

## Major change Visitors' report

### Contents

Section one: Programme details.....	1
Section two: Submission details .....	1
Section three: Additional documentation .....	2
Section four: Recommendation of the Visitors.....	2

### Section one: Programme details

<b>Name of education provider</b>	Cardiff University
<b>Programme title</b>	Doctorate in Clinical Psychology
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Practitioner Psychologist
<b>Relevant modality</b>	Clinical Psychologist
<b>Date of submission to the HCPC</b>	09 October 2012
<b>Name and profession of the HCPC Visitors</b>	Dr. Sabiha Azmi (Clinical Psychologist) Dr. Ruth Baker (Clinical Psychologist)
<b>HCPC executive</b>	Abdur Razzaq

### Section two: Submission details

#### Summary of change

#### SET 3: Programme management and resources

The education provider has informed HCPC that they have relocated their programme from a private leased accommodation to leased accommodation within the university. These changes will have an impact on a number of standards within SET 3. These specifically include resources to support student learning, library, IT and pastoral student support.

The following documents were provided as part of the submission:

- Change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- Floor Plan submitted by education provider
- Programme handbook 2011-12

### **Section three: Additional documentation**

- The Visitors agreed that no further documentation was required in order to make a recommendation.
- The Visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

### **Section four: Recommendation of the Visitors**

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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The Visitors agreed to recommend to the Education and Training Committee that:

- There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.
- There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

### **Section five: Visitors' comments**

The visitors whilst happy with the documentation provided to support the change of teaching venue, they would like to remind the education provider that in future submissions it would be appropriate to provide further evidence from the perspectives of trainees and other stake holders on the impact of the move.

Major change Visitors' report

**Contents**

Section one: Programme details.....	1
Section two: Submission details .....	1
Section three: Additional documentation .....	2
Section four: Recommendation of the Visitor.....	2
Section five: Visitor comments.....	2

**Section one: Programme details**

<b>Name of education provider</b>	Coventry University
<b>Programme title</b>	Diploma in HE – Paramedic Science
<b>Mode of delivery</b>	Full Time
<b>Relevant part of the HCPC Register</b>	Paramedic
<b>Date of submission to the HCPC</b>	27 September 2012
<b>Name and profession of the HCPC Visitor</b>	Marcus Bailey (Paramedic)
<b>HCPC executive</b>	(Razz) Abdur Razzaq

**Section two: Submission details**

**Summary of change**

SET 3 Programme management and resources

Change of course leader from Tim Kilner to Mark Garrett

The following documents were provided as part of the submission:

- Change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- CV of Mark Garrett, new course leader

### **Section three: Additional documentation**

- The Visitors agreed that no further documentation was required in order to make a recommendation.
- The Visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

### **Section four: Recommendation of the Visitor**

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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The Visitors agreed to recommend to the Education and Training Committee that:

- There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.
- There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

### **Section five: Visitor comments**

The visitor would like the education provider to know that he has acknowledged that they have noted in the major change notification form that a periodic review of this programme is being undertaken by the education provider in May 2013. The visitor wants to highlight that the education provider will need to inform HCPC if any significant changes occur due to the periodic review through the major change process.

## Major change Visitors' report

### Contents

Section one: Programme details.....	1
Section two: Submission details .....	1
Section three: Additional documentation .....	2
Section four: Recommendation of the Visitor(s) .....	2

### Section one: Programme details

<b>Name of education provider</b>	Coventry University
<b>Programme title</b>	Foundation Degree in Paramedic Science
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Paramedic
<b>Date of submission to the HCPC</b>	3 October 2012
<b>Name and profession of the HCPC Visitor</b>	Vince Clarke (Paramedic)
<b>HCPC executive</b>	Matthew Nelson

### Section two: Submission details

#### Summary of change

SET 3 Programme management and resources

Change of programme leader from Pete Gregory to Mark Garratt with immediate effect.

The following documents were provided as part of the submission:

- Change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- CV for Mark Garratt

### **Section three: Additional documentation**

- The Visitors agreed that no further documentation was required in order to make a recommendation.
- The Visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

### **Section four: Recommendation of the Visitor(s)**

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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The Visitors agreed to recommend to the Education and Training Committee that:

- There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.
- There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

## Major change Visitors' report

### Contents

Section one: Programme details.....	1
Section two: Submission details .....	1
Section three: Additional documentation .....	2
Section four: Recommendation of the Visitor(s) .....	2

### Section one: Programme details

<b>Name of education provider</b>	De Montfort University
<b>Programme title</b>	BSc Non Medical Prescribing (formerly Prescribing for Health Care Professionals (Level 3))
<b>Mode of delivery</b>	Part time
<b>Relevant entitlement(s)</b>	Supplementary prescribing
<b>Date of submission to the HCPC</b>	29 August 2012
<b>Name and profession of the HCPC Visitors</b>	Gordon Pollard (Paramedic) James Pickard (Chiropodist / podiatrist)
<b>HCPC executive</b>	Matthew Nelson

### Section two: Submission details

#### Summary of change

The programme title has changed from 'Prescribing for Health Care Professionals (Level 3)' to 'BSc Non Medical Prescribing'. Records will be formally amended should panel agree with the visitors' recommendation below.

#### SET 2 Programme admissions

The programme entry criteria have been increased and CRB checks enhanced. Public facing promotional material has been updated to reflect all programme changes.

#### SET 3 Programme management and resources

The programme will now have an overall programme leader and separate module leaders. New staff have been employed in order to cover gaps in paediatric and mental health expertise.

## SET 4 Curriculum

The credit award for the programme has doubled from 30 to 60. The course length has increased from six to nine months. The modular content and learning outcomes have been updated and enhanced.

## SET 5 Practice placements

The medical practitioner pack has been updated. A new blackboard system has been developed to further support practice placement educators and students. A buddy system has been implemented for students.

## SET 6 Assessment

Programme assessments have been updated to reflect the new programme. A new practice placement portfolio has been introduced. Gillian Maw has been appointed as the new external examiner from October 2012 to September 2015. The following documents were provided as part of the submission:

- New members of staffs' CV's
- New external examiner's CV
- Student handbook
- New curriculum overview and appendices
- Designated medical practitioner handbook
- Practice portfolio for allied health professionals
- Updated programme reading list
- Change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)

### **Section three: Additional documentation**

- The Visitors agreed that no further documentation was required in order to make a recommendation.
- The Visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

### **Section four: Recommendation of the Visitor(s)**

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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The Visitors agreed to recommend to the Education and Training Committee that:



- There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.
  
- There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on on going approval of the programme.

Major change Visitors' report

**Contents**

**Section one: Programme details** ..... 1  
**Section two: Submission details**..... 1  
**Section three: Additional documentation**..... 2  
**Section four: Recommendation of the Visitor(s)** ..... 2

**Section one: Programme details**

<b>Name of education provider</b>	De Montfort University
<b>Programme title</b>	PG Cert Non Medical Prescribing (formerly Prescribing for Health Care Professionals (Level M))
<b>Mode of delivery</b>	Part time
<b>Relevant entitlement(s)</b>	Supplementary prescribing
<b>Date of submission to the HCPC</b>	29 August 2012
<b>Name and profession of the HCPC Visitors</b>	Gordon Pollard (Paramedic) James Pickard (Chiropodist / podiatrist)
<b>HCPC executive</b>	Matthew Nelson

**Section two: Submission details**

**Summary of change**

The programme title has changed from 'Prescribing for Health Care Professionals (Level M)' to 'PG Cert Non Medical Prescribing'. Records will be formally amended should panel agree with the visitors' recommendation below.

**SET 2 Programme admissions**

The programme entry criteria have been increased and CRB checks enhanced. Public facing promotional material has been updated to reflect all programme changes.

**SET 3 Programme management and resources**

The programme will now have an overall programme leader and separate module leaders. New staff have been employed in order to cover gaps in paediatric and mental health expertise.

## SET 4 Curriculum

The credit award for the programme has doubled from 30 to 60. The course length has increased from six to nine months. The modular content and learning outcomes have been updated and enhanced.

## SET 5 Practice placements

The medical practitioner pack has been updated. A new blackboard system has been developed to further support practice placement educators and students. A buddy system has been implemented for students.

## SET 6 Assessment

Programme assessments have been updated to reflect the new programme. A new practice placement portfolio has been introduced. Gillian Maw has been appointed as the new external examiner from October 2012 to September 2015. The following documents were provided as part of the submission:

- New members of staffs' CV's
- New external examiner's CV
- Student handbook
- New curriculum overview and appendices
- Designated medical practitioner handbook
- Practice portfolio for allied health professionals
- Updated programme reading list
- Change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)

### **Section three: Additional documentation**

- The Visitors agreed that no further documentation was required in order to make a recommendation.
- The Visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

### **Section four: Recommendation of the Visitor(s)**

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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The Visitors agreed to recommend to the Education and Training Committee that:

- There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.
  
- There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on on going approval of the programme.

## Major change Visitors' report

### Contents

Section one: Programme details.....	1
Section two: Submission details .....	1
Section three: Additional documentation .....	2
Section four: Recommendation of the visitors .....	5
Section five: Visitors' comments .....	5

### Section one: Programme details

<b>Name of education provider</b>	East of England NHS Trust
<b>Name of awarding / validating body</b>	University of East Anglia
<b>Programme title</b>	Certificate in Higher Education in Emergency Medical Care (formerly; Certificate of Higher Education in Emergency Medical Care (incorporating the IHCD paramedic award))
<b>Mode of delivery</b>	Part time
<b>Relevant part of the HCPC Register</b>	Paramedic
<b>Date of submission to the HCPC</b>	12 September 2012
<b>Name and profession of the HCPC Visitors</b>	Sue Boardman (Paramedic) Mark Nevins (Paramedic)
<b>HCPC executive</b>	Mandy Hargood

### Section two: Submission details

#### Summary of change

SET 4 Curriculum  
SET 6 Assessment

The education provider is proposing to remove the IHCD component from the programme which affects how the programme content is delivered and assessed. To reflect this change the programme name is also being changed to 'Certificate in Higher Education in Emergency Medical Care' from Certificate in Higher Education in Emergency Medical Care (incorporating the IHCD Award).

The following documents were provided as part of the submission:

- Change notification form (completed by the HCPC executive)

- Context pack
- Major change SETs mapping document (completed by education provider)
- Major Change Notification Supporting Information
- Spreadsheet with Inventory Information
- Course and Module seven Handbook
- Equality & diversity policy
- EEAS Training & Education Quality Assurance Framework
- Educator Handbook (Module 7)
- Scope of Practice Booklet (Paramedic)
- External Examiners Report
- Module 6 Portfolio
- Module 8 Learner Pack
- Modules 1, 2, 3 4 and 5 Work Books and Study Guides

### **Section three: Additional documentation**

- The Visitors agreed that no further documentation was required in order to make a recommendation.
- The Visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

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

**Reason:** The visitors noted the education provider has removed the IHCD elements from the programme, specifically from module seven. To mitigate this, the programme team have introduced new academic strands of learning to replace what was covered, largely in practice, in the IHCD curriculum. The visitors would like further evidence of how the members of the programme team have been trained to deliver these new elements of the curriculum.

**Suggested documentation:** Further information regarding how the staff have been prepared to effectively deliver the new curriculum. For example training plans for existing staff or an explanation of how this training has been incorporated into the existing programme of staff development.

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

**Reason:** The visitors noted the education provider has created a new set of training centres to provide students on the programme with the resources needed to ensure that they can successfully complete the programme and meet the relevant SOPs on successful completion of the programme. However, the visitors were unclear from the documentation provided how the new centres ensure that the resources available to support student learning are accessible and effectively used.

**Suggested documentation:** Further information regarding how the new training centres provide an equivalent, or greater, set of resources to support student learning than those provided by the old training centres. For example inventory lists of the resources available.

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

**Reason:** The visitors noted the education provider has created a new set of training centres to provide students on the programme with the resources needed to ensure that they can successfully complete the programme and meet the relevant SOPs on successful completion of the programme. However, the visitors were unclear from the documentation provided how the new centres ensure that the resources available to support student learning are accessible and effectively used.

**Suggested documentation:** Further information regarding how the new training centres provide an equivalent, or greater, set of resources to support student learning than those provided by the old training centres. For example inventory lists of the resources available.

### **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.**

**Reason:** The visitors noted the education provider has removed the IHCD elements from the programme, specifically from module seven. To mitigate this, the programme team have introduced new academic strands of learning to replace what was covered, largely in practice, in the IHCD curriculum. The visitors would like further evidence of how the revised academic content ensures that students can meet all of the relevant SOPs on successful completion of the programme.

**Suggested documentation:** Further information regarding how the new academic content has been mapped to the SOPs to ensure that any student successfully completing the programme can meet the relevant standards of proficiency.

### **4.2 The programme must reflect the philosophy, core values, skill and knowledge base as articulated in any relevant curriculum guidance**

**Reason:** The visitors noted the education provider has a requirement for a student to complete the equivalent of a full year of operational shifts on an accident and emergency vehicle. When the relevant leave entitlement and supernumerary hours are taken into account this could mean that students are completing almost double the recommended period on practice articulated in the relevant guidance from the College of Paramedics. From the information provided the visitors were unclear as to how this number of practice hours will fit with the new curriculum which is replacing the IHCD award previously included in module 7. The visitors therefore require further evidence of the rationale for the

inclusion of this number of hours, given the college's recommendation, and how the new curriculum is designed to fit in with this practice experience.

**Suggested documentation:** Further information regarding the number of hours required to be completed by students undertaking the programme and how this number of hours fits in with the new curriculum.

#### **4.3 Integration of theory and practice must be central to the curriculum**

**Reason:** The visitors noted the education provider has a requirement for a student to complete the equivalent of a full year of operational shifts on an accident and emergency vehicle. When the relevant leave entitlement and supernumerary hours are taken into account this could mean that students are completing almost double the recommended period on practice articulated in the relevant guidance from the college of paramedics. From the information provided the visitors were unclear as to how this number of practice hours will fit with the new curriculum which is replacing the IHCD award previously included in module 7. The visitors therefore require further evidence of the rationale for the inclusion of this number of hours, given the college's recommendation, and how the new curriculum is designed to fit in with this practice experience.

**Suggested documentation:** Further information regarding the number of hours required to be completed by students undertaking the programme and how this number of hours fits in with the new curriculum.

#### **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.**

**Reason:** The visitors noted the education provider has removed the IHCD elements from the programme, specifically from module seven. To mitigate this, the programme team have introduced new academic strands of learning to replace what was covered, largely in practice, in the IHCD curriculum. However, the visitors are unclear as to how the introduction of these new teaching methods integrate with the systems in place which ensure that the information asked for in the practice placement document are kept confidential.

**Suggested documentation:** Further information regarding the training given and arrangements in place to ensure that students and practice placement educators maintain the confidentiality of key service user data such as dates, patient report form (PRF) numbers and drugs administered.

#### **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.**

**Reason:** The visitors noted the education provider has removed the IHCD elements from the programme, specifically from module seven. To mitigate this, the programme team have introduced new academic strands of learning to replace what was covered, largely in practice, in the IHCD curriculum. The visitors would like further evidence of how the assessment of the revised



academic content will ensure that students can meet all of the relevant SOPs on successful completion of the programme.

**Suggested documentation:** Further information regarding how the new assessment strategy has been implemented to ensure that any student successfully completing the programme can meet the relevant standards of proficiency.

#### **Section four: Recommendation of the Visitors**

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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The Visitors agreed to recommend to the Education and Training Committee that:

- There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.
- There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

#### **Section five: Visitors' comments**

The visitors wished to point out that while the programme team had gone to considerable trouble to provide the documentation they have for this major change the comprehensive nature of the submission was not entirely conducive to coming to their decision. The visitors articulated that the education provider should consider the relevance of submitted documentation as the documentation necessary for a submission such as this is usually far more focused on the changes that have occurred on the programme. The visitors would therefore like to highlight to the education provider that the volume of documentation, and subsequently work, may not be necessary for any future HCPC major change.

## Major change Visitors' report

### Contents

Section one: Programme details.....	1
Section two: Submission details .....	1
Section three: Additional documentation .....	2
Section four: Recommendation of the Visitors.....	6

### Section one: Programme details

<b>Name of education provider</b>	Glasgow Caledonian University
<b>Programme title</b>	BSc (Hons) Podiatry
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Chiropodist/podiatrist
<b>Date of submission to the HCPC</b>	2 August 2012
<b>Name and profession of the HCPC Visitors</b>	Paul Blakeman (Podiatrist) Alison Wishart (Podiatrist)
<b>HCPC executive</b>	Mandy Hargood

### Section two: Submission details

#### Summary of change

##### SET 3 Programme management and resource

The education provider has advised HCPC that it intends to set up a student study and placement experience with La Trobe University Australia.

##### SET 4 Curriculum

The curriculum and learning experience have been mapped to the partner university to ensure that the standards have been met and the students receive the required learning.

##### SET 5 Practice placements

Students on the placement have the same learning experience as those at the education provider and the placement is appropriately approved and monitored.

## SET 6 Assessment

The assessment for the partner university element is comparable with the education provider's assessment regulations for the programme whilst varying the approach to learning and teaching.

The following documents were provided as part of the submission:

- Change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- International exchange students (agreement between Glasgow Caledonian University and La Trobe University of Australia)
- Anzac Podiatry Mutual Recognition Project Mapping
- Extract of Minutes of the meeting of the BSc (Hons) Podiatry Programme Board Self-Evaluation Report for Podiatry Programs at La Trobe University

### Section three: Additional documentation

- The Visitors agreed that no further documentation was required in order to make a recommendation.
- The Visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

#### 3.2 The programme must be effectively managed.

**Reason:** From their reading of documentation the visitors were unable determine how students were selected or opted for the placement in Australia, and how the programme team managed the students learning whilst in Australia.

**Suggested documentation:** The education provider could provide evidence to demonstrate how they will manage the students whilst in Australia and also evidence how students will be selected or elect to take the placement including the likely numbers of students involved.

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

**Reason:** From their reading of the documentation provided, the visitors were unable to determine how the education provider intends to ensure that the annual monitoring and evaluation mechanisms at the partner university will be scrutinised. They were therefore unsure as how the programme team will ensure that it meets the monitoring and evaluation requirements of Glasgow Caledonian University (GCU). The visitors also could not determine how the monitoring and evaluation of practice placements at the partner university meet the requirements of the GCU programme.

**Suggested documentation:** The education provider could include evidence to demonstrate that the partner university has regular monitoring and evaluation

processes that include practice placement areas this documentation could include;

- An account of how issues will be monitored evaluated and managed at the distance.
- Evidence of the person managing the two way information relating to students taking up the teaching, learning and placement at the partner university.

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

**Reason:** The visitors could not determine from their reading of the documentation provided how GCU intend to manage students' pastoral and academic issues if they arise in Australia.

**Suggested documentation:** To demonstrate how the education provider will maintain contact and support for the student while on placement and address any issue they might encounter as a direct result of placement of this type.

### **3.13 There must be a student complaints process in place.**

**Reason:** The visitors could not determine from their reading of the documentation provided how GCU intend to manage any student complaint issues for students in Australia.

**Suggested documentation:** A statement on how complaints will be addressed, particularly if complaints were to include a student wishing to terminate the placement early?

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

**Reason:** The visitors could not determine from their reading of the documentation provided how GCU will ensure that in clinical and practical teaching sessions consent would be obtained from students for their participation whilst with the partner university.

**Suggested documentation:** Information about when students participate as service users in practical and clinical teaching, what protocols to obtain their consent will used.

### **3.16 There must be a process in place throughout the programme for dealing with concerns about students' profession-related conduct.**

**Reason:** The visitors could find no evidence within the documentation provided that indicates how any issues about students' profession related conduct will be dealt with while in Australia.

**Suggested documentation:** Evidence to demonstrate how any issues about students' profession-related conduct would logistically be addressed. Also

evidence to determine if a student placement could be terminated early what implications this could have for a students' progression through 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.**

**Reason:** The visitors could not find in the mapping document provided how the detailed learning outcomes from the education provider map to the learning outlined learning aims for the partner university and were therefore unsure how the credits have been matched. In this way the visitors are unsure how the programme team can ensure that those students going to Australia meet the required standards of proficiency on graduation from the programme.

**Suggested documentation** Evidence to demonstrate the curriculum that the students will undertake at the partner university ensures that upon graduation students will meet the standards of proficiency for their part of the register.

#### **4.8 The range of learning and teaching approaches used must be appropriate to the effective delivery of the curriculum.**

**Reason:** From reading the documentation the visitors were unsure at what academic level the students will be studying at. It appears that the partner university qualification is at Master's level and there is reference in the documentation of learning and teaching developing to test the student at this level, while the students from the education provider are at degree level.

**Suggested documentation:** Evidence to demonstrate that the students taking this placement and learning opportunity will be assessed at the appropriate level for the study undertaken.

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

**Reason:** The visitors noted that there is reference to a visit of member the education provider's staff to the partner university in which they shadowed the clinical educators at the placement site. However, it was not apparent how the process from the partner university would link with the education providers systems and processes to ensure that the placements meet the requirements of GCU.

**Suggested Documentation:** Evidence to show that the programme team from GCU can ensure placement suitability through the approval and monitoring of the partner universities' system for approving and monitoring all placements.

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

**Reason:** The visitors could not determine from the documentation provided how the placement educators in Australia received appropriate training to ensure that students from the UK programme are supervised effectively

**Suggested documentation:** Evidence to show how the education provider ensures that the practice placement educators supervising students at the placement in conjunction with the partner university are appropriately trained.

**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.

**Reason:** The visitors could not see any information to indicate how students, practice placement providers and practice placement educators will be fully prepared for all elements of the placement experience at the Australian placement.

**Suggested Documentation:** Evidence to demonstrate how students, practice placement providers and practice placement educators in Australia will be fully prepared to supervise UK students and ensure that all of the required learning can be undertaken.

**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.**

**Reason:** The visitors could not find in the documentation provided how the learning outcomes from the education provider map to the learning outcomes for the partner university, and were therefore unsure how the credits have been matched and how the assessment will be linked to ensure that those students taking the assessment in the partner university meet the standards of proficiency upon graduation.

**Suggested documentation:** Evidence to demonstrate the assessment that the students will undertake at the partner university ensure that upon graduation students will meet the standards of proficiency for their part of the register.

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

**Reason:** The visitors could not find in the documentation provided how the learning outcomes from the education provider map to the learning outcomes for the partner university, and were therefore unsure how the credits have been matched and how the assessment will be linked to ensure that those students taking the assessment in the partner university meet the standards of proficiency upon graduation.

**Suggested documentation:** Evidence to demonstrate the assessment that the students will undertake at the partner university ensure that upon graduation students will meet the standards of proficiency for their part of the register.

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

**Reason:** The visitors could not find in the documentation provided how the learning outcomes from the education provider map to the learning outcomes for the partner university, and were therefore unsure how the changes in the existing curriculum assessment in removing the OSCE assessment and a shortening of the practice placement. It was unclear how the students were made aware of this change and also how students remaining at the education provider would be accommodated to ensure that the programme allows for an equivalent study opportunity.

**Suggested documentation:** Evidence to demonstrate the assessment that the students will undertake at the partner university is equitable with students not taking the partner institution's placement. The evidence should demonstrate how a student will progress from the placement and ensure that upon graduation students will meet the standards of proficiency for their part of the register.

#### **Section four: Recommendation of the Visitors**

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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The Visitors agreed to recommend to the Education and Training Committee that:

- There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.
- There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

## Major change Visitors' report

### Contents

Section one: Programme details.....	1
Section two: Submission details .....	1
Section three: Additional documentation .....	2
Section four: Recommendation of the Visitor(s) .....	2

### Section one: Programme details

<b>Name of education provider</b>	Staffordshire University
<b>Programme title</b>	DipHE Operating Department Practice
<b>Mode of delivery</b>	Full time
<b>Date of submission to the HCPC</b>	19 October 2012
<b>Name and profession of the HCPC Visitors</b>	Julie Weir (Operating department practitioner)
<b>HCPC executive</b>	Abdur Razzaq

### Section two: Submission details

#### Summary of change

SET 3 Programme management and resources

The Programme Leader has changed. The previous programme leader, Kim Sutton has been replaced by Karen Latcham.

The following documents were provided as part of the submission:

- Change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- programme validation document
- programme validation supporting document/ spread sheet
- Curriculum vitae for Karen Latcham.



### **Section three: Additional documentation**

- The Visitors agreed that no further documentation was required in order to make a recommendation.
- The Visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

### **Section four: Recommendation of the Visitor(s)**

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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The Visitors agreed to recommend to the Education and Training Committee that:

- There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.
- There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

## Major change Visitors' report

### Contents

<b>Section one: Programme details</b> .....	1
<b>Section two: Submission details</b> .....	1
<b>Section three: Additional documentation</b> .....	2
<b>Section four: Recommendation of the Visitor(s)</b> .....	3

### Section one: Programme details

<b>Name of education provider</b>	University of Brighton
<b>Programme title</b>	BSc (Hons) Occupational Therapy
<b>Mode of delivery</b>	Part time
<b>Relevant part of the HCPC Register</b>	Occupational therapist
<b>Date of submission to the HCPC</b>	10 October 2012
<b>Name and profession of the HCPC Visitors</b>	Nicola Spalding (Occupational therapist)
<b>HCPC executive</b>	Victoria Adenugba

### Section two: Submission details

#### Summary of change

SET 3 Programme management and resources

Programme leader change

The following documents were provided as part of the submission:

- Change notification form (completed by the HCPC executive)
- Major change SETs mapping document (completed by education provider)
- CV David Haines (new programme leader)
- Updated BSc OT student handbook

### **Section three: Additional documentation**

- The Visitors agreed that no further documentation was required in order to make a recommendation.
- The Visitor agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

#### **3.2 The programme must be effectively managed.**

#### **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.**

**Reason:** The visitor noted the education provider has submitted information regarding the change of programme leader alongside other information for this major change submission. The education provider has not provided any information regarding appropriate programme management experience the new leader has or the support available to him for undertaking this new role.

**Suggested documentation:** Previous leadership experience such as administrative responsibilities, deputising, shadowing. Information regarding the support available for the new programme leader, such as induction and mentoring.

#### **Section four: Recommendation of the Visitor(s)**

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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The Visitors agreed to recommend to the Education and Training Committee that:

- There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.
  
- There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.