. 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 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 section one of the guide to external examining at De Montfort University. The visitors noted that as part of the selection and appointment criteria external examiners must meet “applicable criteria set out by professional, statutory or regulatory bodies”. However, the visitors could not be certain from this evidence that this would mean that the HCPC standard would be met. This is because 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

Catherine Mackenzie
Lucy Myers
Clare Bates

Visitors' report

Name of education provider	Edge Hill University
Programme name	PgDip Social Work (Step Up To Social Work)
Mode of delivery	Full time
Relevant part of the HCPC Register	Social worker in England
Date of visit	7 – 8 June 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 'social worker in England' 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 Wednesday 2 August 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 24 August 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 21 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 21 September 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 considered the validation of 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	Susan Bell (Social worker in England) Patricia Higham (Social worker in England) Diane Whitlock (Lay)
HCPC executive officer (in attendance)	Niall Gooch
Proposed student numbers	30 per cohort, 1 cohort per year
Proposed start date of programme approval	January 2018
Chair	Tony Turjansky (Edge Hill University)
Secretary	Katherine Griffiths (Edge Hill University)
Members of the joint panel	Rachel Bury (Edge Hill University) Lorraine Partington (Edge Hill University) Fran Wiles (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 external examiners' reports from the last two years 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 BA (Hons) Social Work, 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 49 of the SETs have been met and that conditions should be set on the remaining nine 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 demonstrate how they will ensure that applicants have access to the information they require to make an informed choice about whether to take up or make an offer of a place on the programme.

Reason: The visitors were able to review documentation related to the application and entry processes for the programme, and to discuss them with the programme staff and senior team at the visit. They were informed that, as this will be a Step Up To Social Work programme, the application process is administered jointly by the education provider and partners in the local Learning Together Partnership (LTP), consisting of a number of local authorities, and the Department for Education (DfE). However, from the evidence provided, the visitors were not clear how applicants are informed that they would not need to fund their own occupational health checks and Disclosure & Barring Service (DBS) checks. The visitors were also unclear as to where or how applicants were given information about the potential financial costs associated with accepting a bursary but failing to complete the programme. As such they were unclear how the education provider ensures that all applicants will have the information they need to make an informed decision about taking up a place on the programme. They therefore require the education provider to submit further evidence to show how they will ensure that the materials produced by them for applicants contains information that is required.

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 will ensure that students have an informed understanding of consent.

Reason: The visitors were able to review a consent form in the programme documentation and discuss consent procedures with the programme team and students on the existing social work programmes. They were informed in these discussions that students could, and did, opt out occasionally for personal reasons, and there seemed to be an informal understanding of this among staff and students. The programme team did note that given the requirements and structure of the Step Up programme, it might be difficult for students to progress if they did not feel able to consent to certain activities, and the visitors were aware of this. However, from the documentation the visitors were not clear how the education provider ensured that all students were aware when they gave their initial consent that they could choose not to participate in certain practical components such as role plays, if they had a serious personal reason for doing so. The visitors therefore require that the education provider submit evidence showing how they will ensure that students are aware that consent is an ongoing process and that they can withdraw consent if they have a serious personal reason to do so.

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 provide further evidence to demonstrate how the programme will ensure that upon successful completion of the programme all students will meet the following standards of proficiency (SOPs):

- 1.1 know the limits of their practice and when to seek advice or refer to another professional**
- 1.2 recognise the need to manage their own workload and resources and be able to practise accordingly**
- 1.4 be able to recognise and respond appropriately to unexpected situations and manage uncertainty**
- 1.5 be able to recognise signs of harm, abuse, and neglect and know how to respond appropriately**
- 2.9 recognise the power dynamics in relationships with service users and carers and be able to manage those dynamics appropriately**
- 2.10 understand what is required of them by HCPC**
- 3.2 understand the importance of maintaining their own health and well being**
- 5.2 understand the need to adapt practice to respond appropriately to different groups and individuals**
- 8.5 understand how the means of communication should be modified to address and take account of a range of factors including age, capacity, learning ability and physical ability**
- 8.6 be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by a range of factors including age, culture, disability, ethnicity, gender, religious beliefs and socio-economic status**
- 8.7 understand the need to draw upon available resources and services to support service users' and carers' communication, wherever possible**
- 9.2 be able to work with service users and carers to enable them to assess and make informed decisions about their needs, circumstances, risks, preferred options and resources**
- 9.4 be able to support service users' and carers' right to control their lives and make informed choices about the services they receive**
- 9.10 be able to understand the emotional dynamics of interactions with service users and carers**
- 15.2 be aware of applicable health and safety legislation and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these**
- 15.3 be able to work safely in challenging environments, including being able to take appropriate actions to manage environmental risk**

Reason: The visitors were able to review a standards of proficiency (SOPs) mapping document prior to the visit and discuss the mapping of SOPs to learning outcomes with the programme team. From the documentation the visitors were not clear where and how some of the SOPs were linked to learning outcomes in the programme modules, for example SOP 5.2 regarding adaptability of practice, SOP 8.6 regarding non-verbal communication, and SOP 9.10 regarding interaction with service users and carers. In discussion with the programme team the visitors received verbal reassurances that the curriculum ensured that students who successfully completed the programme would meet all the SOPs. However, the visitors were not able to see evidence for this and so

could not be certain that the standard was met. They therefore require the education provider to submit evidence showing how all the SOPs will be mapped to learning outcomes in the modules on the programme.

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

Condition: The education provider must demonstrate that they have a thorough and effective system in place for approving and monitoring placements.

Reason: The visitors were able to review documentation relating to placements and discuss placement audit with the programme team. They were informed that all of the education provider's external placements had recently been externally audited. However, they were not clear that the education provider, or the Learning Together Partnership (LTP), had access to a single database giving details of all placements and practice placement educators, or had a process for approving and monitoring all placements. Instead the local authorities involved in the LTP each maintained their own data on placements and educators, and the education provider relied on these local authorities to audit the placements. As such the visitors were unclear as to how the education provider would be able to identify and address issues if they arose as they did not have ownership of the audit and monitoring information. For example, in the student meeting the visitors heard that a number of students on placements in one particular local authority had felt that they did not have a safe learning environment. The visitors were unclear how the education provider has been made aware of these issues or how they would go about addressing them. Therefore they require the education provider to submit evidence showing how they will ensure that they have a thorough and effective system for approving and monitoring all placements.

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 will ensure that there are an adequate number of appropriately qualified and experienced staff on placements.

Reason: On the visit, the visitors were able to discuss placement audit with the programme team, and see a list of placement staff and educators. However, the education provider did inform the visitors that this was not a complete list. The visitors were not clear that the education provider, or the Learning Together Partnership (LTP), had access to a single database with details of the qualifications and experience of staff on practice placements. Instead the local authorities involved in the LTP each maintained their own data on placement staff, and the education provider relied on these local authorities to monitor the qualifications and experience of those staff. The visitors were given verbal reassurances that there were adequate numbers of qualified and experienced staff in place on placements, but they were not able to determine that the standard was met as they had not seen sufficient evidence of how the education provider monitored this. They therefore require the education provider to submit evidence showing they will ensure that there are adequate numbers of appropriately qualified and experienced staff on placements.

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

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

Reason: On the visit, the visitors were able to see a list that gave details of some placement educators and their skills and experience. However, the education provider did inform the visitors that this was not a complete list. The visitors were not clear that the education provider, or the Learning Together Partnership (LTP), had access to a single database with details of the qualifications and experience of staff on practice placements. Instead the local authorities involved in the LTP each maintained their own data on placement staff, and the education provider relied on these local authorities to monitor the qualifications and experience of those staff. The visitors were given verbal reassurances that all placement educators had appropriate expertise, but they were not able to determine that the standard was met as they had not seen sufficient evidence of how the education provider ensured this. They therefore require the education provider to submit evidence showing how they will ensure that there are adequate numbers of appropriately qualified and experienced staff on placements.

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

Condition: The education provider must demonstrate how they will ensure that practice placement educators are appropriately trained.

Reason: On the visit, the visitors were able to see a list that gave details of some placement educators and their training status. However, the education provider did inform the visitors that this was not a complete list. The visitors were not clear that the education provider, or the Learning Together Partnership (LTP), had access to a single database with details of the training of staff on practice placements. Instead the local authorities involved in the LTP each maintained their own data on placement staff training, and the education provider relied on these local authorities to monitor the training of those staff. The visitors were given verbal reassurances that all placement educators had appropriate training, but they were not able to determine that the standard was met as they had not seen sufficient evidence of how the education provider ensured this. They therefore require the education provider to submit evidence showing how they will ensure that placement educators are appropriately trained.

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

Condition: The education provider must demonstrate how they will ensure that practice placement educators are appropriately registered.

Reason: On the visit, the visitors were able to see a list that gave details of some placement educators and their registration status. However, the education provider did inform the visitors that this was not a complete list. The visitors were not clear that the education provider, or the Learning Together Partnership (LTP), had access to a single database with details of the registration status of staff on practice placements. Instead the local authorities involved in the LTP each maintained their own data on placement staff, and the education provider relied on these local authorities to monitor the

registration status of staff. The visitors were given verbal reassurances that all placement educators were appropriately registered, but they were not able to determine that the standard was met as they had not seen sufficient evidence of how the education provider ensured this. They therefore require the education provider to submit evidence showing how they will ensure that placement educators are appropriately registered.

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 how the programme will ensure that upon successful completion of the programme all students will meet the following standards of proficiency (SOPs):

- 1.1 know the limits of their practice and when to seek advice or refer to another professional**
- 1.2 recognise the need to manage their own workload and resources and be able to practise accordingly**
- 1.4 be able to recognise and respond appropriately to unexpected situations and manage uncertainty**
- 1.5 be able to recognise signs of harm, abuse, and neglect and know how to respond appropriately**
- 2.9 recognise the power dynamics in relationships with service users and carers and be able to manage those dynamics appropriately**
- 2.10 understand what is required of them by HCPC**
- 3. be able to maintain fitness to practise**
- 5.2 understand the need to adapt practice to respond appropriately to different groups and individuals**
- 8.5 understand how the means of communication should be modified to address and take account of a range of factors including age, capacity, learning ability and physical ability**
- 8.6 be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by a range of factors including age, culture, disability, ethnicity, gender, religious beliefs and socio-economic status**
- 8.7 understand the need to draw upon available resources and services to support service users' and carers' communication, wherever possible**
- 9.2 be able to work with service users and carers to enable them to assess and make informed decisions about their needs, circumstances, risks, preferred options and resources**
- 9.4 be able to support service users' and carers' right to control their lives and make informed choices about the services they receive**
- 9.10 be able to understand the emotional dynamics of interactions with service users and carers**
- 15.2 be aware of applicable health and safety legislation and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these**
- 15.3 be able to work safely in challenging environments, including being able to take appropriate actions to manage environmental risk**

Reason: From their review of the module descriptors prior to the visit the visitors were not clear about how the learning outcomes enable students to meet the SOPs (see condition under SET 4.1) and therefore how these SOPs would be assessed. For example, they were not able to determine where and how SOP 5.2 regarding adaptability of practice, SOP 8.6 regarding non-verbal communication, and SOP 9.10 regarding interaction with service users and carers, would be assessed. In discussion with the programme team the visitors received verbal reassurances that ensuring students' ability to meet all of the SOPs was an integral part of assessment on the programme. However, the visitors were not able to see evidence for this and so could not be certain that the standard was met. They therefore require the education provider to submit evidence showing how students' ability to meet all the SOPs will be assessed in the programme.

Recommendations

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

Recommendation: The education provider should follow through its plans to recruit further staff to support the teaching of the programme.

Reason: The visitors were satisfied that the standard was met, as they considered that the existing full time equivalent (FTE) number of staff on the programme team, plus visiting lecturers, could cover the teaching of the Step Up PgDip as well as the existing BA and MA programmes. The visitors noted that the education provider was planning to recruit further staff to support the delivery of the new programme, and they considered that this was appropriate as the delivery of the new programme was likely to add to existing workloads. They therefore suggest that the education provider continue with their plans for further recruitment. In this way the programme team may be better supported in delivering the programme effectively.

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.

Recommendation: The education provider should continue its efforts to ensure that all students gain a range of appropriate professional experience.

Reason: The visitors were satisfied that the standard was met, as the available placements supported all the appropriate learning outcomes and there were placements available across a wide range of social work areas. In the student meeting the visitors were made aware that some students had concerns about not having an appropriate range of placements, or not getting enough exposure to particular areas of practice. The visitors therefore suggest that the education provider keep under review the type of placements on offer to students so that, as far as possible, they can ensure that all students are exposed to as wide a breadth of professional experience as possible, even on a Step Up programme focused on children and families social work.

Susan Bell
Patricia Higham
Diane Whitlock

HCPC approval process report

Education provider	University of Essex
Name of programme(s)	BSc (Hons) Speech and Language Therapy - Full time BSc (Hons) Speech and Language Therapy (Including Placement Year) - Full time BSc (Hons) Speech and Language Therapy (Including Year Abroad) - Full time
Approval visit date	7-8 June 2017
Case reference	CAS-11662-G6B4N2

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Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the approval process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Section 1: Our regulatory approach

Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation of the visitors, inclusive of conditions and recommendations. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Frances Ashworth	Lay
Elsbeth McCartney	Speech and language therapist
Lorna Povey	Speech and language therapist
Jamie Hunt	HCPC executive

Other groups involved in the approval visit

There were other groups in attendance at the approval visit as follows. Although we engage in collaborative scrutiny of programmes, we come to our decisions independently.

David Penman	Chair	University of Essex
Carly Peaston-Jones	Secretary	University of Essex
Janet Edwards	External academic	Manchester Metropolitan University
Beth Marrant	Industry representative	N/A
Nicholas Geeraert	Internal panel member	University of Essex
Colin Sadler	Internal panel member	East 15 Acting School
Daniel Underdown	Student panel member	University of Essex

Christos Salis	Royal College of Speech and Language Therapists (RCSLT) Visitor	RCSLT – professional body
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Section 2: Programme details

Programme name	BSc (Hons) Speech and Language Therapy
Mode of study	FT (Full time)
Profession	Speech and language therapist
Proposed first intake	1 October 2018
Maximum student cohort	Up to 30 across the three programmes
Intakes per year	1
Assessment reference	APP01649

Programme name	BSc (Hons) Speech and Language Therapy (Including Placement Year)
Mode of study	FT (Full time)
Profession	Speech and language therapist
Proposed first intake	1 October 2018
Maximum student cohort	Up to 30 across the three programmes
Intakes per year	1
Assessment reference	APP01778

Programme name	BSc (Hons) Speech and Language Therapy (Including Year Abroad)
Mode of study	FT (Full time)
Profession	Speech and language therapist
Proposed first intake	1 October 2018
Maximum student cohort	Up to 30 across the three programmes
Intakes per year	1
Assessment reference	APP01779

We undertook assessment of new programmes proposed by the education provider via the approval process. This involves consideration of documentary evidence and an onsite approval visit, to consider whether the programmes meet our standards for the first time. The education provider has existing HCPC-approved speech and language therapy provision (an MSc with a PGDip step off point) which was not considered at this approval visit. The existing programmes will share resources with the new programmes should they be approved.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence,

we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
Programme specification	Yes
Module descriptor(s)	Yes
Student handbook	Yes
Practice placement handbook	Yes
Completed education standards mapping document	Yes
Completed proficiency standards mapping document	Yes
Curriculum vitae for relevant staff	Yes
External examiners' reports for the last two years, if applicable	N/A

We also expect to meet the following groups at approval visits:

Group	Met
Students	Yes
Senior staff	Yes
Placement providers and educators	Yes
Service users and carers	Yes
Programme team	Yes
Tour of facilities	Yes

Section 4: Outcome from first review

Recommendation of the visitors

In considering the evidence provided by the education provider as part of the initial submission and at the approval visit, the visitors' recommend that there was insufficient evidence to demonstrate that our standards are met at this time, but that the programme(s) should be approved subject to the conditions noted below being met.

Conditions

Conditions are requirements that must be met before programmes can be approved. We set conditions when there is insufficient evidence that standards are met. The visitors were satisfied that 44 of the standards are met at this stage. However, the visitors were not satisfied that there is evidence that demonstrates that the following standards are met, for the reasons detailed below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programmes, and then provide any further evidence to demonstrate how they meet the conditions. We set a deadline for responding to the conditions of 29 August 2017.

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 evidence that they will ensure applicants have the information they require to make an informed choice about whether to take up the offer of a place on the programme.

Reason: As part of the documentary submission, the visitors were not given advertising information specific to the programme. At the approval visit, visitors discussed various costs that would be paid by the education provider or by students. For example, DBS checks and travel costs for placements would be paid for by the education provider, and student membership of the Royal College of Speech and Language Therapists (RCSLT) would be paid for by students. The education provider also explained how the placement and international years would work, specifically that students would make a decision about which route to take at the point of application, with the option to change their mind when progressing through the programme. The visitors considered the education provider's decisions reasonable in these and other areas relating to expectations of, and information that would need to be provided to applicants. However, as the visitors were not shown how this information would be communicated, they were unclear how potential applicants to the programme would be made aware of responsibilities for costs, along with other information that may be pertinent to them taking up an offer of a place on the programme. Therefore, the visitors require further evidence to demonstrate that this standard is met.

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

Condition: The education provider must confirm the maximum numbers of students across their speech and language therapy provision, including a breakdown across programmes.

Reason: From the information provided and from discussions at the visit, the visitors were unclear of the intended student numbers across the whole speech and language therapy provision. In discussion the education provider suggested that there would be an upper limit on students that would be accepted onto the programmes at the education provider, including the Masters level programme that was not reviewed at this visit. This would then inform what level of resourcing the provision would receive as a whole, with the provider reducing the student numbers on the masters' programmes to ensure that the resources would remain appropriate for all speech and language programmes. However, this limit had not been determined. As a result the education provider did not provide details of the number of students for these programmes. The visitors noted that we require student numbers to be explicitly stated so we are able to make a judgement whether resourcing for the programme is adequate for the number of students. Therefore, the visitors require information that shows that the education provider has made a final decision about maximum student numbers across the speech and language therapy provision, and a breakdown of these numbers across programmes and years.

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 they will have an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Reason: From the documentation, the visitors noted that the education provider has considered and defined the additional staff that they will need to deliver these programmes while continuing to deliver their existing programmes. In conversations at

the visit, the senior team highlighted that the staffing resources would be increased as needed, but were unclear about specifics such as timescales or job profiles. From these discussions and from the documentation, the visitors could not determine what recruitment plan was in place to appropriately staff the programme in the future, or what, if any, formal commitment to recruit the additional staff noted through the documentation had been made. The visitors also noted that as they were unclear about student numbers (as referenced in the condition for SET 3.1), they were unclear whether the proposed increase in staff numbers would be appropriate to support the delivery of these programmes. Therefore, the visitors require information that demonstrates that the programme will have an adequate number of appropriately qualified and experienced staff in place to deliver an effective 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 their specialist teaching and learning accommodation will be adequate to support the required learning and teaching activities of the programme.

Reason: In the documentation, the education provider flagged that their speech and language therapy laboratory “may be upgraded at the point of [the] validation visit”. At the visit, the visitors were shown a dedicated speech and language therapy space, and provided with a plan for a new space to support student learning, but were not provided with detailed information about these facilities as the plans had only just been finalised. Therefore, the visitors were unclear exactly what facilities the new space would provide, how it would be used by the programme, or how the whole suite of facilities would be appropriate to support student learning for this programme. The visitors also noted that as they were unclear about student numbers (as referenced in the condition for SET 3.1), they were unclear if there would be sufficient space and resources for all speech and language therapy students when the programmes are running at full capacity. Therefore, the visitors require further evidence to demonstrate how the suite of facilities available to students will effectively support the required learning and teaching 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 demonstrate that it will have appropriate and sufficient speech and language therapy specific resources, and that these resources will be readily available to all students.

Reason: From a review of the documentation, and from the resources tour, the visitors were unable to see how the resources would be appropriate to the curriculum or readily available to students. Specifically, the visitors were unclear about which speech and language therapy specific assessments (for example, assessments to identify speech, language and communication needs, and / or eating and drinking difficulties) were available, along with availability of clinical resources such as speech and voice analysis software. Although the visitors saw plans for new facilities (as noted in the condition for SET 3.9), they were not clear about how these plans would translate into the education provider ensuring there will be appropriate and sufficient speech and language therapy resources in place to support the delivery of the curriculum. Therefore, the visitors require further evidence 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 following standards of proficiency (SOPs) for speech and language therapists are delivered by the programme:

- **13.7** understand educational theory and practice and the relationship between language and literacy in relation to speech and language therapy
- **14.7** be able to administer, record, score and interpret a range of published and self-generated assessment tools to describe and analyse service users' abilities and needs using, where appropriate, phonetic transcription, linguistic analysis, instrumental analysis and psycholinguistic assessment
- **14.15** be able to use information and communication technologies appropriate to their practice

Reason: From the information provided, the visitors were unclear if or how the above SOPs were contained in the programme's curriculum. From reviewing the modules holistically, the visitors were able to determine where most of the SOPs were delivered. However, they were unclear where the above SOPs were delivered from undertaking this exercise, and the SOPs mapping document provided to assist the visitors in making this judgement only pointed to overall modules containing the SOPs rather than the detail of where in the modules at a learning outcome level. Specifically to these SOPs, the visitors were unclear about the teaching of literacy (SOP 13.7), instrumental analysis (SOP 14.7), and augmentative and alternative communication (AAC) (SOP 14.15). Therefore, the visitors require further evidence that demonstrates that the programme's curriculum delivers these SOPs.

5.1 Practice placements must be integral to the programme.

Condition: The education provider must demonstrate that practice placements will be in place for all students.

Reason: From reviewing the documentation, the visitors noted that there were no formal agreements to increase placement capacity for the speech and language therapy provision at the education provider. At the visit, the senior team asserted that they did not expect there to be any problems with sourcing placements for increased student numbers, but were unable to provide assurances that formal agreements would be put in place to ensure that all students would be placed. The placement providers and programme team also discussed that there is currently additional placement capacity in the region, that the programme has been timetabled considering the additional students that will need practice placements, and that there may be a movement to practice educators taking two students at once. However, these groups were also not able to provide formal information or assurances that all students would be placed. The visitors were also unclear about student numbers (as referenced in the condition for SET 3.1), and were therefore unclear how many placements would be required in total by the programme. Although the programme start date is in October 2018, and some placements will not be required until the 2020-21 academic year, the visitors noted that the HCPC is unable to approve a programme unless the education provider is able to demonstrate that placements will be found for all students. Therefore, the visitors require evidence to demonstrate that there will be a sufficient number of practice placements when all speech and language programmes are running at full capacity.

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

Condition: The education provider must demonstrate that they have a thorough and effective system in place to ensure practice placement settings provide a safe and supportive environment.

Reason: From reviewing the documentation, and from discussions at the approval visit, the visitors noted that the education provider has several processes (some formal and some informal) intended to ensure the quality of practice placements. However, the visitors were unclear of the overall placement monitoring system in place, or how the education provider gathers and uses appropriate information to make informed decisions about whether placements provide a safe and supportive environment. To use an example specific to monitoring, it seemed that placements are asked to provide certain information on a regular basis, but it was not clear how the education provider uses this information to make informed judgements about whether placements remain suitable. Therefore, the visitors require evidence that demonstrates that there is a complete thorough and effective system for approving and monitoring all placements associated with this programme.

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

Condition: The education provider must demonstrate that they have a thorough and effective system in place for approving and monitoring all placements, including how they gather and use appropriate information to make informed decisions about placement quality.

Reason: From reviewing the documentation, and from discussions at the approval visit, the visitors noted that the education provider has several processes (some formal and some informal) intended to ensure the quality of practice placements. For example, the education provider asks that students feed back following the completion of each placement, and that placement visits are undertaken by the programme team when required. However, the visitors were unclear of the overall placement monitoring system in place for approving and monitoring placements, or how the education provider gathers and uses appropriate information to make informed decisions about placement quality. To use an example specific to monitoring, it seemed that placements are asked to provide certain information on a regular basis, but it was not clear how the education provider uses this information to make informed judgements about whether placements remain suitable. The visitors noted that there is a separate placement team within the education provider, and that the programme team also have a role with quality assuring placements, but were not given information about how the two teams work together to achieve this aim. From discussions, it also seemed that the programme team was unsure of the role performed by the placement team in the quality assurance of practice placements. The visitors also noted that information is recorded in several different places, and were unclear how all relevant information is drawn together to be used to inform decisions about the suitability of placements. Therefore, the visitors require evidence that demonstrates that there is a complete thorough and effective system for approving and monitoring all placements associated with this programme.

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 that they have a thorough and effective system in place to ensure placement providers have quality and diversity policies in relation to students.

Reason: From reviewing the documentation, and from discussions at the approval visit, the visitors noted that the education provider has several processes (some formal and some informal) intended to ensure the quality of practice placements. However, the visitors were unclear of the overall placement monitoring system in place, or how the education provider gathers and uses appropriate information to make informed decisions about whether placement providers have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored. To use an example specific to monitoring, it seemed that placements are asked to provide certain information on a regular basis, but it was not clear how the education provider uses this information to make informed judgements about whether placements remain suitable. Therefore, the visitors require evidence that demonstrates that there is a complete thorough and effective system for approving and monitoring all placements associated with this programme.

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 will be a sufficient number of appropriately qualified and experienced staff to support students on placement.

Reason: From reviewing the documentation, the visitors noted that there were no formal agreements to increase placement capacity for the speech and language therapy provision at the education provider. At the visit, the senior team asserted that they did not expect there to be any problems with sourcing the placement educators for increased student numbers, but were unable to provide assurances that formal agreements would be put in place to ensure that all students would be placed with appropriately qualified and experienced staff. The placement providers and programme team also discussed that there is currently additional placement capacity in the region, that the programme has been timetabled considering the additional students that will need practice placements, and that there may be a movement to practice educators taking two students at once. However, these groups were also not able to provide formal information or assurances that all students would be placed with appropriately qualified and experienced staff. The visitors were also unclear about student numbers (as referenced in the condition for SET 3.1), and were therefore unclear how many placement staff would be required in total by the programme. The condition for SET 5.4 also links in here, as the visitors were unclear how placements were approved and monitored, and therefore how the education provider will ensure the right staff are in place at each placement. Although the programme start date is in September 2018, and some placements will not be required until the 2020-21 academic year, the visitors noted that the HCPC is unable to approve a programme unless the education provider is able to demonstrate that placements are appropriately supervised for all students. Therefore, the visitors require evidence to demonstrate that there will be a sufficient

number of appropriately qualified and experienced staff at the placement setting, when all speech and language programmes are running at full capacity.

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

Conditions: The education provider must demonstrate how they assure that practice placement educators are members of the professional body, should they wish to continue with this requirement.

Reason: From the documentation, the visitors noted that the education provider requires that all practice placement educators are members of the Royal College of Speech and Language Therapists (RCSLT). This is part of the criteria applied by the education provider to ensure that placement staff are appropriately qualified and experienced, rather than an HCPC requirement. At the visit, the programme team explained that placement educators sign a self-declaration that they are members of the RCSLT, but that the education provider does not audit this declaration. However, as the education provider has set this as a requirement of their practice educators, the visitors need to be clear how they ensure this requirement is met. The visitors therefore need to see further evidence that demonstrates how the education provider ensures that all practice educators are RCSLT registered, or that this requirement no longer applies.

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

Condition: The education provider must ensure that all practice placement educators undertake appropriate practice placement educator training specific to this programme.

Reason: At the visit, the placement team and the programme team explained that in practice, all practice placement educators would undertake some form of practice placement educator training prior to taking students on placement. However, these groups also told the visitors that training is technically not mandatory for either new or existing practice placement educators. Although it is unlikely that a non-trained practice placement educator would be asked to supervise a student on placement, the visitors considered this possible with the existing arrangements. Therefore, the visitors require that appropriate practice placement educator training is made mandatory for all practice placement educators, and that the education provider demonstrates how they will ensure that this is the case.

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 following standards of proficiency (SOPs) for speech and language therapists are assessed by the programme:

- **13.7** understand educational theory and practice and the relationship between language and literacy in relation to speech and language therapy
- **14.7** be able to administer, record, score and interpret a range of published and self-generated assessment tools to describe and analyse service users' abilities and needs using, where appropriate, phonetic transcription, linguistic analysis, instrumental analysis and psycholinguistic assessment

- **14.15** be able to use information and communication technologies appropriate to their practice

Reason: From the information provided, and linked to the condition for SET 4.1, the visitors were unclear how or students were assessed as having met the above SOPs. From reviewing the modules holistically, the visitors were able to determine where most of the SOPs were delivered and assessed. However, they were unclear where the above SOPs were delivered or assessed from undertaking this exercise, and the SOPs mapping document provided to assist the visitors in making this judgement only pointed to overall modules containing the SOPs rather than the detail of where in the modules at a learning outcome or assessment level. Specifically to these SOPs, the visitors were unclear about the assessment of literacy (SOP 13.7), instrumental analysis (SOP 14.7), and augmentative and alternative communication (AAC) (SOP 14.15). Therefore, the visitors require further evidence that demonstrates how students will be assessed as having met these SOPs.

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

Condition: The education provider must revise the assessment of the first year module, 'understanding typical communication' (HS132-4-FY) so that the phonetics assessment cannot be failed and compensated for.

Reason: From reviewing the documentation, the visitors noted that at present the summer exam (requiring a transcription of connected speech & analysis of a wide range of sentence structures from a real life case study) for the first year module, 'understanding typical communication' (HS132-4-FY) can be failed and compensated for by coursework, as long as an average 40 per cent mark is achieved. Due to the set-up of this module and the learning outcomes tested in this assessment, the visitors considered the exam as a core part of the programme, and that therefore it must be passed and not compensated for to ensure students are fit to practice. Therefore, the education provider must revise the assessment for this module, so the visitors can be assured that this standard is met.

Recommendations

We include recommendations when standards are met at or just above threshold level, and where there is a risk to that standard being met in the future. Recommendations do not need to be met before programmes can be approved, but they should be considered by education providers when developing their programmes.

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

Recommendation: The education provider should recruit to job roles requiring research activity relevant to speech and language therapy, as planned.

Reason: The visitors considered that the current staff team had sufficient access to professional development activities, and that therefore this standard is met. However, the visitors noted that there is currently a lack of research focus in the job roles for the staff team. At the visit, the visitors were told that the programme would be recruiting to job roles requiring research activity relevant to speech and language therapy. Therefore, to ensure balance between professional and research development in the staff team, the visitors recommend that the education provider commits to this approach and recruits staff to this profile.

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

Recommendation: The education provider should back up popular speech and language therapist assessments in the library to ensure optimal access for students.

Reason: From the documentation provided, and discussions at the visit, the visitors noted that access to relevant speech and language therapist assessments could be an issues for students. This is could be impacted further due to the increase in student numbers, noted through several of the conditions under SET 3. The visitors also note that they have set a condition for this standard. In addition to changes made in relation to the condition, the visitors recommend that the education provider should back up popular speech and language therapy assessments in the library, so students have another option to access these resources. The visitors note that, as some of these assessments should not be used by students in practice, they should reside in the reserve collection of the library.

Visitors' report

Name of education provider	Glasgow Caledonian University
Programme name	Doctorate in Sport and Exercise Psychology
Mode of delivery	Full time Part time
Relevant part of the HCPC Register	Practitioner psychologist
Relevant modality / domain	Sport and exercise psychologist
Date of visit	20-21 June 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 'practitioner psychologist' or 'sport and exercise psychologist' 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 3 August 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 24 August 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 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 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 professional body, outlines their decisions on the programme's status.

Visit details

Name and role of HCPC visitors	Sandra Wolfson (Sport and exercise psychologist) Gareth Roderique-Davies (Health psychologist) Prisha Shah (Lay visitor)
HCPC executive officer	Jasmine Pokuaa Oduro-Bonsrah
Proposed student numbers	Full time: Ten per cohort, one cohort per year Part time: Two per cohort, one cohort per year
Proposed start date of programme approval	September 2017
Chair	Chris Smith (Glasgow Caledonian University)
Secretary	Jenni Davidson (Glasgow Caledonian University)
Members of the joint panel	Emad Farrag (Internal Panel Member) Les wood (Internal Panel Member) Ian Rivers (External Panel Member) Mark hill (External Panel Member) Ian Ashcroft (The British Psychological Society) Martin Dempster (The British Psychological Society) Ruth Lowry (The British Psychological Society) Ian Maynard (The British Psychological Society)

	Helen Poole (The British Psychological Society)
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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 BSc (Hons) Applied Psychology, Graduate Diploma Psychology (Conversion) and DPsych Counselling Psychology 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 48 of the SETs have been met and that conditions should be set on the remaining ten 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.

Condition

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 revise the advertising materials to ensure that they clearly state all costs associated with the programme.

Reason: For this standard the visitors were directed to the criteria for admission in the programme specification pro forma. From a review of the programme specification pro forma the visitors did not see any information regarding the additional costs associated with the programme. Furthermore, on the programme website it states that there are no additional costs for this programme. However, the visitors were informed during the meeting with the programme team and the students that there are additional costs associated with this programme; the costs include indemnity insurance and travel costs to placements. The visitors did not see any evidence of how the education provider communicates these additional costs to applicants. Therefore, the education provider must revise the advertising materials to ensure that the materials available to potential applicants provide them with the information they require; in particular, the information about the additional costs associated with this programme, in order to make an informed choice about whether to take up or make an offer of a place on a 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 demonstrate how it communicates the requirements for admission onto the programme to applicants, including information about sourcing their own potential practice placement.

Reason: From a review of the documentation and discussions at the visit with the programme team and students, the visitors learnt that students have to have their own potential placements (subject to the audit) before they come onto the programme. The visitors could not, however, see where in the advertising materials applicants are told about this requirement before admission on to the programme. Therefore, the education provider must provide evidence to demonstrate how it communicates the admissions requirements to applicants including information about the expectation of applicants to source their own potential placements before admission onto the programme.

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 clarify the number of staff with the appropriate qualifications and experience delivering this programme, what their contribution to the programme will be and how their Full time equivalent contribution is appropriate to the deliver an effective programme.

Reason: From a review of the documentation the visitors noted that there will be two part time sport and exercise psychology members of staff who will deliver and manage this programme. The contracts for these staff members to deliver and manage this programme are 0.6 Full time equivalent (FTE) and the second staff member at 0.1 FTE.

The visitors also received the curriculum vitae of staff who teach on other psychology programmes in the department, and, at the visit, the visitors were informed which aspects of this programme each member of staff will be teaching. However, the visitors were unclear on how the two members of sport and exercise psychology staff with contractual responsibilities of a total of 0.7 FTE dedicated to this programme will be able to carry out their responsibilities of teaching, supervision and programme management. During the second day of the visit, the visitors were shown a new document with the amended working hours of the members of staff. The visitors saw that the member of staff who was on a 0.6 FTE contract will now be on a 0.98 contract for this programme and the member of staff that was previously on the 0.1 contract will now be on a 0.75 FTE contract. The visitors were unsure about whether these new hours had been agreed with the members of staff, and what responsibilities these staff members will be contributing to with the amended contract. The education provider firstly, needs to demonstrate what members of staff will be contributing to this programme and what their contribution will be to ensure that there is an adequate number of staff with the appropriate qualifications and experience to deliver this programme effectively. As well as, clarify the contractual contributions each member of staff will have dedicated to this programme, and that the staff members are aware of their new contractual contributions in order to deliver an effective the programme.

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

Condition: The education provider must demonstrate how they ensure that staff members will have allocated time dedicated to undertake staff development activities to ensure their continuing professional and research development.

Reason: To evidence this standard the visitors were directed to the approval document. The visitors saw in the documentation that there was a programme for staff development in place to ensure continuing professional and research development. Furthermore, in the senior team meeting the visitors were informed that half a day a week is dedicated to staff development activities. However, linked to condition 3.5 above, the visitors were unclear on how one of the members of staff will have the time to engage in staff development activities, as they were not sure what activities the member of staff will be engaging in to fulfil the responsibilities required for the amended contract hours. Thus, the visitors are unsure about whether the new hours assigned to the member of staff on the 0.98 contract, includes any time for staff development. The education provider must therefore provide further evidence to demonstrate how the staff member on this programme will have dedicated time to engage in staff development activities, to ensure their continuing professional and research development.

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

Condition: The education provider must provide further evidence to demonstrate who the education provider defines as service users and carers and how these service users and carers will be involved in the programme.

Reason: For this standard the visitors were directed to the placement handbook. From a review of the documentation the visitors could not find any information regarding who the education provider defines as a service user or carer and could also not determine how these service users and carers will be involved in this programme. In addition, from discussions at the visit, the students informed the visitors that they cannot recollect any

service user and carer involvement in any aspect of the programme, but have had interaction with service users whilst out on placement. In the service user and carer meeting the visitors noted that the representatives were not service users and instead potential practice placement providers, who have service users who use their services. From the documentation and discussions the visitors were unable to determine who the education provider defines as service users and carers for this programme, how they are appropriate and how they will be involved in this programme. In order to determine that this standard is met the visitors require further evidence demonstrating who the education provider defines as service users and carers, the plans for service user and carer involvement in this programme and how they will be trained and supported to be involved in this programme.

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 demonstrate how the overall teaching and learning strategy and approaches is appropriate to the effective delivery of the curriculum and achievement of the learning outcomes.

Reason: For this standard the visitors were directed to the Programme handbook which outlined the “Programme Aims and Learning Outcomes; Programme Structure: Overview of Modules; Strategy for Learning”. From a review of the documentation provided the visitors noted that there were specific aspects of the programme that will be delivered over a short period of time. Examples of the subject areas being taught over a short period of time for this programme include the teaching of ‘cognitive processes’ including motor learning’ within two weeks and ‘learning and perception’ in a week. The visitors were unclear on how the teaching methods adopted would be appropriate to enable the subject areas to be taught in the depth and breadth needed for students to achieve the learning outcomes. At the visit, the education provider informed the visitors that these subject areas will be taught elsewhere in the programme, and will be revisited in years two and three (Stage 2) of the programme. The visitors however did not see any evidence in the documentation of where and how this will be delivered in stage two of the programme, to get an overall sense of the teaching and learning strategy. The education provider must therefore provide further evidence to demonstrate how the teaching and learning strategy and approaches is appropriate to ensure the effective delivery of the curriculum, and also demonstrate where these subject areas will be taught elsewhere in the programme to ensure the achievement of the learning outcomes.

5.1 Practice placements must be integral to the programme.

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

Reason: To evidence this standard the visitors were directed to the placement handbook. At the visit the visitors were informed that students will have to come on to the programme with potential placements. The visitors also learnt from discussions with the programme team that if students could not find placements before admittance onto the programme, the education provider will provide one through their “bank of placements” which they are developing in order for students to be able to fulfil their practice competencies. The visitors were informed that the bank is still being developed, with potential placement providers being identified on an ongoing basis. In the meeting

the programme team identified a number of potential partner organisations they would want to use for this programme. Furthermore, in the practice placement meeting, the providers told the visitors that they would want to offer placements to students on this programme but had not finalised the logistics of what these placement opportunities would entail. However, the visitors did not see any evidence of this “bank” of placements that the education provider will use if students do not have their own placements. Furthermore, the visitors could not see any evidence in the documentation provided, of any formal arrangements in place to secure practice placements for students who do not have their own placements. The education provider therefore needs to provide evidence to demonstrate that there will be placements for all students and there are formal arrangements in place to secure practice placements for students before this programme commences.

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

Condition: The programme team must provide further evidence to demonstrate what appropriate training practice placement educators and supervisors undertake before supervising students.

Reason: To evidence this standard the visitors were directed to the placement handbook. From a review of this documentation the visitors learnt that “The programme provides a training workshop for new Practice Supervisors (and Placement Educators) annually. It is normally expected that all Practice Supervisors will attend this prior to commencing supervision of students”. In addition the visitors learnt from the documentation and discussions at the visit that placement educators and supervisors who miss these training workshops, will have to undertake a one-to-one training session offered by the Personal Development Tutor. However, the visitors could not see any information regarding the content of the training provided to these practice educators and practice supervisors, so could not determine whether these training sessions were appropriate or not. They could also not see any information about what mechanisms are in place to monitor the attendance of the educators and supervisors who attend training. The visitors could not determine whether the practice supervisors and educators who have the one to one training session, are trained with the same material as those who attend the workshops and, if not, whether this training material is appropriate. In addition, from the documentation provided and discussions at the visit, the visitors were unsure about what refresher training will be available to practice placement educators and supervisors, and therefore how they will be kept up-to-date with the expectations of the programme. The education provider therefore must provide further evidence to demonstrate what appropriate training practice placement educators and supervisors undertake before supervising students and also what refresher training is offered to these educators and supervisors to ensure that they are kept up-to-date with the expectations of the programme.

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 will be regular and effective collaboration between the education provider and the practice placement provider.

Reason: To evidence this standard the visitors were directed to the placement handbook and the staff curriculum vitae. From the documentation provided the visitors could not see evidence of what regular and effective collaboration will be in place between the education provider and practice placement provider. The visitors were told by the programme team that the practice placement providers were not involved in the development of this programme but they intend to have regular meetings with the placement providers once they have been established. Nonetheless, the visitors were not made aware of what these meetings would cover, how often they will occur or which placement providers will be invited to these meetings. As such, the visitors could not determine how these meetings will facilitate regular and effective collaboration between the education provider and the practice placement providers. The education provider must therefore provide further evidence to demonstrate that there will be regular and effective collaboration between the education provider and the practice placement provider.

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: To evidence that this standard is met by the programme the visitors were directed to the programme specification pro forma. 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 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 Programme Handbook: Assessment Regulations, Policies, and Procedures – External Examiner. In the documentation provided the visitors could not locate the appointment criteria of at least one external examiner who will be appropriately experienced and qualified and, unless other arrangements are agreed, from the relevant part of the HCPC Register. As such, the visitors require further evidence to demonstrate that the assessment regulations for this programme will 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

Sandra Wolfson
Gareth Roderique-Davies
Prisha Shah

Visitors' report

Name of education provider	Glasgow Caledonian University
Programme name	Doctorate in Health Psychology
Mode of delivery	Full time Part time
Relevant part of the HCPC Register	Practitioner psychologist
Relevant modality / domain	Health psychologist
Date of visit	20– 21 June 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 approval of the programme. The education provider has until 3 August 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 24 August 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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Visit details

Name and role of HCPC visitors	Gareth Roderique-Davies (Health psychologist) Sandra Wolfson (Sport and exercise psychologist) Prisha Shah (Lay visitor)
HCPC executive officer	Jasmine Pokuaa Oduro-Bonsrah
Proposed student numbers	Full time: Ten per cohort, one cohort per year Part time: Two per cohort, one cohort per year
Proposed start date of programme approval	September 2017
Chair	Chris Smith (Glasgow Caledonian University)
Secretary	Jenni Davidson (Glasgow Caledonian University)
Members of the joint panel	Emad Farrag (Internal Panel Member) Les wood (Internal Panel Member) Ian Rivers (External Panel Member) Mark hill (External Panel Member) Ian Ashcroft (The British Psychological Society) Martin Dempster (The British Psychological Society) Ruth Lowry (The British Psychological Society) Ian Maynard (The British Psychological Society)

	Helen Poole (The British Psychological Society)
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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 BSc (Hons) Applied Psychology, Graduate Diploma Psychology (Conversion) and DPsych Counselling Psychology 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 revise the advertising materials to ensure that they clearly state all costs associated with the programme.

Reason: For this standard the visitors were directed to the criteria for admission in the programme specification pro forma. From a review of the programme specification pro forma the visitors did not see any information regarding the additional costs associated with the programme. Furthermore, on the programme website it states that there are no additional costs for this programme. However, the visitors were informed during the meeting with the programme team and the students that there are additional costs associated with this programme; the costs include indemnity insurance and travel costs to placements. The visitors did not see any evidence of how the education provider communicates these additional costs to applicants. Therefore, the education provider must revise the advertising materials to ensure that the materials available to potential applicants provide them with the information they require; in particular, the information about the additional costs associated with this programme, in order to make an informed choice about whether to take up or make an offer of a place on a 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 demonstrate how it communicates the requirements for admission onto the programme to applicants, including information about sourcing their own potential practice placement.

Reason: From a review of the documentation and discussions at the visit with the programme team and students, the visitors learnt that students have to have their own potential placements (subject to the audit) before they come onto the programme. The visitors could not, however, see where in the advertising materials applicants are told about this requirement before admission on to the programme. Therefore, the education provider must provide evidence to demonstrate how it communicates the admissions requirements to applicants including information about the expectation of applicants to source their own potential placements before admission onto the programme.

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

Condition: The education provider must provide further evidence to demonstrate who the education provider defines as service users and carers and how these service users and carers will be involved in the programme.

Reason: For this standard the visitors were directed to the placement handbook. From a review of the documentation the visitors could not find any information regarding who the education provider defines as a service user or carer and could also not determine how these service users and carers will be involved in this programme. In addition, from discussions at the visit, the students informed the visitors that they cannot recollect any service user and carer involvement in any aspect of the programme, but have had

interaction with service users whilst out on placement. In the service user and carer meeting the visitors noted that the representatives were not service users and instead potential practice placement providers, who have service users who use their services. From the documentation and discussions the visitors were unable to determine who the education provider defines as service users and carers for this programme, how they are appropriate and how they will be involved in this programme. In order to determine that this standard is met the visitors require further evidence demonstrating who the education provider defines as service users and carers, the plans for service user and carer involvement in this programme and how they will be trained and supported to be involved in this programme.

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 demonstrate how the overall teaching and learning strategy and approaches is appropriate to the effective delivery of the curriculum and achievement of the learning outcomes.

Reason: For this standard the visitors were directed to the Programme handbook which outlined the “Programme Aims and Learning Outcomes; Programme Structure: Overview of Modules; Strategy for Learning”. From a review of the documentation provided the visitors noted that there were specific aspects of the programme that will be delivered over a short period of time. An example of this includes the teaching of physiology, health and illness within two hours. The visitors were unclear on how the teaching methods adopted would be appropriate to enable the subject areas to be taught in the depth and breadth needed for students to achieve the learning outcomes. At the visit, the education provider informed the visitors that these subject areas will be taught elsewhere in the programme, and will be revisited in years two and three (Stage 2) of the programme. The visitors however did not see any evidence in the documentation of where and how this will be delivered in stage two of the programme, to get an overall sense of the teaching and learning strategy. The education provider must therefore provide further evidence to demonstrate how the teaching and learning strategy and approaches is appropriate to ensure the effective delivery of the curriculum, and also demonstrate where these subject areas will be taught elsewhere in the programme to ensure the achievement of the learning outcomes.

5.1 Practice placements must be integral to the programme.

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

Reason: To evidence this standard the visitors were directed to the placement handbook. At the visit the visitors were informed that students will have to come on to the programme with potential placements. The visitors also learnt from discussions with the programme team that if students could not find placements before admittance onto the programme, the education provider will provide one through their “bank of placements” which they are developing in order for students to be able to fulfil their practice competencies. The visitors were informed that the bank is still being developed, with potential placement providers being identified on an ongoing basis. In the meeting the programme team identified a number of potential partner organisations they would want to use for this programme. Furthermore, in the practice placement meeting, the providers told the visitors that they would want to offer placements to students on this

programme but had not finalised the logistics of what these placement opportunities would entail. However, the visitors did not see any evidence of this “bank” of placements that the education provider will use if students do not have their own placements. Furthermore, the visitors could not see any evidence in the documentation provided, of any formal arrangements in place to secure practice placements for students who do not have their own placements. The education provider therefore needs to provide evidence to demonstrate that there will be placements for all students and there are formal arrangements in place to secure practice placements for students before this programme commences.

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

Condition: The programme team must provide further evidence to demonstrate what appropriate training practice placement educators and supervisors undertake before supervising students.

Reason: To evidence this standard the visitors were directed to the placement handbook. From a review of this documentation the visitors learnt that “The programme provides a training workshop for new Practice Supervisors (and Placement Educators) annually. It is normally expected that all Practice Supervisors will attend this prior to commencing supervision of students”. In addition the visitors learnt from the documentation and discussions at the visit that placement educators and supervisors who miss these training workshops, will have to undertake a one-to-one training session offered by the Personal Development Tutor. However, the visitors could not see any information regarding the content of the training provided to these practice educators and practice supervisors, so could not determine whether these training sessions were appropriate or not. They could also not see any information about what mechanisms are in place to monitor the attendance of the educators and supervisors who attend training. The visitors could not determine whether the practice supervisors and educators who have the one to one training session, are trained with the same material as those who attend the workshops and, if not, whether this training material is appropriate. In addition, from the documentation provided and discussions at the visit, the visitors were unsure about what refresher training will be available to practice placement educators and supervisors, and therefore how they will be kept up-to-date with the expectations of the programme. The education provider therefore must provide further evidence to demonstrate what appropriate training practice placement educators and supervisors undertake before supervising students and also what refresher training is offered to these educators and supervisors to ensure that they are kept up-to-date with the expectations of the programme.

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 will be regular and effective collaboration between the education provider and the practice placement provider.

Reason: To evidence this standard the visitors were directed to the placement handbook and the staff curriculum vitae. From the documentation provided the visitors could not see evidence of what regular and effective collaboration will be in place between the education provider and practice placement provider. The visitors were told

by the programme team that the practice placement providers were not involved in the development of this programme but they intend to have regular meetings with the placement providers once they have been established. Nonetheless, the visitors were not made aware of what these meetings would cover, how often they will occur or which placement providers will be invited to these meetings. As such, the visitors could not determine how these meetings will facilitate regular and effective collaboration between the education provider and the practice placement providers. The education provider must therefore provide further evidence to demonstrate that there will be regular and effective collaboration between the education provider and the practice placement provider.

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: To evidence that this standard is met by the programme the visitors were directed to the programme specification pro forma. 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 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 Programme Handbook: Assessment Regulations, Policies, and Procedures – External Examiner. In the documentation provided the visitors could not locate the appointment criteria of at least one external examiner who will be appropriately experienced and qualified and, unless other arrangements are agreed, from the relevant part of the HCPC Register. As such, the visitors require further evidence to demonstrate that the assessment regulations for this programme will 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.

Gareth Roderique-Davies
Sandra Wolfson
Prisha Shah

Visitors' report

Name of education provider	Glasgow Caledonian University
Programme name	BSc Paramedic Science
Mode of delivery	Full time
Relevant part of the HCPC Register	Paramedic
Date of visit	6 – 7 June 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 2 August 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 24 August 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 2 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.

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	John Donaghy (Paramedic) Robert Fellows (Paramedic) Susanne Roff (Lay visitor)
HCPC executive officer (in attendance)	Tamara Wasylec
Proposed student numbers	50 per cohort, 1 cohort per year
Proposed start date of programme approval	9 September 2017
Chair	Alison Britton (Glasgow Caledonian University)
Secretary	Morven Gillies (Glasgow Caledonian University)
Members of the joint panel	Anita Meldrum (Internal Panel Member) Linda Walsh (Internal Panel Member) Sarah Green (External Panel Member) Gerry Egan (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 type="checkbox"/>	<input checked="" 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"/>
Submission approval document	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HCPC did not review the practice placement handbook prior to the visit as the education provider did not submit it. However, they presented a demonstration of the online environment where students would access the practice placement handbook.

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 DipHE Paramedic Science 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 39 of the SETs have been met and that conditions should be set on the remaining 19 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

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

Condition: The education provider must provide further evidence of the commitment that has been made to ensure that there are adequate partnerships in place to ensure that the programme has a secure place in the education providers' business plan.

Reason: From the documentation provided, the visitors understood that that this programme will be delivered in accordance with a partnership arrangement between the education provider and Scottish Ambulance Service (SAS) whereby SAS will provide ambulance placements and teaching staff. On page six of the approval document, it states that the Scottish Ambulance Academy (SAA), which is based at the education provider, would also provide teaching staff. The visitors read, on page 40 of the programme approval document, that a 'memorandum of understanding' would be agreed between SAS and the education provider. However the visitors did not have sight of this prior to, or during the visit. In discussion with the programme team, the visitors heard that a memorandum of understanding is in the process of being agreed between SAS and the education provider and would be available once it has been finalised. In discussion with the senior team, the visitors heard that SAA would not be involved in teaching this programme. Also, in discussion with the practice placement providers the visitors heard that there will be no teaching staff (or associate lecturers) from SAS teaching on this programme. From the disparity in the information provided, the visitors could not determine who would be teaching on the programme. The visitors also could not determine the roles, responsibilities and expectations the education provider has of SAA or SAS. As such, the visitors were unable to determine the arrangements in place between SAS, SAA and the education provider with regards to the provision of practice placements for students and provision of teaching staff for this programme. The visitors therefore could not determine the security of the practice placement provision or staff resources for the programme. Consequently, the visitors require further evidence clearly articulating the agreements in place, the strategy for ensuring placements and the staff resources for this programme. This evidence should demonstrate a consideration of the increase in student numbers that will occur with each year and the arrangements to manage this increase, to ensure that the programme has a secure place in the education provider's business plan.

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

Condition: The education provider must provide further evidence of the commitment that has been made to ensure the programme has sufficient resources to demonstrate the programme has a secure place in the education providers' business plan.

Reason: During the senior team meeting the education provider identified a need to invest in additional ambulance-specific equipment to support this delivery of this programme. The education provider stated they are considering buying ambulance specific resources in partnership with SAS. The visitors also heard that there would be "equity of access" for SAS and the education provider to shared resources located in the Scottish Ambulance Academy (SAA) based at the education provider's. The visitors also heard that the education provider's budget would ensure that equipment would be made available for students on this programme. However, the visitors did not have sight

of the information demonstrating the education provider's commitment to providing the ambulance specific resources required to deliver the programme. As such, the visitors require further evidence to demonstrate their strategy for resourcing the programme and how the education provider is committed to providing sufficient ambulance-specific resources to deliver the programme from the first intake and as the programme intake increases in subsequent years.

3.3 The programme must have regular monitoring and evaluation systems in place.

Conditions: The education provider must provide further evidence to demonstrate the regular monitoring and evaluation systems in place to ensure the effectiveness of ambulance-based placements with Scottish Ambulance Service (SAS).

Reason: The visitors were satisfied that there are regular monitoring and evaluation systems in place to ensure the effectiveness of the taught elements of the programme and non-ambulance placements. From a review of the approval document and programme specification and in discussions with the programme team, the visitors could not determine the monitoring and evaluations systems employed by the education provider to gather information and act on that information to ensure effective placements with Scottish Ambulance Service (SAS). As such, the visitors require further evidence of how the education provider monitors and evaluates placements with SAS and the processes in place to ensure the effectiveness of those placements to determine whether this standard is met.

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

Conditions: The education provider must demonstrate that they have adequate ambulance-specific resources to effectively support the teaching and learning activities of the programme for the number of students.

Reasons: During the senior team meeting the education provider identified a need to invest in additional ambulance-specific equipment to support this delivery of this programme. The education provider stated they are considering buying ambulance specific resources in partnership with SAS. The visitors also heard that there would be "equity of access" for SAS and the education provider to shared resources located in the Scottish Ambulance Academy (SAA) based at the education provider's. The visitors also heard that the education provider's budget would ensure that equipment would be made available for students on this programme. However, the visitors did not have sight of the information demonstrating the education provider's commitment to providing the ambulance specific resources required to deliver the programme. As such, the visitors require further evidence to demonstrate their strategy for resourcing the programme and how the education provider is committed to providing sufficient ambulance-specific resources to support the learning and teaching activities of the programme from the first intake and as the programme intake increases in subsequent years.

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 mandatory attendance requirements, along with monitoring mechanisms for the programme, including consequences for not meeting the requirements and how this information is effectively communicated to students and staff.

Reason: In review of the module descriptors the visitors noted that module M1B924579 'Introduction to core principles in Paramedic Science' is also referred to on the previous contents page as 'Introduction to core principles in Out-of Hospital Care'. On page one of the module descriptor, it states that the three week placement is 'non-assessed', but is a compulsory part of the placement hours. In the assessment strategy which was tabled at the visit, the visitors noted that the assessment for the module seems to be a case study assignment with a weighting of 100 per cent. In discussion with the programme team the visitors heard that attendance and learning would be 'signed off', however the visitors were unclear of the process by which mandatory attendance requirement is clearly communicated to students and monitored for this module. As such the visitor require further evidence to demonstrate the mandatory attendance requirements and the associated monitoring mechanisms for this module.

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

Condition: The education provider must submit evidence to demonstrate how service users and carers are involved in the programme, and their strategy for ensuring the continuation of service user involvement in this programme.

Reason: In discussion with the service user at the visit, the visitors noted that he was involved in OSCEs assessments and provided feedback on student performance. The visitors noted that only one service user is currently involved in the programme. In review of the programme documentation and in discussions at the visit, the visitors could not determine:

- how service users and carers are deemed appropriate for the programme;
- how service users and carers are recruited;
- how service users and carers are supported in their role; and
- the education provider's strategy for ensuring the continuation of service user and carer involvement in the programme.

As such, the visitors require further evidence to demonstrate how the education provider will ensure that service users and carers involved in the programme are appropriate for the programme, supported, and that there is a strategy to support continued involvement. In this way, the visitors can determine whether the 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 ensure that those who successfully complete the programme meet the standards of proficiency (SOPs) for paramedics.

Reason: In discussion with the programme team, the visitors heard that the education provider will submit amended module descriptors to the education provider's panel. The visitors have not seen the finalised module descriptors and consequently cannot determine whether the learning outcomes for the modules in this programme ensure

that students who successfully complete programme meet the standards of proficiency for paramedics. Therefore, the visitors require evidence to show that the learning outcomes for the programme ensure that those who successfully complete the programme meet the standards of proficiency for paramedics.

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.

Reason: From the documentation provided, the visitors understood that that this programme will be delivered in accordance with a partnership arrangement between the education provider and Scottish Ambulance Service (SAS) whereby SAS will provide ambulance placements. The visitors read, on page 40 of the programme approval document, that a 'memorandum of understanding' would be agreed between SAS and the education provider to ensure that practice placements would be provided by SAS to the students on this programme/However the visitors did not see this prior to, or during the visit. As such, the visitors could not determine the ongoing partnership arrangements between SAS and the education provider which ensures that placements are integral to the programme.. The visitors therefore require further evidence clearly articulating the agreements in place and the strategy for ensuring placements are integral to programme. The evidence should include a consideration of the increase in student numbers that will occur with each year and the arrangements to manage this increase, to ensure that practice placements are integral to the programme.

5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.

Conditions: The education provider must outline the number and range of placement settings that are available to students, and demonstrate that they are appropriate to support the student numbers, delivery of the programme and the achievement of the learning outcomes.

Reasons: During the presentation provided at the visit, the visitors noted that the information around placements was different to the information provided in the approval submission. Specifically, the programme flow diagram in the presentation differed from the information provided in the programme flow diagram in the documentary submission, appendix four. Due to the disparity in the information provided the visitors could not determine when non-ambulance placements would take place during the course of programme or how this was reflected in the programme documentation. Additionally, in appendix four, the diagram key showed placements in 'theatres' as 'TH'. However the visitors could not see the corresponding indicator on the chart to show where these placements would take place. As such the visitors could not determine whether the number, duration and range of placements are appropriate for the programme and the achievement of the learning outcomes. The visitors also did not get a clear understanding of the arrangements made between the Scottish Ambulance Service (SAS) and the education provider regarding the number and duration of placements that SAS would provide to students on the programme. As such, they could not determine that there is an appropriate number and duration of ambulance based placements available to support the student numbers, delivery of the programme and the achievement of the learning outcomes. The visitors therefore require further

evidence which demonstrates that there is an appropriate number, duration and range of ambulance and non-ambulance placements available to support the delivery of the programme and the achievement of the learning outcomes for all students on the programme.

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 practice placement settings provide a safe and supportive environment.

Reason: Related to the condition for SET 5.4, from a review of the documentation and in discussions at the visit, the visitors were satisfied that there was a system for approving and monitoring non-ambulance placements. However, the visitors were unclear on the system for approving and monitoring ambulance service placements. As such, they could not determine how the education provider ensures that the practice placement setting at the ambulance service provides a safe and supportive environment. Consequently, the visitors require further evidence to demonstrate how the education provider ensures that ambulance service placements provide a safe and supportive environment for students on this programme.

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

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

Reason: In a review of the documentation and in discussion with the programme team, the visitors understood that there is a system in place for approving and monitoring non-ambulance placements. In review of the practice education handbook on pages 29-31, the visitors understood that the education provider intends to only approve ambulance service placements which have not previously been approved for other “employer model education programmes”. Therefore, the visitors could not determine how the education provider maintains a thorough and effective system for approving all placements. On page 31 of the practice education handbook, the visitors noted that placements will “be revisited normally after a period of three years and within a maximum of five years of the initial/ previous visit.” However, the visitors were unclear on the system for maintaining information about placements which require approval or a re-visit and how this is monitored. As such the visitors require information that demonstrates that the education provider has a thorough and effective system in place for approving and monitoring ambulance service 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 that the placement providers have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

Reason: From a review of the documentation and in discussions at the visit, the visitors were unclear on the system for approving and monitoring ambulance service placements. As such, they could not determine how the placement approval process and monitoring mechanisms in place ensure that ambulance service placements have equality and diversity policies in relation to students. Consequently, the visitors require further evidence of the process by which the education provider ensures that ambulance service placements 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 ambulance service placement setting.

Reason: From a review of the documentation and in discussions at the visit, the visitors were unclear on the system for approving and monitoring ambulance placements. In discussions at the visit the visitors heard that 50 practice placement educators would be ring-fenced at SAS to work with students on this programme for the first year but they did not hear about the arrangements for subsequent years. The visitors also heard that 900 and 633 practice educators would be available to work with students on the programme. Due to the disparity in the numbers provided, the visitors could not gain a clear understanding of the number of staff available to work with students on this programme at the practice placement setting. The visitors were also unclear of the expectation of the education provider regarding the qualifications and experience the education provider requires the practice educators to have in order to support students on this programme. As such, the visitors could not determine what processes and mechanisms are in place to ensure that ambulance service placements have an adequate number of appropriately qualified and experienced staff. Consequently, the visitors require further evidence to demonstrate how the education provider ensures that ambulance service placements have a sufficient number of qualified and experienced staff and how this information is monitored and reviewed.

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 in the ambulance service have the relevant knowledge, skills and experience.

Reason: From a review of the documentation and in discussions at the visit, the visitors were unclear on the system for approving and monitoring ambulance placements. The visitors were also unclear of the expectation of the education provider regarding the knowledge, skills and experience they require practice educators to have to support students on this programme. As such, they could not determine what processes and mechanisms are in place to ensure that practice placement educators at the ambulance service placements have the relevant knowledge skills and experience to support students from this programme. Consequently, the visitors require further evidence to demonstrate how the education provider ensures that practice placement educators at the ambulance service placements relevant knowledge skills and experiences to

support students on this programme and how this information is monitored and reviewed.

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

Condition: The education provider must provide evidence to demonstrate how practice placement educators have undertaken appropriate practice placement educator training.

Reason: In review of the approval document on page 79, the visitors noted that Practice education facilitators (PEFs) formally referred to as Practice placement educators (PPEDs) are “experienced paramedics who have undertaken a leadership and mentorship module as part of the preparation and have attended PPEd/PEFs workshops provided by Scottish Ambulance Academy”. However, in discussion with the programme team and the practice placement providers the visitors could not see what mandatory training all practice placement educators must undertake which will prepare them for their role and for working with students on this programme. The visitors also could not see how the education provider ensured that the training is appropriate for this programme or how they ensure all practice placement educators undertake the training prior to working with students on this programme. As such, the visitors require further evidence to show the content of the practice educator training and the process for monitoring attendance which ensures all practice educators attend appropriate training prior to working with students on the programme.

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 will be regular and effective collaboration between the education provider and the practice placement provider.

Reason: From the documentation provided, the visitors understood that that this programme will be delivered in accordance with a partnership arrangement between the education provider and Scottish Ambulance Service (SAS) whereby SAS will provide ambulance placements. The visitors read, on page 40 of the programme approval document, that a ‘memorandum of understanding’ would be agreed between SAS and the education provider. However the visitors did not see this prior to, or during the visit. As such, the visitors could not determine the ongoing partnership arrangements between SAS and the education provider including the process for regular and effective communication. The visitors therefore could not determine the processes for and commitment to regular and effective collaboration between the education provider and the practice placement providers. As such, the visitors require further evidence clearly articulating the arrangements in place and the processes to ensure regular and effective collaboration between the education provider and ambulance service placement provider to ensure 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 provide further evidence to demonstrate that practice placement providers and students are prepared for placement.

Reason: In review of the documentation and in discussion with the programme team, the visitors noted that a practice assessment document (PAD) would be used to support student learning and assessment on placement. However, without sight of this document the visitors could not determine how the students and placement educators would know what learning outcomes must be achieved whilst on placement for this programme or how practice is assessed. Additionally, the visitors could not see how students and practice educators would gain an understanding of their roles and responsibilities on placement. In discussion with the programme the visitors heard that a development action plan will be used to support students however, the visitors did not have sight of this document and therefore could not determine how it ensures the support of students on placement. As such the visitors require further evidence to demonstrate how the students and practice placement educators are fully prepared for placement including information about;

- learning outcomes;
- how practice is assessed on placement;
- student support processes on placement; and
- roles and responsibilities on placement.

In this way the visitors can determine whether this standard is met.

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 assessment strategy and design ensures those who successfully complete the programme meet the standards of proficiency (SOPs) for paramedics.

Reason: At the visit, the visitors heard that the education provider will submit amended module descriptors to the education provider's panel. The visitors did not see the finalised module descriptors and consequently cannot determine whether the learning outcomes and associated assessments for the modules ensure that students who successfully complete the programme meet the standards of proficiency for paramedics. The visitors also did not see what would be contained within the practice assessment document. As such they could not determine the assessment strategy and design for assessment on placement. Therefore the visitors require further evidence to demonstrate that the assessment strategy and design ensures that students who complete the programme meet the standards of proficiency for paramedics.

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

Conditions: The education provider is required to provide further evidence to demonstrate the requirements for student progression and achievement within the programme.

Reason: In review of the module descriptors the visitors noted that module M1B924579 'Introduction to core principles in Paramedic Science' is also referred to on the previous contents page as 'Introduction to core principles in Out-of Hospital Care'. The visitors understood that students are required to attend a three week placement which contributes to their placement hours. The visitors also understood that students are expected to achieve some form of attendance 'signoff' and learning, yet they could not determine what would happen if students did not achieve this requirement. As such, the visitors could not determine the requirement for student progression and achievement within the programme. The documentation states that this module is an essential component of the programme which attracts academic credit, yet no assessment process has been identified. Therefore the visitors require further evidence which clearly specifies the requirements for student progression and achievement associated with this module.

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 ensures that there is at least one external examiner for the programme, who will be appropriately experienced and qualified and, unless other arrangements are agreed with the HCPC, be from the relevant part of the Register.

Reason: In the documentation submitted by the education provider, the visitors were unable to see where in the assessment regulations it was stated that there is at least one external examiner, who is appropriately experienced and qualified and, unless other arrangements are agreed with the HCPC, be from the relevant part of the Register. The visitors were directed to the university wide assessment regulations which state "Each award bearing degree programme will normally have two External Examiners." The visitors could not see where in the assessment regulations it was clearly specified that at least one external examiner must be appointed, only that they are 'normally' appointed, or how the education provider has a policy in place to ensure this individual is appropriately qualified to undertake the role. 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.

John Donaghy
Robert Fellows
Susanne Roff

Visitors' report

Name of education provider	Glasgow Caledonian University
Programme name	Doctorate in Physiotherapy
Mode of delivery	Full time
Relevant part of the HCPC Register	Physiotherapist
Date of visit	21 – 22 June 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' and 'physical therapist' 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 17 August 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 24 August. 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 8 September. 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 23 November 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 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	Jacqueline Waterfield (Physiotherapist) Fleur Kitsell (Physiotherapist) Sheila Needham (Lay visitor)
HCPC executive officer (in attendance)	Tamara Wasylec
Proposed student numbers	20 per cohort, 1 cohort per year
Proposed start date of programme approval	20 January 2018
Chair	Keith Halcro (Glasgow Caledonian University)
Secretary	Sandie King (Glasgow Caledonian University)
Members of the joint panel	Niall Strang (Internal Panel Member) Marty Wright (Internal Panel Member) Heather Cameron (External Panel Member) Janette Grey (Chartered Society of Physiotherapy) Sally Gosling (Chartered Society of Physiotherapy)

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"/>
Chartered society of physiotherapy mapping	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generic approval document	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners reports for MSc Physiotherapy (Pre-registration)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HCPC did not review external examiner reports for this programme 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 MSc Physiotherapy (Pre-registration) 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 46 of the SETs have been met and that conditions should be set on the remaining 12 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 evidence of the information applicants will be provided with at the admissions stage, to ensure that they can make an informed choice about whether to take up a place on the programme.

Reason: After scrutinising the evidence provided prior to the visit, the visitors understood that some of the pertinent admissions information for potential applicants for this programme is not provided prior to application. For instance, in discussion with the programme team the visitors understood that applicants are made aware of the occupational health assessment at the interview stage, but the visitors considered this to be important information for applicants to know before the interview stage, so that they can make an informed choice about whether to apply for a place on the programme. As such, the visitors could not see how prospective students would be made aware of this requirement prior to application. In a review of the documentation the visitors could not determine how the education provider communicates the following information to prospective applicants:

- the requirement for and process associated with occupational health assessment and any associated costs to the student;
- any additional costs students may incur over and above the usual programme fee;
- the requirement for applicants to normally “provide evidence of undergraduate study of research methods and/or statistics”, as a pre-requisite for studying the compulsory module, “Advanced Research Enquiry” and how the students expected to evidence this;
- the elements of the programme to which accreditation of prior (experiential) learning will be applied;
- the expectation that students will travel to placements at their own expense and that this is an additional cost for the student;
- when and how an applicant’s “experience of the process of research” is assessed; and
- that there is no exit award for this programme.

In discussion with the programme team, the visitors noted that the education provider intends to provide information about the entry requirements, admissions processes and additional costs on the programme website. However, because the visitors did not have sight of this the visitors could not determine how this information would be appropriately communicated to prospective applicants. The visitors therefore require further information showing how prospective applicants are provided with the information they need to make an informed choice about whether to apply for a place on the programme.

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 which elements of the programme the accreditation of prior (experiential) learning will be applied to and that it is appropriate to exempt students from elements of learning and / or assessment and how this is communicated to students.

Reason: For this standard the visitors were directed to the university wide recognition of prior learning (RPL) policy and the definitive programme document. In the review of the documentation the visitors understood that recognition of prior learning would be considered on this programme. In discussion with the programme team, the visitors could not determine which elements of learning and / or assessments would be considered through the RPL process and which would not. As such, they could not determine if it is appropriate to exempt students from elements of learning and / or assessments. Therefore, the education provider must clarify which elements of the programme would be considered through the RPL policy and how the RPL process will be appropriately applied to exempt students from elements of teaching and assessment. Additionally, the visitors require evidence to show how this would be communicated to potential applicants and students.

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

Condition: The education provider must demonstrate that staff will have appropriate opportunities for scholarly activity and continuing professional development.

Reason: The visitors discussed the staff development strategy, for staff to pursue continuing professional development and higher academic qualifications (for example, doctoral level study and leadership development), with the senior team and the programme team. However, from the evidence provided the visitors could not determine how the strategy would be delivered in practice in order to support staff to gain doctoral level qualifications or the number of staff who would be supported to achieve of doctoral level qualifications. Therefore the visitors require that the education provider demonstrates that, staff will have adequate time for further studies and scholarly activity and other responsibilities as required by the education provider.

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

Condition: The education provider must provide further evidence to demonstrate the strategy for ensuring that there are adequate resources to support student learning on the programme.

Reasons: In discussion with the programme team, the visitors heard that the academic staff, clinical educators (practice educators) and physical resources for both the approved MSc Physiotherapy (Pre-registration) programme and this programme will be shared. The visitors understood that the education provider intends to reduce the intake on the approved MSc Physiotherapy (Pre-registration) programme to ensure that there is an intake of no more than 56 students each year across the two programmes. The maximum intake for this doctoral programme is 20 students. However the visitors could not see the education provider's strategy for ensuring that there are adequate resources

continuously available, for both programmes. The visitors therefore require further evidence of the educator's plan to ensure that both programmes are adequately resourced over a period of four years to determine if this programme has sufficient resources, bearing in mind that the doctoral programme requires three and a half years of study and the other HCPC approved MSc programme requires two years of study. In this way the visitors can establish whether there are sufficient resources to support student learning on the programme.

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

Conditions: The education provider must demonstrate how the curriculum ensures that students understand the implications of the HCPC's standards of conduct, performance and ethics (SCPEs).

Reasons: For this standard the visitors were directed to the Generic Practice Education Handbook. The visitors noted the handbook makes references to students being required to understand and adhere to the HCPC's standards of conduct, performance and ethics (SCPEs). Although the visitors could see that students are given information about the SCPEs, and are expected to adhere to them, the visitors could not see how the curriculum ensures that students understand the implications of the SCPEs. Although the visitors heard that students receive information about appropriate conduct, performance and ethics whilst on the programme they could not see how the education provider ensures that students understand the implication of these standards, including how and where they apply. The visitors therefore require additional evidence to identify how the curriculum ensures that students on the programme understand the implications of the HCPC's standards of conduct, performance and ethics.

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

Condition: The education provider must provide evidence which demonstrates an effective process for ensuring there is an adequate number of appropriately qualified and experienced staff at the placement setting to supervise students at doctoral level.

Reason: In review of the documentation and in discussions at the visit, the visitors understood that students are expected to "practice independently" on placement. As such, the education provider noted that the type of supervision will need to compliment the level of learning of students on this programme. For instance, practice educators need to be appropriately qualified and experienced in order to understand and be able to support students in developing and applying more advanced knowledge and reasoning on placement. However, from the evidence provided, the visitors could not see what the support needs might be for students on this programme or how the education provider ensures that staff at the placement setting are appropriately qualified and experienced to supervise students on this programme. As such, the visitors require further information to see how the education provider ensures that there is an adequate number of appropriately qualified and experienced staff in the academic and placement setting to supervise students on this programme. This relates to the standard below.

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

Condition: The education provider must provide further evidence to demonstrate how they ensure all practice placement educators have the relevant knowledge, skills and experience to support students on a doctoral level programme.

Reason: In review of the documentation and in discussions at the visit, the visitors understood that students are expected to “practice independently” and demonstrate a “high level of analysis”. The education provider noted that the level of supervision will need to be different to that provided to students on other HCPC approved BSc level programmes, to adequately support students on a doctoral level programme. The visitors heard, in the programme team meeting, that the education provider intends the practice educator training to provide the practice educators with the relevant information to support doctorate level students. For instance, practice educators must have the relevant knowledge, skills and experience to understand and be able to support students in developing and applying advanced knowledge and reasoning on placement. However the visitors were not provided with information about the training content which ensures that practice placement educators in placement setting have the relevant knowledge, skills and experiences to supervise students at doctoral level. As such, the visitors require further information to demonstrate how the education provider ensures that practice placement educators have the relevant knowledge, skills and experience to provide supervision and support to students on a doctoral programme.

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

Condition: The programme team must provide further evidence as to what training practice placement educators are required to undertake and how this training prepares them to act as practice educators for students on this programme.

Reason: From the initial documentary evidence provided, the visitors understood that “practice education training days” take place and that there is a “formalised programme of induction for practice educators involved in the pre-registration programmes”. During discussions with the programme team, the visitors learned that all practice placement educators must attend the training that is provided by the programme team before supervising a student. However without seeing the content of the induction training provided to practice educators the visitors could not determine if it is appropriate, or if it adequately prepares practice educators to work with students on this programme. For instance, practice educators need to be appropriately trained in order to understand and be able to support students in developing and applying more advanced knowledge and reasoning on placement. The visitors also could not see where, in the documentation, it is stated that practice educators must undertake the educator training before supporting students on this programme. The visitors also could not see how the team ensure that all practice placement educators have attended training prior to undertaking supervision of students. The visitors therefore require further evidence of how the education provider communicates and ensures that the mandatory training requirements for all practice educators are met. This evidence should also articulate what this training covers to ensure that it is appropriate in preparing practice educators to supervise students from the programme in the placement setting.

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 provide further evidence to demonstrate that practice placement educators are fully prepared for placement in relation to the assessment procedures.

Reason: In review of the documentation, the visitors noted that the guidance for practice educators regarding assessment of physiotherapy practice appears to relate to the “BSc Hons Physiotherapy” programme, but should be articulated as for this MSc programme. In addition to this, the programme team noted that students are on a Doctoral programme and therefore the practice educators need to understand and be able to support students in developing and applying more advanced knowledge and reasoning on placement. The visitors also noted the need for the education provider to ensure that the placement experiences are integrated and underpin the learning and assessment of the professional development modules 1-3. However, the visitors could not see, from the documentation provided, how the education provider ensures that practice educators are prepared for placement, in terms of having the correct guidance for this programme and an understanding of how to support students to develop and apply more advanced knowledge on this programme. Therefore, the visitors require further evidence which demonstrates how the education provider ensures that practice educators have an understanding of the assessment procedures for this programme and an understanding of how they will be expected to support students on this programme. In this way the visitors can determine whether practice educators are fully prepared for placement and for supporting students on this programme.

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 how the assessment strategy and design ensures that the student who successfully completes the programme will have met the SOPs for physiotherapists.

Reason: In reading the documentation the visitors noted that within the professional development modules 1-3 there are a number of practice placements - PE2, PE3, PE4, PE5 and PE7. The visitors understood that the practice placements do not carry any academic credit. However they could not see where in the documentation it is stated that the placements must be passed in order for the students to pass the professional development modules. As such, the visitors were unable to see how the education provider ensures that the standards of proficiency contained within those placements are met by students. Consequently, the visitors could not determine how passing the professional development modules would ensure that students achieve the required standards of proficiency. As such, the visitors require further evidence which

demonstrates how students who successfully complete the programme have met the standards of proficiency for physiotherapists.

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

Condition: The education provider must provide further evidence to demonstrate what assessment methods are used for each learning outcome across the programme modules and that the assessment methods measure the learning outcomes.

Reason: Prior to the visit, the visitors were able to look at the module descriptors in the programme documentation. However, they were unable to see the assessment methods used to assess specific learning outcomes. Consequently, they could not determine if the assessment methods used appropriately measure the learning outcomes within each module. The visitors therefore require the education provider to ensure that for each module, the assessments are clearly aligned to the programme learning outcomes and that the assessment methods appropriately measure the learning outcomes. In this way, the visitors will be able to determine whether the assessment methods employed measure the learning outcomes.

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

Condition: The education provider must provide further evidence to demonstrate how students are informed about the options available to them should they not complete the programme and whether they will be able to apply for registration with the HCPC.

Reason: From a review of the programme documentation, the visitors read that students may exit the programme with a named award, if they failed to complete certain elements of the programme. In discussion with the programme team, they clarified that there could be awards that students would be able to apply for if they exited the programme. However, the programme team clarified that they are not exit awards, because the students must apply to transfer to other awards and complete other assessments. This standard requires that documentation relating to the programme clearly specifies requirements for student progression and achievement. The visitors therefore require further evidence of where within the documentation students are informed that there are no exit awards for this programme that lead to eligibility for students to apply for registration with the HCPC, to ensure that all options available for students are clearly communicated.

Recommendations

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

Recommendation: The education provider should consider strengthening their strategy for ongoing service user and carer involvement.

Reason: The visitors noted that service users and carers are involved in the programme and therefore they were content that this standard was met. The visitors noted that the education provider depends on charities and organisations to recruit and involve their clients and service users in the programme. However the visitors suggest that the programme keep under review their strategy for recruiting service users and

carers to the programme to ensure that the most appropriate service user and carers are involved in the programme and that they are supported to contribute to the programme.

Sheila Needham
Jacqueline Waterfield
Fleur Kitsell

HCPC approval process report

Education provider	Goldsmiths, University of London
Name of programme	Post-Graduate Diploma Social Work (Step Up to Social Work) - Full time accelerated
Approval visit date	1 – 2 June 2017
Case reference	CAS-11791-K8Y3J0

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Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the approval process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Section 1: Our regulatory approach

Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation of the visitors, inclusive of conditions and recommendations. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Luke Tibbits	Social worker in England
Nicholas Drey	Lay
Sheila Skelton	Social worker in England
Niall Gooch	HCPC executive

Section 2: Programme details

Programme name	Post-Graduate Diploma Social Work (Step Up to Social Work)
Mode of study	FTA (Full time accelerated)
Profession	Social worker in England
Proposed first intake	1 January 2018
Maximum student cohort	18
Intakes per year	1
Assessment reference	APP01685

We undertook this assessment of a new programme proposed by the education provider via the approval process. This involves consideration of documentary evidence and an onsite approval visit, to consider whether the programme meet our standards for the first time.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
Programme specification	Yes
Module descriptor(s)	Yes
Student handbook	Yes
Practice placement handbook	Yes
Completed education standards mapping document	Yes
Completed proficiency standards mapping document	Yes
Curriculum vitae for relevant staff	Yes
External examiners' reports for the last two years, if applicable	Not Required

We also expect to meet the following groups at approval visits:

Group	Met
Students	Yes
Senior staff	Yes
Placement providers and educators	Yes
Service users and carers	Yes
Programme team	Yes
Tour of facilities	Yes

Section 4: Outcome from first review

Recommendation of the visitors

In considering the evidence provided by the education provider as part of the initial submission and at the approval visit, the visitors' recommend that there was insufficient evidence to demonstrate that our standards are met at this time, but that the programme(s) should be approved subject to the conditions noted below being met.

Conditions

Conditions are requirements that must be met before programmes can be approved. We set conditions when there is insufficient evidence that standards are met. The visitors were satisfied that 53 of the standards are met at this stage. However, the visitors were not satisfied that there is evidence that demonstrates that the following standards are met, for the reasons detailed below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programmes, and then provide any further evidence to demonstrate how they meet the conditions. We set a deadline for responding to the conditions of 31 August 2017.

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 the admissions information to clarify the entry requirements for the programme.

Reason: The visitors were able to review documentation related to the application and entry processes for the programme, and to discuss them with the programme staff and senior team at the visit. They were informed that the application process was administered jointly by the education provider and partners in the South East London Teaching Partnership (SELTP), as well as the Department for Education (DfE). However, from their reading of the information provided to applicants the visitors were not able to determine how it was made clear that the education provider funded a criminal records check from the Disclosure and Barring Service (DBS). As such they were unclear how the information will give all of the applicants the information they need to make an informed decision about taking up a place on the programme. They therefore require the education provider to demonstrate how the documents produced for applicants by the education provider state this information. In this way they can determine how this standard will be met.

2.7 The admissions procedures must ensure that the education provider has equality and diversity policies in relation to applicants and students, together with an indication of how these will be implemented and monitored.

Condition: The education provider must demonstrate how they ensure that service users and carers involved in the admissions process are trained to follow relevant equality and diversity policies.

Reason: The visitors were able to review documentation relating to service user and carer involvement in admissions, and to discuss such involvement with service users and carers. The representatives of service users and carers stated that they had been

closely involved in admissions, for example in interviews, and that their views on applicant suitability had sometimes been decisive in whether or not an applicant was accepted. The visitors were satisfied that service users and carers had received some training to undertake this role. However, the visitors also noted that in undertaking this role the service users and carers would have certain responsibilities to ensure that they acted within the equality and diversity policies of the education provider. From the evidence provided the visitors were not able to see evidence that the service users and carers had received specific training in how equality and diversity policies related to their involvement in admissions. They therefore require the education provider to submit evidence showing how they ensure that service users and carers involved in admissions understand what impact the relevant equality and diversity policies have on their role in interviewing applicants to the programme.

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

Condition: The education provider must provide further evidence of the commitment that has been made to ensure the programme has a secure place in the education providers' business plan.

Reason: The visitors were able to discuss with the senior management team how the programme was situated within the strategic plans of the education provider. They received verbal reassurances that the programme had strong institutional support, as social work was a key component of their overall provision, and that there was close ongoing co-operation with other key stakeholders, the South East London Teaching Partnership (SELTP) and the Department for Education (DfE). The visitors were able to see a draft copy of an unsigned memorandum of understanding between the education provider and the three London boroughs involved in the SELTP. However they were not able to see written evidence of a final agreement reflecting the commitment of the stakeholders to the programme. They therefore require the education provider to submit evidence of a commitment to the programme from all key stakeholders.

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 how they will ensure an adequate number of appropriately qualified and experienced staff.

Reason: The visitors were able to review staff CVs and discuss arrangements for staffing the programme with the senior team. They noted that the education provider had recruited a new member of staff to lead the programme, and that there was a plan to recruit two further members of staff. In addition to this, it was intended that existing staff from the BA and MA Social Work would take some responsibilities on the new programme. However, the visitors were not able to determine how teaching responsibilities on the new programme would be arranged and how the time of existing staff members would be re-allocated to support this programme. They therefore require the education provider to submit further evidence to show how they will ensure that there is an adequate number of appropriately qualified and experienced staff in place to deliver this programme effectively.

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

Condition: The education provider must demonstrate how they will ensure that attendance requirements on the programme are clear to students.

Reason: The visitors were able to review the parts of the programme documentation that concerned attendance requirements, and discuss with students on the existing BA and MA programmes their understanding of the requirements. The visitors noted that different figures were given for the attendance requirement in different documents, for example the student handbook stated 100% and the programme specification 90%. As such they were unclear when the programme team would take action in cases of non-attendance. In discussion, the students did not seem sure of the attendance requirement. The visitors were therefore unable to determine how the education provider had clearly identified where attendance was mandatory, and when the programme team would take action about non-attendance. Therefore they require that the education provider submit evidence showing how they will identify to students where attendance is mandatory and what the implications of non-attendance will be.

Recommendations

We include recommendations when standards are met at or just above threshold level, and where there is a risk to that standard being met in the future. Recommendations do not need to be met before programmes can be approved, but they should be considered by education providers when developing their programmes.

3.14 Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Recommendation: The education provider should consider reviewing how they ensure that students have a full understanding of consent.

Reason: The visitors were able to discuss with students on existing social work programmes their experience of giving consent for involvement in role plays. The visitors were satisfied that the standard was met, as students had to sign a consent form at the start of the programmes and there seemed to be an understanding among the students that they were not obliged to do things that might make them feel uncomfortable. However, several of the students could not recall having seen or signed the consent form, although they must have done so. The visitors therefore suggest that on the new programme the education provider reflect on how they might increase students' awareness of the formal consent process. In this way they may be better able to increase students' awareness of the consent process and their right not to participate, along with the implications for doing so.

5.13 A range of learning and teaching methods that respect the rights and needs of service users and colleagues must be in place throughout practice placements.

Recommendation: The education provider should review their approach to how students on placements use service users' anonymised personal information for academic purposes.

Reason: From discussions with the programme team and students, the visitors were aware that students sometimes used anonymised information about service users with whom they had worked on placement in their academic work. They considered that the rigorous anonymisation of data meant that the standard was met at threshold. However the visitors recommend that the education provider keeps under review how they ensure that service users in contact with students understand that those students might be writing about their experiences and situations. Any review should ensure that service users and carers are always aware that they are giving their active and informed consent for their experiences to be used for educational purposes. In this way it may enhance service users' and carers' awareness that their data may be used in this way and enhance student's interactions with them to obtain their consent to use this information.

Nicholas Drey
Luke Tibbits
Sheila Skelton

Visitors' report

Name of education provider	Staffordshire University
Programme name	Foundation Degree in Paramedic Science
Mode of delivery	Full time
Relevant part of the HCPC Register	Paramedic
Date of visit	28 – 29 June 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 ongoing approval of the programme. The education provider has until 17 August 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 24 August 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 28 August 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 21 September 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, and practice placements. 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 an HCPC 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.

Visit details

Name and role of HCPC visitors	Paul Bates (Paramedic) Susan Boardman (Paramedic) Ian Prince (Lay)
HCPC executive officer	Niall Gooch
Proposed student numbers	200 per cohort, 2 cohorts per year
First approved intake	October 2009
Effective date that programme approval reconfirmed from	January 2018
Chair	Barbara Emadi-Coffin (Staffordshire University)
Secretary	Chris Gray (Staffordshire University)

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 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 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 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 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

3.5 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 they will have an adequate number of appropriately qualified and experienced staff.

Reason: From review of documentation and discussions at the visit, the visitors noted that the education provider was planning to recruit another four full-time staff to cover the increased student numbers on the programme. At the time of the visit, the process of recruiting additional staff was underway but had not yet been completed. The visitors were able to see copies of the adverts that had been put out, but they were not able to see evidence that the new staff were in place at the time of the visit, or a contingency plan for the event that the programme did not recruit as planned, and so could not determine that the standard was met. They therefore require the education provider to submit evidence showing that there are an adequate number of appropriately qualified and experienced staff.

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

Condition: The education provider must demonstrate that subject areas will be taught by staff with relevant specialist expertise and knowledge.

Reason: From review of documentation and discussions at the visit, the visitors noted that the education provider was planning to recruit another four full-time staff to ensure that the increased student numbers on the programme had access to appropriately expert and knowledgeable staff. The visitors were able to view adverts for the posts and were satisfied that the education provider was seeking staff with appropriate levels of expertise and knowledge. However, at the time of the visit, the process of recruiting additional staff had not yet been completed and so the visitors were unable to determine whether the standard had been met. They therefore require the education provider to submit evidence showing that the new staff on the programme will have relevant specialist expertise and knowledge.

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

Condition: The education provider must demonstrate that it maintains an effective system for approving and monitoring placements.

Reason: The visitors were able to discuss placement audit with the programme team and practice placement educators. They received verbal reassurances that there were monitoring procedures for placements. However, they were not able to see documentary evidence of how these procedures worked, and so were unable to determine whether the standard was met. They therefore require the education provider to submit evidence showing how placement audits are used in practice.

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 ensure that placement providers have appropriate equality and diversity policies.

Reason: The visitors were able to discuss placement audit with the programme team and practice placement educators. They received verbal reassurances that there were audit procedures for placement which ensured placements had appropriate equality and diversity policies in place. However, they were not able to see documentary evidence of how these audit procedures worked, and so were unable to determine that this standard was met. They therefore require the education provider to submit evidence showing how placement audits are used in practice.

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 placement settings have an adequate number of appropriately qualified and experienced staff.

Reason: The visitors were able to discuss placement audit with the programme team and practice placement educators. They received verbal reassurances that there were audit procedures for placement which ensured adequate numbers of suitable staff. However, they were not able to see documentary evidence of how these audit procedures worked, and so were unable to determine that the standard was met. They therefore require the education provider to submit evidence showing how placement audits are used in practice.

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 have relevant knowledge, skills and experience.

Reason: The visitors were able to discuss placement audit with the programme team and practice placement educators. They received verbal reassurances that there were audit procedures for placements which ensured the suitability of placement educators. However, they were not able to see documentary evidence of how these audit procedures worked, and so were unable to determine that the standard was met. They therefore require the education provider to submit evidence showing how placement audits are used in practice.

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

Condition: The education must demonstrate how they ensure that practice placement educators on placements outside West Midlands Ambulance Service (WMAS) are appropriately registered.

Reason: From review of programme documentation and discussions at the visit, the visitors were aware that students undertook placements both with West Midlands

Ambulance Service and with other providers, including the elective placements that some students on the Direct Entry route completed at the end of their programme. They had been informed that an audit process place was in place to ensure that practice placement educators with WMAS were appropriately registered, although they had not been able to see a sample of one of these audits and so had set conditions on some of the standards in SET 5. They were not able to see evidence of how the education provider ensured that placement educators on non-WMAS placements, including the electives on the Direct Entry route, were appropriately registered, or under what circumstances the education provider might decide to waive the requirement for professional registration of educators. They therefore require the education provider to submit evidence showing how they will ensure appropriate registration of placement educators on non-WMAS placements.

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

Reason: From review of documentation, the visitors were not able to see a clear statement about an aegrotat award not providing eligibility for admission to the HCPC Register. They could not determine how the education provider would ensure that it was clear to students and staff that aegrotat awards did not provide eligibility to apply for registration. Therefore, the visitors require the education provider to submit evidence showing how they will ensure that assessment regulations clearly specific requirements for an aegrotat award not to provide such eligibility.

Recommendations

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

Recommendation: The education provider should consider recruiting a service user and carer co-ordinator.

Reason: At the visit, the visitors were able to discuss service user and carer involvement in the programme. They were satisfied that the standard was met, as a range of service users were involved in teaching and learning activities and selection of students, and underwent preparation and training. They noted that there had, until recently, been a dedicated staff member with responsibility for co-ordinating service user and carer involvement, but that the staff member had taken a new job and the post had not been filled. In discussions with the programme team the visitors were informed that there was a possibility that this role would be filled again. The visitors considered that appointing someone to this post would be helpful in ensuring that the programme continued to meet the 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.

Recommendation: The education provider should keep under review the range of placements offered to ensure that all students gain a range of experience reflecting modern paramedic practice.

Reason: From programme documentation and from discussions at the visit, the visitors noted that almost all placements were with West Midlands Ambulance Service (WMAS), and that there were a small number of placements in non-ambulance settings. They were satisfied that the standard was met, as WMAS placements took place across the range of the Service's practice, and core competencies were assessed in the university setting through formative simulation and objective structured clinical examinations (OSCEs), and on placement through the need for mentor sign-off of learning outcomes. However, the visitors considered that, given the changing nature of paramedic practice, it was important that the education provider kept the range of placements offered under review.

Paul Bates
Susan Boardman
Ian Prince

Visitors' report

Name of education provider	Swansea University
Programme name	BSc (Hons) Paramedic Science
Mode of delivery	Full time
Relevant part of the HCPC Register	Paramedic
Date of visit	23 – 24 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 6 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 24 August 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 24 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 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

Name and role of HCPC visitors	Robert Fellows (Paramedic) Matthew Catterall (Paramedic) Susanne Roff (Lay visitor)
HCPC executive officer (in attendance)	Rebecca Stent
Proposed student numbers	32 per cohort, 1 cohort per year
Proposed start date of programme approval	September 2018
Chair	Steve McVeigh (Swansea University)
Secretary	Sian Hoskins (Swansea University)

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.

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 DipHE Paramedic Science 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 38 of the SETs have been met and that conditions should be set on the remaining 20 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 applicants all of the information they require so that they can make an informed choice about whether to take up a place on the programme.

Reason: Prior to the visit, the visitors reviewed the admissions requirements and entry criteria for the programme but they did not receive evidence of the information that applicants will receive. At the visit, the visitors reviewed a draft version of the website. However, from this evidence, the visitors could not see how applicants would be informed of all of the information they would need to know about the programme such as health checks, potential placement locations, and English requirements for those who do not have English as their first language. The visitors also noted the following statement: "Students may choose to exit at the appropriate progression points with a Higher education certificate in health care studies, or a Diploma in Paramedic Science. Only the BSc Paramedic Science will enable students to enter the HCPC register as a qualified paramedic." The visitors considered this statement to be confusing for applicants as the education provider runs other paramedic programmes, such as the DipHE in Paramedic Science, which give students eligibility to apply to the HCPC Register. As such, the visitors require further evidence to demonstrate that the admissions information will give applicants all of the information they require so that they can make an informed choice about whether to take up a place on the programme.

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

Condition: The education provider must provide further evidence to clarify the commissioning arrangements for this programme, and to demonstrate the commitment of the commissioner, the Welsh Government's Workforce, Education and Development Services (WEDS), to the funding of this programme.

Reason: Prior to the visit, the visitors received some information about the rationale for the new BSc programme and noted that there had been discussions with the commissioners regarding the development of this programme (page 3, BSc (Hons) Paramedic Science curriculum document). The visitors also understood from this document that the programme would start in September 2017. In discussions with the senior team, the visitors noted that the Welsh Government's Workforce, Education and Development Services (WEDS) negotiate with the Welsh Ambulance Services NHS Trust (WAST) and the education provider about commissioning numbers. They also noted that health commissioning was in transition in Wales which was having an impact on when WEDS would be able to confirm the commissioning for this programme. The senior staff stated that there is a commitment to the commissioning of the programme and that the commissioned numbers are guaranteed but it is a question of "when rather than if". The senior staff confirmed that it was therefore more likely that the programme will start in September 2018. However, the visitors did not receive any written evidence of the commissioning arrangements for this programme or a confirmation of this commitment. Therefore, the visitors were unable to determine if or when this programme would receive commissioned support in order to run. As such, the visitors

require documentary evidence to demonstrate that the programme has a secure place in the education provider's business plan, and that therefore this standard is met.

4.2 The programme must reflect the philosophy, core values, skills and knowledge bases as articulated in any relevant curriculum guidance.

Condition: The education provider must demonstrate how the programme reflects the philosophy, core values, skills and knowledge bases as articulated in the Quality Assurance Agency (QAA) benchmark statements and curriculum guidance from the College of Paramedics.

Reason: In documentation provided prior to the visit, the visitors reviewed the rationale for the programme and noted that the education provider has stated that they have reflected curriculum guidance from the Quality Assurance Agency (QAA) benchmark statements and College of Paramedics (COP) (BSc (Hons) Paramedic Science curriculum document). At the visit, the senior team stated that they were enhancing the use of non-ambulance placements on the programme to reflect the changing role of the paramedic as highlighted in the Paramedic Evidence-based Education Project (PEEP) report commissioned by COP and to reflect the COP curriculum guidance. However, the visitors were unable to see how the non-ambulance placements in the third year were being utilised to support the delivery of the programme, as detailed under 5.2, and how this would reflect relevant curriculum guidance. Therefore, the visitors require further evidence to demonstrate how the new BSc programme reflects the philosophy, core values, skills and knowledge bases as articulated in any relevant curriculum guidance, particularly in relation to year three of the programme.

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: Prior to the visit, the visitors noted from the documentation provided that there will be ambulance and non-ambulance placements on this programme. The visitors could also see from the module descriptors that students would undertake clinical practice as well as theoretical learning as part of these modules. Although they received a year one placement planner in the Practice Placement Guide, the visitors were unclear about the pattern of placement delivery for the whole programme, and when these placements would take place in relation to theoretical elements. It was also unclear as to whether this planner was indicative of the BSc programme rather than the existing DipHE programme, as appendix 1 in the same document refers to the two-year structure of the DipHE programme. As such, the visitors were unable to determine whether the programme structure enables the integration of theory and practice throughout this programme. Therefore, the visitors require further evidence of the delivery pattern for theoretical and practical elements of the programme and how this ensures that integration of theory and practice will be central to the curriculum.

5.1 Practice placements must be integral to the programme.

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

Reason: Prior to the visit, the visitors noted from the documentation provided that there will be ambulance and non-ambulance placements on this programme but they did not see any documentary evidence of agreements or a commitment to provide placements from practice placement providers. At the visit, the senior team stated that there is a placement agreement with the Welsh Ambulance Service NHS Trust (WAST) and an agreement with the commissioning body of WAST to provide ambulance placements for this programme. In discussions with the programme team and WAST, there were different statements about whether WAST would provide any third year placements on this programme. The senior team also stated that there is an agreement with a number of health boards for placements in non-ambulance settings. However, the visitors noted that, without seeing documentary evidence of this commitment to provide placements, they could not be certain that there would be practice placements in place to support the intended student numbers for this programme. As such, the visitors require further evidence that this standard is 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, including third year placements, will be appropriate to support the delivery of the programme and the achievement of the learning outcomes.

Reason: Prior to the visit, the visitors noted from the documentation provided that there will be ambulance and non-ambulance placements on this programme. The visitors also understood from the documentation that there will be two placement assessment themes in the third year of the programme - Advanced Life Support Adult and Advanced Life Support Paediatrics – with learning outcomes assessed during these placements. In discussions with the programme team at the visit, the visitors noted that the third year of the programme includes the development of critical thinking and practice consolidation while still addressing some core skills. The programme team also stated that the third year is not aimed at clinical objectives and that most of the SOPs are met in year one and two of the programme. From these discussions, the visitors were unclear about the purpose of the third year non-ambulance placements and whether they were intended for students to attend and observe only. They were therefore unclear about how these placements would be appropriate to support the delivery of the programme and the achievement of the learning outcomes, and require further evidence that this standard is met.

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 all practice placement settings provide a safe and supportive environment.

Reason: Prior to the visit, the visitors noted from the documentation that students will undertake ambulance and non-ambulance practice placements. The visitors also received a sample audit of an ambulance placement which includes a section on the indicators used to determine whether it is a “safe learning environment” (sample Education Clinical Audit, pages 12-17). However, the visitors were unclear about how this audit process works in practice, and how the education provider uses the information gathered to make a decision about whether a particular placement provides a safe and supportive environment. The visitors were also unclear from the evidence provided as to how the audit process would work for non-ambulance placements as no supporting documentation was provided prior to the visit. There was also insufficient time available to review additional placement documentation provided at the visit and understand how the system for approving and monitoring non-ambulance placements will be used to ensure a safe and supportive environment in these settings. Therefore, the visitors require further evidence to demonstrate that all practice placement settings will provide 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 practice placements.

Reason: Prior to the visit, the visitors noted from the documentation that students will undertake ambulance and non-ambulance practice placements. The visitors also received a sample audit of an ambulance placement. However, the visitors were unclear about how this audit process works in practice, and how the education provider uses the information gathered to make a decision about whether a particular placement is suitable. The visitors were also unclear from the evidence provided as to how the audit process would work for non-ambulance placements as no supporting documentation was provided prior to the visit. There was also insufficient time available to review additional placement documentation provided at the visit and understand how the system for approving and monitoring non-ambulance placements will be used. Therefore, the visitors require further evidence to demonstrate that there is a thorough and effective system in place 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 provide further evidence to demonstrate how the system for approving all practice placements on this programme will ensure that the placement providers have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

Reason: Prior to the visit, the visitors noted from the documentation that students will undertake ambulance and non-ambulance practice placements. The visitors also received a sample audit of an ambulance placement. However, the visitors were unclear about how this audit process works in practice and how the education provider uses the information gathered to make a decision about whether a particular placement has equality and diversity policies in relation to students, particularly as there was no reference to this in the sample audit document. The visitors were also unclear from the

evidence provided as to how the audit process would work for non-ambulance placements as no supporting documentation was provided prior to the visit and there was insufficient time available to review additional placement documentation provided at the visit as well as understand how this system will be used to approve and monitor placements. As such, the visitors could not see how the education provider ensures that all placement providers have equality and diversity policies in relation to students. Therefore, the visitors require further evidence to demonstrate that all placement providers will 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 all placement settings.

Reason: Prior to the visit, the visitors received a sample audit of an ambulance placement. At the visit and in the meeting with practice placement educators from the same ambulance station, the visitors received conflicting information about the number of educators available to support students at this station. Therefore, the visitors were unclear about how this audit process works in practice and how the education provider uses the information gathered to make a decision about whether a particular placement has a sufficient number of appropriately qualified and experienced staff at the practice placement setting. The visitors were also unclear from the evidence provided as to how the audit process would work for non-ambulance placements as no supporting documentation was provided prior to the visit. There was also insufficient time available to review additional placement documentation provided at the visit and understand how the system for approving and monitoring non-ambulance placements will be used to ensure that there will be an adequate number of appropriately qualified and experienced staff in these settings. Therefore, the visitors require further evidence to demonstrate that the education provider will ensure that there will be an adequate number of appropriately qualified and experienced staff in all placement settings.

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

Condition: The education provider must demonstrate that practice placement educators at all placement settings have relevant knowledge, skills and experience.

Reason: Prior to the visit, the visitors noted from the documentation that students will undertake ambulance and non-ambulance practice placements. The visitors also received a sample audit of an ambulance placement. However, the visitors were unclear about how this audit process works in practice and how the education provider uses the information gathered to make a decision about whether practice placement educators will have relevant knowledge, skills and experience. The visitors were also unclear from the evidence provided as to how the audit process would work for non-ambulance placements as no supporting documentation was provided prior to the visit. There was also insufficient time available to review additional placement documentation provided at the visit and understand how the system for approving and monitoring non-ambulance placements will be used to ensure that practice placement educators will have relevant knowledge, skills and experience. Therefore, the visitors require further

evidence to demonstrate that the education provider will ensure that practice placement educators will have relevant knowledge, skills and experience in all placement settings.

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

Condition: The education provider must provide further evidence as to how the system for approving all practice placements on this programme will ensure that practice placement educators are appropriately registered, unless other arrangements are agreed.

Reason: Prior to the visit, the visitors noted from the documentation that students will undertake ambulance and non-ambulance practice placements. The visitors also received a sample audit of an ambulance placement. However, the visitors were unclear about how this audit process works in practice and how the education provider uses the information gathered to make a decision about whether practice placement educators will be appropriately registered, unless other arrangements are agreed. The visitors were also unclear from the evidence provided as to how the audit process would work for non-ambulance placements as no supporting documentation was provided prior to the visit. There was also insufficient time available to review additional placement documentation provided at the visit and understand how the system for approving and monitoring non-ambulance placements will be used to ensure that practice placement educators will be appropriately registered. Therefore, the visitors require further evidence to demonstrate that the education provider 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 further evidence to demonstrate that there is regular and effective collaboration between the education provider and all practice placement providers.

Reason: Prior to the visit, the visitors were referred to the Practice Placement Guide and Practice Educator Preparation used to prepare practice placement providers and educators for placement. At the visit, the visitors met with practice placement providers and educators from the Welsh Ambulance Service NHS Trust (WAST). The visitors noted from the documentation and discussions with WAST that there were systems in place for communicating information between WAST and the education provider and that there was regular informal collaboration taking place. However, the visitors were unclear about how formal the collaboration is between the education provider and WAST and, as such, they could not be certain that this collaboration would continue to be regular and effective. Furthermore, the visitors did not meet with any placement providers for non-ambulance placements and they did not receive documentation to outline how regular and effective collaboration is between these placement providers and the education provider. Therefore, the visitors require further evidence to demonstrate that there is regular and effective collaboration between the education provider and all practice placement providers.

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 all placement providers, students and practice placement educators will be fully prepared for placement.

Reason: For this standard, the visitors were referred to several placement documents used to prepare students, practice placement providers and educators for placement. However, the visitors were unclear as to how this documentation would be used to prepare all practice placement providers and educators for placement, particularly non-ambulance placement providers and educators. In addition, in the Practice Placement Guide, the visitors noted several references to the existing DipHE programme throughout so they were unclear as to how this document had been adapted to prepare relevant groups for the BSc programme. At the visit, the visitors only met with the Welsh Ambulance Service NHS Trust and did not meet with non-ambulance placement providers so they were unable to ascertain how these placement providers and educators are prepared for non-ambulance placements. The programme team stated that all practice placement providers and practice placement educators will be fully prepared for placement including learning outcomes to be achieved. However, from the documentation provided, the visitors could not see how all placement providers, students and practice placement educators would be given accurate information for ambulance and non-ambulance placements and how this information would be disseminated. As such, the visitors require further evidence that students, all placement providers and practice placement educators will be fully prepared for placement, including non-ambulance placements.

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 assessment of practice will ensure that the student who successfully completes the programme has met the standards of proficiency (SOPs) for paramedics.

Reason: In documentation provided prior to the visit, the visitors noted from the module descriptors that there are learning outcomes to be met at placement. The visitors received multiple placement assessment documents prior to and at the visit, including assessment documentation for non-ambulance placements, but they were unclear as to how these documents relate to the learning outcomes. The visitors also noted that the assessment documentation provided for the non-ambulance placements referred to the

existing DipHE programme. Furthermore, as detailed under SET 5.2, the visitors were unclear about the purpose of the third year non-ambulance placements and whether they were intended for students to attend and observe only rather than achieve certain learning outcomes. As such, the visitors were unable to ascertain which assessment documents were being used for ambulance and non-ambulance placements for this programme. Furthermore, they were unclear about how and whether all non-ambulance placements are assessed and, consequently, how the assessment would ensure that students have met the SOPs for paramedics. Therefore, the visitors require further evidence to demonstrate that the assessment of practice will ensure that the student who successfully completes the programme has met the SOPs for paramedics.

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 must 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 the curriculum document, module descriptors, clinical practice assessment documents and the HCPC SOPs. However, the visitors were unable to determine from this evidence, how the learning outcomes are assessed at BSc level, particularly in year three of the programme. As such, 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 assessment procedures in the practice placement setting.

Reason: In documentation provided prior to the visit, the visitors noted from the module descriptors that there are learning outcomes to be met at placement. The visitors received multiple placement assessment documents prior to and at the visit, including assessment documentation for non-ambulance placements. However, as detailed under SET 6.1, the visitors were unclear about how and when this documentation was being used to assess students. In particular, the visitors saw a Clinical Placement Booklet for reflecting on behaviours of the student and mentor at placement but they were unclear from discussions at the visit as to how this document would be utilised and integrated within the assessment of practice. Furthermore, the visitors could not determine whether third-year non-ambulance placements were being assessed or whether they were intended for students to attend and observe only. Due to a lack of clarity in relation to the assessment of practice, particularly non-ambulance placements, the visitors were unclear about how professional aspects of practice are integrated in the assessment of practice and require further evidence 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.

Reason: In documentation provided prior to the visit, the visitors noted from the module descriptors that there are learning outcomes to be met at placement. The visitors received multiple placement assessment documents prior to and at the visit, including assessment documentation for non-ambulance placements. However, as detailed under SET 6.1, the visitors were unclear about how and when this documentation was being used to assess students and how it relates to the learning outcomes. As such, the visitors were unable to judge whether all assessment methods employed measure the learning outcomes. Therefore, the visitors require further evidence regarding the assessment of practice and how this measures the learning outcomes in order to determine whether the assessment methods employed are appropriate.

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 at placement is objective and ensures fitness to practise.

Reason: In documentation provided prior to the visit, the visitors noted from the module descriptors that there are learning outcomes to be met at placement. The visitors received multiple placement assessment documents prior to and at the visit, including assessment documentation for non-ambulance placements. However, as detailed under SET 6.1, the visitors were unclear about how and when this documentation was being used to assess students and how it relates to the learning outcomes. Due to a lack of clarity in relation to the assessment of practice, particularly non-ambulance placements and the third year of the programme, the visitors were unable to determine whether the measurement of student performance will be objective and ensure fitness to practise. Therefore, the visitors require further evidence that the measurement of student performance will be objective and ensure fitness to practise at placement.

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

Condition: The education provider must demonstrate how staff and students will be clear about the requirements for student progression and achievement within the programme, particularly in relation to third year non-ambulance placements.

Reason: For this standard, the visitors were referred to the university assessment regulations. The visitors also noted from the mapping document and guidance about core modules provided prior to the visit that "All modules within the programme are core and all assessments must be passed by students in order to successfully complete the programme." At the visit, the visitors received additional assessment documentation, including documentation for non-ambulance placements. However, as detailed under SET 6.1, the visitors were unclear about how and when this documentation was being used to assess students and how it relates to the learning outcomes. The visitors also noted that the assessment documentation provided for the non-ambulance placements referred to the existing DipHE programme. Furthermore, as detailed under SET 5.2, the visitors were unclear about the purpose of the third year non-ambulance placements

and whether they are intended for students to attend and observe only rather than achieve certain learning outcomes. As such, the visitors were unable to see how students and staff would be clear about the requirements for student progression and achievement within the programme, particularly in relation to third year non-ambulance placements. Therefore, the visitors require further evidence to demonstrate that staff and students will be clear about the requirements for student progression and achievement within the programme, particularly in relation to third year non-ambulance placements.

Recommendations

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

Recommendation: If the education provider decides to increase the number of students, they must decide how best to engage with HCPC to identify how this will change how the programme continues to meet the standards.

Reason: The visitors were satisfied that there is a sufficient number of staff and resources in place for a cohort of 32 students per year. However, the programme team mentioned that the commissioned numbers may double for the second year of the programme. The visitors noted that, if the programme does increase student numbers, the education provider must identify how this will impact on the availability of resources, placement provision and staffing and how best to engage with the HCPC regarding any changes.

Robert Fellows
Matthew Catterall
Susanne Roff

HCPC approval process report

Education provider	University of Wolverhampton
Name of programme(s)	BSc (Hons) Paramedic Science - Full time
Approval visit date	25 May 2017
Case reference	CAS-11674-C3K1T6

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Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the approval process undertaken by the HCPC to ensure that the programme detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Through undertaking this process, we have noted areas that may need to be considered as part of future HCPC assessment processes in section 6 of this report.

Section 1: Our regulatory approach

Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation of the visitors, inclusive of conditions and recommendations. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Glyn Harding	Paramedic
Sheila Needham	Lay
Anthony Hoswell	Paramedic
Niall Gooch	HCPC executive

Section 2: Programme details

Programme name	BSc (Hons) Paramedic Science
Mode of study	FT (Full time)
Profession	Paramedic
Proposed first intake	January 2018
Maximum student cohort	Up to 50
Intakes per year	2
Assessment reference	APP01655

We undertook this assessment via the approval process, which involves consideration of documentary evidence and an onsite approval visit, to consider whether the programme continues to meet our standards. We decided to assess the programme via the approval process due to the outcome of a previous assessment. The education provider had informed the HCPC via the major change process that they wished to increase student numbers, from one annual cohort of thirty students to two annual cohorts of fifty students.

Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
Programme specification	Yes
Module descriptor(s)	Yes
Student handbook	Yes
Practice placement handbook	Yes
Completed education standards mapping document	Yes

We also expect to meet the following groups at approval visits:

Group	Met
Students	Yes
Senior staff	Yes
Placement providers and educators	Yes
Service users and carers	Yes
Programme team	Yes
Tour of facilities	Yes

Section 4: Outcome from first review

Recommendation of the visitors

In considering the evidence provided by the education provider as part of the initial submission and at the approval visit, the visitors' recommend that there was insufficient evidence to demonstrate that our standards are met at this time, but that the programme(s) should be approved subject to the conditions noted below being met.

Conditions

Conditions are requirements that must be met before programmes can be approved. We set conditions when there is insufficient evidence that standards are met. The visitors were satisfied that 55 of the standards are met at this stage. However, the

visitors were not satisfied that there is evidence that demonstrates that the following standards are met, for the reasons detailed below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programmes, and then provide any further evidence to demonstrate how they meet the conditions. We set a deadline for responding to the conditions of 18 August 2017.

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

Condition: The education provider must demonstrate how they will ensure that all subject areas are taught by appropriately qualified and experienced staff.

Reason: The visitors were able to review staff CVs in the programme documentation and discuss staffing with the senior team. They were clear that the education provider had plans for recruitment to cover the increase in student numbers from one cohort of around 30 per year to around 100 per year across two cohorts. Two new staff were already in place. The senior team gave verbal reassurances that recruitment of three further staff would occur in April 2018, in time for the second cohort on the expanded programme. However, the visitors did not see the recruitment criteria or an indication of the roles and responsibilities of the staff that would be recruited. As such they could not determine, from the evidence provided, if the staff that would be recruited would have the relevant specialist expertise and knowledge to take on the relevant responsibilities in delivering the programme. Therefore the visitors were not able to be certain that all subject areas on the programme would be taught by staff with appropriate specialist expertise and knowledge. They therefore require the education provider to submit further evidence demonstrating how they will ensure that all subject areas will be taught by staff with relevant specialist expertise and knowledge.

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 demonstrate that the number, duration and range of placements will be appropriate to support the delivery of the programme.

Reason: The visitors were able to review programme documentation relating to placement scheduling, including a spreadsheet, and discuss issues about scheduling with the programme team and a large and diverse group of practice placement providers and educators. They were able to see evidence of the education provider's plans for placements for the larger cohorts of students that would be on the approved programme. They noted that the education provider had good relationships with placement providers and that placement providers were committed to finding placements for all students on the programme. However they were not able to see evidence showing the exact breakdown and scheduling of ambulance and non-ambulance placements. They were also unable to see what agreements are in place to ensure that the anticipated number of practice placements that would be needed by the programme would be made available. As such the visitors were unable, from the evidence provided, to determine whether the standard was met by the programme. They therefore require the education provider to submit further evidence demonstrating

that there will be an appropriate range, duration and number of placements for all students on the programme.

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

Condition: The education provider must demonstrate that they maintain a thorough and effective audit system for placements.

Reason: The visitors were able to review documents relating to how the education provider approached monitoring and approval of placements, and discuss how this approach was used by the programme team. They noted from discussions that with regard to ambulance placements, the education provider was part of a consortium that used a shared audit tool, the Learning Environment Profile (LEP), over which West Midlands Ambulance Service (WMAS) appeared to have overall ownership. The visitors noted that, although the education provider had a very close working relationship with WMAS and was part of the consortium that had developed the LEP, this tool was used by WMAS and the information generated by this process held by them. As such the visitors were unclear as to how the education provider uses the information generated by the LEP to ensure that they are maintaining a thorough and effective system for approving and monitoring placements for their students. In particular, it was not clear to the visitors who had final institutional responsibility for maintaining the LEP. They therefore require the education provider to submit further evidence demonstrating that they have a thorough and effective system for approving and monitoring all placements.

Recommendations

We include recommendations when standards are met at or just above threshold level, and where there is a risk to that standard being met in the future. Recommendations do not need to be met before programmes can be approved, but they should be considered by education providers when developing their programmes.

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

Recommendation: The education provider should keep programme documents under review to ensure that they are consistent and accurate.

Reason: The visitors were able to review the documentation prior to the visit. They noted that there were some inconsistencies and inaccuracies. Different figures were given for the total number of placement hours on the programme. There were some uses of “HPC” instead of “HCPC” (for example on page 484 of 547). The section dealing with admissions criteria used the phrase “definite leave to remain” instead of “indefinite leave to remain”. These were raised with the programme team in discussions. The inaccuracies were acknowledged and a verbal commitment was made to review all relevant materials. As such the visitors were content that this standard was met by the programme. However, to ensure that the documentation continues to be up-to-date and accurate the visitors therefore recommend that the programme team keep the documents under regular review to ensure they continue to be correct and accurate information is given to students.

5.11 Students, practice placement providers 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 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 continue its efforts to ensure that students are given timely information about the timing and duration of placements.

Reason: The visitors were able to review the programme documentation regarding preparation for placement, and speak to students, placement providers and placement educators about the subject. The visitors considered that the standard was met overall, as materials available to students gave clear information about the purpose and nature of placements, and neither the student panel or the placement providers and educators' panel reported any widespread major concerns with preparedness for placement. However, some students reported that they had only received information about placements quite close to the start of the placements, and that they would like more notice of the timing and duration of placements. This issue was raised in programme team meeting, and the visitors were informed that staff aimed to give information in plenty of time, but had sometimes delayed giving students this information to avoid adding extra pressures to them close to assignment deadlines. The visitors suggest that the education provider considers when would be best to give all students the information about placement particularly if this information can be given sooner to facilitate greater time for placement preparations.

Glyn Harding
Anthony Hoswell
Sheila Needham