

## Visitors' report

|                                      |                               |
|--------------------------------------|-------------------------------|
| <b>Name of education provider</b>    | Glasgow Caledonian University |
| <b>Programme name</b>                | BSc (Hons) Physiotherapy      |
| <b>Mode of delivery</b>              | Full time                     |
| <b>Relevant part of HPC Register</b> | Physiotherapist               |
| <b>Date of visit</b>                 | 11 - 13 March 2009            |

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## Executive summary

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

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 12 June 2009 to provide observations on this report. The report and any observations received will be considered by the Education and Training Committee (Committee) on 29 July 2009. At this meeting, the Committee will accept the visitors' recommended outcome and approve the programme.

## Introduction

The HPC visited the programme at the education provider to consider major changes proposed to the programme. The major change affected the following standards – programme admissions standards programme management and resources standards, curriculum standards, practice placement standards, and assessment standards. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider reviewed the programme and the professional body considered their accreditation of the programme. The visit also considered following programmes - MSc Occupational Therapy (Pre-registration), MSc Physiotherapy (Pre-registration), BSc (Hons) Occupational Therapy, BSc (Hons) in Occupational Therapy (Work Practice), BSc (Hons) in Occupational Therapy (Psychosocial Interventions), BSc (Hons) in Occupational Therapy (Ageing and Well-being), BSc (Hons) Podiatry, BSc (Hons) Radiotherapy and Oncology and BSc (Hons) Diagnostic Imaging. The education provider, the professional body and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. Separate reports exist for the other programmes. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. Separate reports, produced by the education provider and the professional body outline their decisions on the programmes' status.

## Visit details

|   |   |
|---|---|
| Name of HPC visitors and profession                     | Karen Harrison (Physiotherapist)<br>Anthony Power (Physiotherapist)   |
| HPC executive officer(s) (in attendance)                | Mandy Hargood   |
| Proposed student numbers                                | 78  |
| Initial approval  | 28 August 1997  |
| Effective date that programme approval reconfirmed from | September 2009  |
| Chair   | Gerry Reid (Glasgow Caledonian University)  |
| Secretary   | Alen MacKinlay (Glasgow Caledonian University)  |
| Members of the joint panel                              | Nina Thompson (Chartered Society of Physiotherapy)<br>Jacqui Potter (Chartered Society of Physiotherapy)<br>Patrick Quinn (Internal Panel Member) |

## Sources of evidence

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

|  | Yes                                 | No                       | N/A                      |
|--|-------------------------------------|--------------------------|--------------------------|
| Programme specification  | <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 HPC 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"/> |
| Learning resources  | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Specialist teaching accommodation<br>(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 assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that the ongoing approval of the programme is reconfirmed.

The visitors did not set any conditions for the programme.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. 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 is recommended for ongoing approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors have also made a commendation. Commendations are observations of innovative best practice by a programme or education provider.

## Recommendations

### **2.2.2 The admission procedures must apply selection and entry criteria, including criminal convictions checks.**

**Recommendation:** The education provider should consider including in the 'criteria for admissions' in the programme specification the requirements for compliance with criminal conviction checks.

**Reason:** The visitors in reviewing the documentation saw that any prospective applicant to the programme might not appreciate that there are required criminal conviction checks associated with admission to the programme if they only reviewed the programme specification. The visitors recognised that the criminal convictions check requirements for admission to the programme are clearly defined elsewhere in the programme documentation, but considered that by adding the criminal conviction checks to the programme specification would enhance the application documentation available.

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

**Recommendation:** The education provider should consider including in the 'criteria for admissions' in the programme specification the requirements for compliance with the health requirements.

**Reason:** The visitors in reviewing the documentation saw that any prospective applicant to the programme might not appreciate that there are required health checks associated with admission to the programme if they only reviewed the programme specification. The visitors recognised that the health requirements for admission to the programme are clearly defined elsewhere in the programme documentation but considered that by adding the health requirements to the programme specification would enhance the application documentation available.

## Commendations

The visitors wish to commend the following aspects of the programme:

**Commendation:** The innovative use of blended learning material.

**Reason:** The visitors commended the School for this use of blended learning materials that assist the students throughout the programme and saw this as very innovative. The provision of high quality teaching materials to support the learning in manual handling, movement analysis and physiotherapy practical skills accessed through both DVDs and virtual learning environments was reviewed by the visitors during the visit and was seen as exceptional in supporting student learning. The materials can be obtained via the School of Health and Social Care.

Karen Harrison  
Anthony Power

## Visitors' report

|                                      |                                      |
|--------------------------------------|--------------------------------------|
| <b>Name of education provider</b>    | Glasgow Caledonian University        |
| <b>Programme name</b>                | MSc Physiotherapy (Pre-registration) |
| <b>Mode of delivery</b>              | Full Time                            |
| <b>Relevant part of HPC Register</b> | Physiotherapist                      |
| <b>Date of visit</b>                 | 11 - 13 March 2009                   |

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## Executive summary

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

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. The education provider has until 12 June 2009 to provide observations on this report. The report and any observations received will be considered by the Education and Training Committee (Committee) on 29 July 2009. At this meeting, the Committee will accept the visitors' recommended outcome and approve the programme.

## Introduction

The HPC visited the programme at the education provider as it was a new programme which was seeking HPC approval for the first time. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider reviewed the programme and the professional body considered their accreditation of the programme. The visit also considered the following programmes - MSc Occupational Therapy (Pre-registration), BSc (Hons) Occupational Therapy, BSc (Hons) in Occupational Therapy (Work Practice), BSc (Hons) in Occupational Therapy (Psychosocial Interventions), BSc (Hons) in Occupational Therapy (Ageing and Well-being), BSc (Hons) Physiotherapy, BSc (Hons) Podiatry, BSc (Hons) Radiotherapy and Oncology and BSc (Hons) Diagnostic Imaging. The education provider, the professional body and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. Separate reports exist for the other programmes. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. Separate reports, produced by the education provider and the professional body, outline their decisions on the programmes' status.

## Visit details

|   |   |
|---|---|
| Name of HPC visitors and profession       | Karen Harrison (Physiotherapist)<br>Anthony Power (Physiotherapist)   |
| HPC executive officer(s) (in attendance)  | Mandy Hargood   |
| Proposed student numbers                  | 26  |
| Proposed start date of programme approval | September 2009  |
| Chair                                     | Gerry Reid (Glasgow Caledonian University)  |
| Secretary                                 | Alen MacKinlay (Glasgow Caledonian University)  |
| Members of the joint panel                | Nina Thompson (Chartered Society of Physiotherapy)<br>Jacqui Potter (Chartered Society of Physiotherapy)<br>Patrick Quinn (Internal Panel Member) |

## Sources of evidence

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

|  | Yes                                 | No                       | N/A                      |
|--|-------------------------------------|--------------------------|--------------------------|
| Programme specification  | <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 HPC 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"/> |
| 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 HPC met with students from the MSc Rehabilitation 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 assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that the programme is approved.

The visitors did not set any conditions for the programme.

Conditions are requirements that the education provider must meet before the programme can be recommended for approval. 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 made a recommendation for the programme.

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The visitors have also a number of commendations. Commendations are observations of innovative best practice by a programme or education provider.

## Recommendations

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

**Recommendation:** The education provider should consider including in the 'criteria for admissions' in the programme specification the requirements for compliance with the health requirements.

**Reason:** The visitors in reviewing the documentation saw that any prospective applicant to the programme might not appreciate that there are required health checks associated with admission to the programme if they only review the programme specification. The visitors recognised that the health requirements for admission to the programme are clearly defined elsewhere in the programme documentation but considered that by adding the health requirements to the programme specification would enhance the application documentation available.

## Commendations

The visitors wish to commend the following aspects of the programme:

**Commendation:** The innovative use of blended learning material.

**Reason:** The visitors commended the School for this use of blended learning materials that assist the students throughout the programme and saw this as very innovative. The provision of high quality teaching materials to support the learning in manual handling, movement analysis and physiotherapy practical skills accessed through both DVDs and virtual learning environments was reviewed by the visitors during the visit and was seen as exceptional in supporting student learning. The materials can be obtained via the School of Health and Social Care.

**Commendation:** The provision of a one day conference for the presentation of dissertation research findings with applications to clinical practice to peers, clinicians and clinical managers.

**Reason:** The visitors felt that this was an innovative use of conferencing for the purpose of demonstrating presentation skills and using the findings for future cpd. The presentations are recorded on to DVD for continuing professional development (cpd) purposes and this is an enhancement for the Masters students learning.

Karen Harrison  
Anthony Power