

Major Change Visitors' Report

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Section one: Programme details

Name of education provider	Bangor University
Programme title	BSc (Hons) Diagnostic Radiography (formerly known as BSc (Hons) Diagnostic Radiography and Imaging)
Mode of delivery	Full time
Relevant part of HPC register	Radiographer
Relevant modality	Diagnostic radiographer
Date of submission to HPC	2 February 2012
Name and profession of HPC visitors	Derek Adrian-Harris (Diagnostic radiographer) Linda Mutema (Diagnostic radiographer)
HPC executive	Lewis Roberts

Section two: Submission details

Summary of change

SET 3 Programme management and resources

The education provider has developed an 'all school' curriculum to incorporate interprofessional learning. The changes impact on the programme management.

SET 4 Curriculum

Changes have occurred to the programme's modular structure and learning outcomes. They impact on five shared modules of interprofessional learning.

SET 6 Assessment

The changes to modular structure and learning outcomes impact on assessment.

The following documents were provided as part of the submission:

- Change notification form
- Context pack
- Major change SETs mapping document (completed by education provider)
- Major change SOPs mapping document (completed by education provider)
- Applicant Information Letter
- Programme Specification
- Student Grievance Procedure
- Clinical Audit Tool
- Course Management Document
- Fitness to Practise Policy
- Library List
- Local Agreement Document
- Supervisor Training Pack

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.

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

Reason: From a review of the major change documentation submitted by the education provider the visitors noted the proposed introduction of five shared interprofessional modules into the programme. From the documentation provided the visitors were unable to determine which professional disciplines are involved in delivering the interprofessional modules and also noted that the documentation suggests that delivery is constricted to predominantly a radiography led input. The visitors therefore require an overview of the interprofessional learning aspects of the programme including an assessment of the workload implications for members of academic staff from participating disciplines. The visitors also require clarification of the participating healthcare disciplines and the likely numbers of each student cohort.

Suggested documentation: An overview of the interprofessional learning aspects of the programme, including an assessment of the workload implications for members of academic staff from participating disciplines. The visitors also require clarification of the participating healthcare disciplines and the likely numbers of each student cohort.

4.9 When there is interprofessional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.

Reason: From a review of the major change documentation submitted by the education provider the visitors noted the proposed introduction of five shared

interprofessional modules into the programme. From the documentation provided the visitors were unable to determine what student groups are involved, including numbers in each year group per profession. The visitors were also unclear what academic and other resources there are to support students taking the interprofessional modules. The visitors require an overview of the interprofessional learning aspects of the programme including details of the participating healthcare disciplines and the likely numbers of each student cohort, resources (academic and other) to deliver and support the programme and an outline timetable.

Suggested documentation: The visitors require an overview of the interprofessional learning aspects of the programme including details of the participating healthcare disciplines and the likely numbers of each student cohort, resources (academic and other) to deliver and support the programme and an outline timetable.

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.

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

Reason: From the additional documentation provided, the visitors were unable to determine which professional disciplines are involved in delivering and supporting the interprofessional components in years two and three of the programme. The visitors were also unable to determine the workload implications, through each year of the programme, for members of academic staff from participating disciplines. The visitors were therefore unable to determine if an adequate number of appropriately qualified and experienced staff is in place to deliver an effective programme. The visitors suggest a visit as the most appropriate way to gather the evidence to show how the programme continues to meet this standard.

4.9 When there is interprofessional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.

Reason: From the additional documentation provided, the visitors were unable to determine what academic and other resources there are to support students taking the interprofessional modules through each year of the programme. It was also unclear what the actual interprofessional input is to the programme in terms of modules and credits. From reviewing both sets of documentation, the visitors were unable to determine if the profession-specific skills and knowledge of radiographers is adequately addressed. The visitors were unable to find sufficient evidence to be satisfied that the programme continues to meet SETs 3.5 and 4.9 in terms of resources to deliver and support the interprofessional component within the programme. The visitors suggest a visit as the most appropriate way to gather the evidence to show how the programme continues to meet this standard.