hcpc health & care professions council

Visitors' report

Name of education provider	Canterbury Christ Church University
Programme name	BSc (Hons) Diagnostic Radiography
Mode of delivery	Full time
Relevant part of the HCPC Register	Radiographer
Relevant modality / domain	Diagnostic radiographer
Date of visit	1 – 3 March 2017

Contents

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 'radiographer' or 'diagnostic radiographer' 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. This recommended outcome was accepted by the Education and Training Committee (Committee) on 12 June 2017. At the Committee meeting on 12 June 2017, the ongoing approval of the programme was re-confirmed. This means that the education provider has met the condition(s) outlined in this report and that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

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 management and resources, curriculum, practice placements and assessment. The programme was already approved by the HCPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider reviewed the programme and the professional bodies considered their accreditation of the programme. The visit also considered the following programmes – BSc (Hons) Occupational Therapy and BA (Hons) in Social Work. The education provider, the professional bodies and the HCPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HCPC's recommendations on this programme only. Separate reports exist for the other programmes. As an independent regulatory body, the HCPC's recommended outcome is independent and impartial and based solely on the HCPC's standards. Separate reports, produced by the education provider and the professional body, outline their decisions on the programmes' status.

Visit details

Name and role of HCPC visitors	Angela Ariu (Occupational therapist) Shaaron Pratt (Diagnostic radiographer) Simon Mudie (Lay visitor)
HCPC executive officers (in attendance)	Rebecca Stent (Lead executive for the Diagnostic radiography/ Occupational therapy panel) Tamara Wasylec (Lead executive for the Social work panel)
Proposed student numbers	50 per cohort, 1 cohort per year
First approved intake	July 2004
Effective date that programme approval reconfirmed from	September 2017
Chair	Heather McLaughlin (Canterbury Christ Church University)
Secretary	Alison Geargeoura (Canterbury Christ Church University)
Members of the joint panel	Kene Igweonu (Internal Panel Member) Marcus Jackson (External Panel Member) Alison Coates (Quality and Standards Representative) David Bennett (Learning and Teaching representative)

	Alexandra Telekova (Student panel member)
	Jonathan McConnell (College of Radiographers)

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	☒	☐	☐
Descriptions of the modules	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SETs	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☒	☐	☐
Practice placement handbook	☒	☐	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External examiners' reports from the last two years	☒	☐	☐

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	☒	☐	☐
Programme team	☒	☐	☐
Placements providers and educators / mentors	☒	☐	☐
Students	☒	☐	☐
Service users and carers	☒	☐	☐
Learning resources	☒	☐	☐
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	☒	☐	☐

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 51 of the SETs have been met and that conditions should be set on the remaining 7 SETs.

Conditions are requirements that the education provider must meet before the programme have its ongoing approval reconfirmed. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors have also made a recommendation for the programme.

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

Conditions

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

Condition: The education provider must provide further evidence to demonstrate that there is an adequate number of staff undertaking the role of personal tutor on this programme.

Reason: From the documentation provided prior to the visit, the visitors were satisfied with the overall staff numbers in place on the programme. The visitors also noted that the programme is moving from two campuses to one campus and that there will only be one intake of students per year from September 2017. Furthermore, the visitors also learnt from the documentation and discussions at the visit that there will be no increase in student numbers. In discussions with the programme team, the visitors understood that there will be one personal tutor to support approximately 25 students on one cohort and that there will be two personal tutors in total to support around 50 students on one cohort. However, the visitors were not clear as to whether these two personal tutors would only be supporting one cohort or whether they would be supporting students across other cohorts at the same time. In addition, the visitors were unclear as to how the education provider has determined that this number of personal tutors is appropriate to support this number of students. As such, the visitors require further evidence to clarify how many students personal tutors will be supporting on the programme at any one time and how the education provider has determined that this number is appropriate in order to deliver an effective programme.

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

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

Reason: The visitors noted that the programme documentation submitted by the education provider contained inaccuracies in relation to HCPC regulation. For example, at the top of the student consent form for students to participate as a service users in practical sessions, it is specified that this is an "HCPC requirement". However, the HCPC does not stipulate that a consent form specifically must be used to obtain a student's consent to act as a service user. Therefore, the visitors require the education provider to revisit the programme documentation to ensure that it is accurate and reflective of the current terminology used in relation to statutory regulation and the HCPC so that the resources to support student learning in all settings will be effectively used.

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

Condition: The education provider must provide further evidence to demonstrate that, where students participate as service users in practical and clinical teaching, appropriate protocols will be used to obtain their consent.

Reason: For this standard, the visitors were referred to a consent form which students sign at the beginning of the programme. However, in discussions with the students at the visit, students were unclear about when they were participating as service users in the current programme and they did not recall when or how they gave their consent to participate in these sessions. Therefore, the visitors were not satisfied that students will be able to give their informed consent to participate in these sessions as service users throughout the programme and that students will be clear about the sessions where they can opt out. As such, the visitors require further evidence about the protocols in place to ensure that students are giving their informed consent when they participate as service uses in practical sessions and that they are clear about when they can opt out.

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

Condition: The education provider must provide further evidence to demonstrate what they define as "low attendance" at placement and how this definition and any consequences of attendance issues at placement are clearly communicated to students.

Reason: In documentation provided prior to the visit, the visitors noted that 100 per cent placement attendance is required and that students will have to make up any missed placement experience. However, the visitors noted from the training documentation for practice educators that "low attendance" could lead to a failed placement. At the visit, the programme team stated that low attendance would be considered as part of the reasoning for a failed placement along with other factors and that this would be considered on a case by case basis. The visitors were unclear, however, as to what would constitute "low attendance" and when this would contribute to a student failing a placement. In addition, the visitors could not see how this consequence of missed placement experience was communicated to students in the documentation provided. As such, the visitors require further evidence as to when the education provider would consider attendance as "low attendance" at placement so that issues with attendance can be dealt with consistently. The visitors also require further evidence about how the education provider communicates this to students including all potential consequences of missed placement experience, such as the failure of a placement.

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

Condition: The education provider must provide further evidence to demonstrate that they have identified the attendance requirements at the academic setting including how this will be monitored and communicated to students so that any issues with attendance can be dealt with consistently by the education provider.

Reason: For this standard, the visitors were referred to the university wide policy for attendance at the academic setting supplied in the student handbook which stipulates that all teaching sessions are "compulsory". However, in discussions with the programme team and students, there were differing statements about the actual attendance requirements and whether attendance is always monitored and recorded for each taught session. The programme team stated that they say all sessions are

mandatory so that students are encouraged to attend all sessions but that there is not a 100 per cent attendance requirement due to sickness and other circumstances. In addition, the programme team stated that attendance will be monitored in the new programme with an electronic card system which students will use to record their attendance. It was not clear from these discussions what the attendance requirements are for the programme and what the consequences of missed attendance would be when attendance falls below a certain point and, therefore, how any issues with attendance are dealt with consistently by the education provider. In addition, it was not clear from the documentation for students how attendance will be recorded in the new programme and how students are clear about attendance requirements and the consequences of falling below this requirement. As such, the education provider must provide further evidence to demonstrate how the programme documentation will be used to ensure that students are clear about the attendance requirements at the academic setting, the consequences of falling below this requirement, how the education provider will deal with any attendance issues consistently and how attendance will be monitored.

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 that they ensure that placement providers have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

Reason: For this standard, the visitors were referred to the educational audit form used by the education provider for approving and monitoring practice placements. At the visit, the programme team stated that they would expect this policy to be considered within the audit. However, from this document, the visitors could not see how this document is being used to ensure that all placement providers have equality and diversity policies in place. The visitors noted that this could be a particular issue for placements at private providers which are less likely to have these policies in place. As such, the visitors require further evidence as to how the education provider will utilise this audit tool to ensure that placement providers have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

5.11 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 students, practice placement providers and educators are fully prepared for placement in relation to the duration of all placement experience.

Reason: In documentation provided prior to the visit, the visitors noted the following statement in the modality placement guidelines (Practice Assessment Documents for year 1, 2 and 3): "Recommended hours in each is 20, apart from CT where the total is 56 hours required." In discussions at the visit, the programme team clarified that 20 hours was a minimum requirement rather than a "recommended" number of hours and that attendance is monitored by the education provider to ensure that these minimum hours have been completed. However, the visitors noted that students, practice placement providers and educators could be unclear about this when referring to the documentation. As such, the visitors require further evidence to demonstrate that students, practice placement providers and educators will be fully prepared for placement in relation to the duration of placement experience in the modalities and how this is accurately reflected in the documentation.

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;**
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- **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 students, practice placement providers and educators are fully prepared for placement in relation to an understanding of what would constitute "low attendance" at placement.

Reason: In documentation provided prior to the visit, the visitors noted that 100 per cent placement attendance is required and that students will have to make up any missed placement experience. However, the visitors noted from the training documentation for practice educators that "low attendance" could lead to a failed placement. At the visit, the programme team stated that low attendance would be considered as part of the reasoning for a failed placement along with other factors and that this would be considered on a case by case basis. The visitors were unclear, however, as to what would constitute "low attendance". In addition, the visitors could not see how this was clearly communicated to students, placement providers and educators in their preparation for placement. As such, the visitors require further evidence as to when the education provider would consider attendance as "low attendance" at placement so that issues with attendance can be dealt with consistently. The visitors also require further evidence about how the education provider communicates this to students, practice placement providers and educators so that they are fully prepared for placement.

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

Condition: The programme team must clarify the requirements for student progression and achievement within the programme in relation to reassessments for both the academic and practice elements, and how this information will be communicated accurately and consistently to students.

Reason: In the documentation provided prior to the visit, it is stated that the programme follows the university regulations with regard to reassessments. On page 32 of the Regulation and Credit Framework for the Conferment of Awards document it states that "The Board of Examiners will normally offer each referred student a single opportunity to make good the relevant assessment, except at level four where there will be two reassessment opportunities." However, at the programme team meeting for the Paramedic Science programme, it was confirmed that all programmes will have two reassessment opportunities at each level of the programme for the academic and practice element of the programme. As such, the visitors are currently unclear about the reassessment opportunities for students if they fail an academic or practice element in this programme. Therefore, the programme team must provide further evidence to clarify the requirements for student progression and achievement within the programme in relation to reassessments for both the academic and practice elements, and how this information will be communicated consistently and accurately to students.

Recommendations

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

Recommendation: The education provider should consider changing the name of the 'voluntary placement' to make it clearer that this is a mandatory placement undertaken in a voluntary sector organisation.

Reason: It was clear from the description of this placement in the documentation that this is a placement undertaken in the voluntary sector and that there is a requirement to complete this placement in order to progress within the programme. In discussions with the programme team and students at the visit, it was clear that this was the case and that students understood this to be a mandatory placement in the voluntary sector. However, the visitors recommend that the education provider reviews the title of this placement to more accurately reflect in the documentation that this is not an optional placement to avoid any future risk of students misunderstanding the requirements to progress within the programme.

Angela Ariu
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Simon Mudie