Health Professions Council

Visitors report

Name of education provider	Southampton University
Name and titles of programme(s)	BSc (Hons) Physiotherapy P/T
Date of event	3/4 May 2006
Proposed date of approval to commence	September 2006
Name of HPC visitors attending (including member type and professional area)	Kathryn Heathcote (Physiotherapy) Judith Martin (Occupational Therapy) Carol Lloyd (Occupational Therapy)
HPC Executive officer(s) (in attendance)	Karen Scott
Joint panel members in attendance (name and delegation):	Southampton University Ian Giles (Chair) Bill Brooks Rosalynd Jowett George Lueddeke College of Occupational Therapists Remy Reyes (Education Officer) Karen Holmes (Observer) Jo-Anne Supyk Jennifer Caldwell Chartered Society of Physiotherapists Jenny Carey (Education Officer) Mairead O'Siochru

New programmes	**X**
Major change to existing programme	**X**
Visit initiated through Annual Monitoring	**X**

Part 1.

1.1 Confirmation of meetings held

	yes	no	n/a
Senior personnel of provider with responsibility for resources for the programme	**X**	☐	☐
Programme planning team	**X**	☐	☐
Placements providers and educators	**X**	☐	☐

1.2 Confirmation of facilities inspected

	yes	no
Library learning centre	**X**	☐
IT facilities	**X**	☐
Specialist teaching accommodation	☐	**X** **Already seen**

1.3 Confirmation that particular requirements/specific instructions (if any) of the Education and Training Committee that have been explored e.g. specific aspects arising from annual monitoring reports.

Requirement (please insert detail)	yes	no	n/a
1.	☐	☐	**X**
2.	☐	☐	**X**
3.	☐	☐	**X**

Proposed student cohort intake number please state	Total 45 Physiotherapy 20 Occupational Therapy 25

ALL CONDITIONS MET - PROGRAMME APPROVED

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The following summarises the key outcomes of the approvals event and provides reasons for the decision.

CONDITIONS

SET 2 *Programme admissions*

The admission procedures must:

2.2 apply selection and entry criteria, including:

2.2.2 criminal convictions checks;

> **Condition 1:**
> The documentation must clarify the policy and procedures that would be followed in the event of the disclosure of a criminal conviction.
>
> **Reason:**
> The information concerning the procedures that are to be put in place was not clear in the documentation.

SET 3. Programme management and resource standards

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

> **Condition 2:**
> The documentation must clearly state the minimum numbers of students that would ensure a viable cohort, below which the programme will not run.
>
> **Reason:**
> It is important that cohort numbers provide peer support and financial viability. While maximum numbers are identified in the documentation, the programme will start with smaller numbers, and thus minimum numbers must be identified in the section on proposed intakes.

SET 4. *Curriculum Standards*

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

> **Condition 3 (this condition is repeated at 5.1 below):**

Clearly outline the conclusion to the programme, including timing, content and integration of practice with theory.

Reason:
The programme concludes with placement education that would be completed by students over different time scales. There was no indication as to how this placement would be integrated within the programme, or how students will conclude their studies. While this was clearly articulated by the programme team, it was not included in the documentation.

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

Condition 4:
The inclusion and progression of critical reflection and clinical reasoning must be clearly articulated within the documentation.

Reason
Although critical reflection and clinical reasoning are mentioned in the document, they are understated, and do not match present expectations.

SET 5. *Practice placements standards*

5.1 Practice placements must be integral to the programme.

Condition 3 (repeated):
Clearly outline the conclusion to the programme, including timing, content and integration of practice with theory.

Reason:
The programme concludes with placement education that would be completed by students over different time scales. There was no indication as to how this placement would be integrated within the programme, or how students will conclude their studies. While this was clearly articulated by the programme team, it was not included in the documentation.

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

Condition 5:
The programme team must provide information about the current placement practice provision including geographical locations, staff skills, and professional work areas.

Reason:
There was no information about the present placement position upon which new provision will need to be built, to ensure range and numbers are appropriate.

5.7.4 The assessment procedures including the implications of, and any action to be taken in the case of failure;

Condition 6:
Develop and document a clear procedure for retrieval when there is failure in practice placement.

Reason:
There is no clear policy or format in place, particularly with regard to part time placements.

SET 6. *Assessment standards*

6.7 Assessment regulations clearly specify requirements:

6.7.1 for student progression and achievement within the programme.

Condition 7:
Develop and document a clear procedure for retrieval when there is failure in practice placement.

Reason:
There is no clear policy and format in place, particularly with regard to part time placements.

Deadline for *Conditions* to be met: 15 June 2006
To be submitted to Approvals Committee on: 4 July 2006

The nature and quality of instruction and facilities meets the Standards of Education and Training.

We recommend to the Education and Training Committee of the HPC that they approve this programme (subject to any conditions being met).

Visitors' signatures:

       Carol Lloyd
       Kathryn Heathcote
       Judith Martin

Date: 17 May 2006

ALL CONDITIONS MET - PROGRAMME APPROVED

Recommendations

SET 3*. Programme management and resource standards*

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

Recommendation 1:
Review and revise attendance policy in relation to the new learning and teaching strategies being put in place.

Reason:
The present policy relates to physical attendance at sessions, but an increasing amount of the curriculum will be delivered through e learning.

SET 4. *Curriculum Standards*

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

Recommendation 2:
The programme team should consider mapping the programme against the KSF and ensure that students are aware of the role of regulatory and professional bodies.

Reason:
Students need to be fully prepared for employment, and KSF is an increasingly important aspect within the NHS. For safe practice students must be fully aware of all guidance and standards that pertain to their profession.

SET 5. *Practice placements standards*

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

Recommendation 3:
Further develop and document the procedures for the initial approval of all elements of a new practice placement.

Reason:
The monitoring system is well developed, but the initial approval system has a limited system in place with few details.

Recommendation 4:
Monitor and review the effectiveness of part time placements from the perspective of students, academic staff and practice placement educators.

Reason:
The impact on students and programme provision of part time placements is unknown. To ensure that all learning outcomes are achieved, an effective monitoring system should be in place to review the process.

Commendations

The Visitors would like to commend the programme team on the following:

The team has developed excellent collaboration with practitioners who have been pivotal to the programme development. Placement educators and colleagues actively support the development and are fully aware of the requirements of this particular programme.

The validation documentation and mapping exercise were clear and effective in providing necessary information for the Visitors. The mapping is detailed and provides an excellent format for following up information.

The library and information technology support provided, both on and off site, is excellent, with library staff having detailed knowledge of the particular needs of health programme students.

The e-learning strategy is clearly articulated with planned progression, including the need for both technical development and staff commitment.