

## Major change visitors' report

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### Section one: Programme details

<b>Name of education provider</b>	Cardiff University (Prifysgol Caerdydd)
<b>Programme title</b>	BSc (Hons) Diagnostic Radiography and Imaging
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Radiographer
<b>Relevant modality</b>	Diagnostic Radiographer
<b>Date of submission to the HCPC</b>	5 August 2013
<b>Name and profession of the HCPC visitors</b>	Gail Fairey (Diagnostic radiographer) Angela Duxbury (Therapeutic radiographer)
<b>HCPC executive</b>	Hollie Latham

### Section two: Submission details

#### Summary of change

The education provider has informed us that they are intending to make changes to the programme structure from September 2014, with emphasis on shared and interprofessional learning (IPL). The suggested changes affect a number of areas across the SETs, predominantly around SET 4 curriculum and SET 6 assessment.

#### SET 4 Curriculum

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

The documentation provided by the education provider states that "Integration of Placement Education and college based activity as a method of delivering and assessing Learning Outcomes (LOs) is now common to all programmes". This change has impacted on the location and assessment of a number of programme LOs.

**SET 4.5 The curriculum must make sure that students understand the implications of the HCPC's standards of conduct, performance and ethics.**

The education provider has stated a change to the delivery of the standards of conduct, performance and ethics. Previously this was implemented throughout each professional programme. This will now be delivered through IPL and profession specific sessions.

**SET 4.6 The delivery of the programme must support and develop autonomous and reflective thinking.**

The education provider has set out a change in delivery to a focus on IPL sessions. Previously, each programme supported and developed autonomous and reflective thinking at programme level. These skills will now be encouraged in IPL modules.

**SET 4.9 When there is Interprofessional learning the profession specific skills and knowledge of each professional groups must be adequately addressed.**

The education provider is proposing a change in structure to "...allow the programmes to integrate Modules with the other Healthcare Providers within the University." This means that various areas of the programme that were previously delivered in profession specific sessions will now be delivered through IPL sessions.

**SET 5 Practice placements**

**5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.**

The change to the structure of programmes and placement learning within the module structure impacts on the timing and total hours of placements have been reduced.

**SET 6 Practice placements**

**SET 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.**

Much of the change is based around the introduction of IPL, change in Learning Outcomes and their assessment.

**SET 6.3 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement setting.**

The education provider states that practice placement assessment will be undertaken through a pass fail component. It is unclear whether this is a change to the way in which practice placements are assessed. This will require further scrutiny to ensure that the change does not impact the opportunity for each student to demonstrate their understanding of professional aspects of practice.

**SET 6.5 The measurement of student performance must be objective and ensure fitness to practice.**

Previously all programmes worked from a specific marking criteria. The education provider stated that a generic marking criteria will be introduced with new under

graduate award rules. The education provider will need to evidence how the proposed generic marking criteria continues to assure the standards of proficiency are being met.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- Programme spec., module descriptors and assessment of LO's, outline of Changes to Course documentation
- SOP's mapping document
- QAA mapping document

### **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.

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### Section one: Programme details

<b>Name of education provider</b>	Cardiff University (Prifysgol Caerdydd)
<b>Programme title</b>	BSc (Hons) Occupational Therapy
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Occupational therapist
<b>Date of submission to the HCPC</b>	5 September 2013
<b>Name and profession of the HCPC visitors</b>	Natalie Matchett (Occupational therapist) Fleur Kitsell (Physiotherapist)
<b>HCPC executive</b>	Hollie Latham

### Section two: Submission details

#### Summary of change

#### SET 4 Curriculum

#### SET 6 Assessment

The education provider is intending to revise the curriculum structure and associated assessment from September 2014 with emphasis on shared and interprofessional learning (IPL). This is being implemented to allow the BSc (Hons) Occupational Therapy programme to integrate modules with the other healthcare providers within the University.

The education provider has highlighted therefore new IPL modules and learning outcomes, where the Occupational Therapy Professional Studies modules will now be combined into one Professional Practice Development and Communication (PPD and C) module alongside other healthcare professionals throughout the three years.

The education provider has also highlighted that there will be a change to the mode of assessments in light of the above and therefore MDT group presentations will also be introduced.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- Placement educators handbook
- Curriculum vitae's
- HCPC OT and PT SOPS Mapping Document 2014
- QAA OT and PT mapping 2014
- SOHCS Assessment Policy, handbook and Process doc
- IPE Module definitions
- Research module definitions
- OT and PT Philosophy document 2014
- COT mapping 2014
- OT PE Doc HCPC
- OT and PT Learning Outcomes grid 2014
- External examiners report 2012-2013
- Admissions process 2014
- Changes to OT course table
- Programme specific OT and PT module definitions
- Overall view new courses document

### **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

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### Section one: Programme details

<b>Name of education provider</b>	Cardiff University (Prifysgol Caerdydd)
<b>Programme title</b>	BSc (Hons) Physiotherapy
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Physiotherapist
<b>Date of submission to the HCPC</b>	5 August 2013
<b>Name and profession of the HCPC visitors</b>	Fleur Kitsell (Physiotherapist) Natalie Matchett (Occupational therapist)
<b>HCPC executive</b>	Hollie Latham

### Section two: Submission details

#### Summary of change

#### SET 4 Curriculum

#### SET 6 Assessment

The education provider is intending to revise the curriculum structure and associated assessment from September 2014 with emphasis on shared and interprofessional learning (IPL). This is being implemented to allow the BSc (Hons) Physiotherapy programme to integrate modules with the other healthcare providers within the University.

The education provider has highlighted therefore new IPL modules and learning outcomes, where the Physiotherapy Professional Studies modules will now be combined into one Professional Practice Development and Communication (PPD and C) module alongside other healthcare professionals throughout the three years.

The education provider has also highlighted that there will be a change to the mode of assessments in light of the above and therefore MDT group presentations will also be introduced.

The following documents were provided as part of the submission:

- Major 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 ongoing approval of the programme.

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### Section one: Programme details

<b>Name of education provider</b>	Cardiff University (Prifysgol Caerdydd)
<b>Programme title</b>	BSc (Hons) Radiotherapy and Oncology
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Radiographer
<b>Relevant modality</b>	Therapeutic Radiographer
<b>Date of submission to the HCPC</b>	5 August 2013
<b>Name and profession of the HCPC visitors</b>	Gail Fairey (Diagnostic radiographer) Angela Duxbury (Therapeutic radiographer)
<b>HCPC executive</b>	Hollie Latham

### Section two: Submission details

#### Summary of change

The education provider has informed us that they are intending to make changes to the programme structure from September 2014, with emphasis on shared and interprofessional learning (IPL). The suggested changes affect a number of areas across the SETs, predominantly around SET 4 curriculum and SET 6 assessment.

#### SET 4 Curriculum

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

The documentation provided by the education provider states that "Integration of Placement Education and college based activity as a method of delivering and assessing Learning Outcomes (LO's) is now common to all programmes". This change has impacted on the location and assessment of a number of programme LO's.

**SET 4.5 The curriculum must make sure that students understand the implications of the HCPC's standards of conduct, performance and ethics.**

The education provider has stated a change to the delivery of the standards of conduct, performance and ethics. Previously this was implemented throughout each professional programme. This will now be delivered through IPL and profession specific sessions.

**SET 4.6 The delivery of the programme must support and develop autonomous and reflective thinking.**

The education provider has set out a change in delivery to a focus on IPL sessions. Previously, each programme supported and developed autonomous and reflective thinking at programme level. These skills will now be encouraged in IPL modules.

**SET 4.9 When there is Interprofessional learning the profession specific skills and knowledge of each professional groups must be adequately addressed.**

The education provider is proposing a change in structure to "...allow the programmes to integrate Modules with the other Healthcare Providers within the University." This means that various areas of the programme that were previously delivered in profession specific sessions will now be delivered through IPL sessions.

**SET 5 Practice placements**

**5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.**

The change to the structure of programmes and placement learning within the module structure impacts on the timing and total hours of placements have been reduced.

**SET 6 Practice placements**

**SET 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.**

Much of the change is based around the introduction of IPL, change in Learning Outcomes and their assessment.

**SET 6.3 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement setting.**

The education provider states that practice placement assessment will be undertaken through a pass fail component. It is unclear whether this is a change to the way in which practice placements are assessed. This will require further scrutiny to ensure that the change does not impact the opportunity for each student to demonstrate their understanding of professional aspects of practice.

**SET 6.5 The measurement of student performance must be objective and ensure fitness to practice.**

Previously all programmes worked from a specific marking criteria. The education provider stated that a generic marking criteria will be introduced with new under

graduate award rules. The education provider will need to evidence how the proposed generic marking criteria continues to assure the standards of proficiency are being met.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- Programme spec., module descriptors and assessment of LO's, outline of Changes to Course documentation
- SOP's mapping document
- QAA mapping document

### **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.

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### Section one: Programme details

<b>Name of education provider</b>	Glasgow Caledonian University
<b>Programme title</b>	Pg Dip Dietetics (Pre-Registration)
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Dietitian
<b>Date of submission to the HCPC</b>	5 August 2013
<b>Name and profession of the HCPC visitors</b>	Fiona McCollough (Dietitian) Alison Nicholls (Dietitian)
<b>HCPC executive</b>	Louise Devlin

### Section two: Submission details

#### Summary of change

SET 3 Programme management and resources  
SET 4 Curriculum

The education provider has informed us that the Negotiated Learning Module within the programme is to be discontinued. They have also informed us that an additional 4 guest lecturers from the Sociology department will teach on the programme, to ensure that all learning outcomes are delivered.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- Curriculum Vitae: L Russell, R Russell, P Kennedy, and B Hughes
- Department of Life Sciences Quality Committee minutes (June 2013) and proposal documentation for the meeting
- Summary of the Sociology input to the programme (required and agreed)

### 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.

#### **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 that the education provider had submitted information of the change to the curriculum regarding changing the sociology and social policy input from the Negotiated Learning module, to the Nutrition and Public Health module to meet SET 4.1. However, the education provider has not provided any information about any changes to the assessment strategy.

**Suggested documentation:** Additional information regarding how the Nutrition and Public Health module will be assessed, to indicate any changes to the assessment strategy.

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

**Reason:** The visitors noted from the Department of Life Sciences Quality Committee meeting minutes, that for one academic session students will “not be eligible to default to the PgD Applied Human Nutrition” (page 6) and exit the programme with this award. The education provider has not given any information on how this change will be communicated to students of the programme. Additionally, the visitors could not see where in the documentation the reduction in credits from 200 to 185 is communicated to students.

**Suggested documentation:** Additional documentation indicating where it is communicated to students that for one academic session, they will not be eligible to exit the programme with the “PgD Applied Human Nutrition” exit award, and where it is communicated that there is a reduction in the number of credits they will exit the programme with.

#### **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.

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### Section one: Programme details

<b>Name of education provider</b>	Leeds Metropolitan University
<b>Programme title</b>	BSc (Hons) Physiotherapy
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Physiotherapist
<b>Date of submission to the HCPC</b>	31 August 2013
<b>Name and profession of the HCPC Visitors</b>	Karen Harrison (Physiotherapist)
<b>HCPC executive</b>	Hollie Latham

### Section two: Submission details

#### Summary of change

#### SET 3 Programme management and resources

The education provider has indicated a programme leader change and provided details of the new programme leader.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- Curriculum vitae of new programme 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 visitor 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 visitor 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.

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### Section one: Programme details

<b>Name of education provider</b>	Queen Margaret University
<b>Programme title</b>	MSc Music Therapy (Nordoff Robbins)
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Arts Therapist
<b>Relevant modality</b>	Music Therapist
<b>Date of submission to the HCPC</b>	30 August 2013
<b>Name and profession of the HCPC visitors</b>	Janek Dubowski (Art therapist) Gail Brand (Music therapist)
<b>HCPC executive</b>	Amal Hussein

### Section two: Submission details

#### Summary of change

SET 3 Programme management and resources

The education provider has made changes to the programme leadership.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- Curriculum vitae of Dr Philippa Derrington – Head of Department

### **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.

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

The visitors would like to encourage the education provider in the future to evidence whether a member of staff is HCPC registered and indicate which team members are responsible for musical training.

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### Section one: Programme details

<b>Name of education provider</b>	Queen's University of Belfast
<b>Programme title</b>	Doctorate in Educational, Child and Adolescent Psychology (DECAP)
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Practitioner psychologist
<b>Relevant modality</b>	Educational psychologist
<b>Date of submission to the HCPC</b>	31 July 2013
<b>Name and profession of the HCPC visitors</b>	Andrew Richards (Educational psychologist)
<b>HCPC executive</b>	Hollie Latham

### 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:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- Letter of confirmation of appointment of new programme director
- CV of newly appointed staff member
- List of staffing devoted to course following new appointment with HCPC registration numbers
- The summary of the last approval visit form

- The page summarising the staffing for the course extracted from the course handbook

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

- The visitor 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.

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

To recommend a programme for ongoing approval, the visitor 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 visitor 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.

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### Section one: Programme details

<b>Name of education provider</b>	University of East London
<b>Programme title</b>	Doctorate in Clinical Psychology (DClinPsy)
<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>	7 August 2013
<b>Name and profession of the HCPC visitor</b>	Annie Mitchell (Clinical psychologist)
<b>HCPC executive</b>	Louise Devlin

### Section two: Submission details

#### Summary of change

#### SET 3 Programme management and resources

The education provider has made changes to the programme leadership in that there has been a change to the programme director role. Neil Rees has moved into a joint programme director (clinical) post and will continue to manage the clinical aspects of the programme and related staff. The other programme director (academic) post has been recently recruited to and will be filled by Katrina Scior.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)

- Curriculum vitae for new appointment (Katrina Scior)

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

- The visitor 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.

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

**Reason:** The visitor noted that the education provider has submitted information regarding the change of programme leader for this major change submission, along with a curriculum vitae demonstrating that the new programme leader's qualifications, experience and registration status are appropriate. However, the visitor noted that the documentation does not specify how the change of staff has been managed in terms of the roles and responsibilities and workload of the programme team as a whole. In particular the visitor is unsure as to the workload of the new programme director in delivering taught sessions to students. Further documentation is therefore required to demonstrate there is an appropriate number of staff in place to ensure all roles and responsibilities are sufficiently covered, and to ensure continued effective programme delivery.

**Suggested documentation:** Further information regarding how the overall staffing level for the programme has been affected by the change in programme leadership.

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

To recommend a programme for ongoing approval, the visitor 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.

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### Section one: Programme details

<b>Name of education provider</b>	University of Greenwich
<b>Programme title</b>	BSc (Hons) Paramedic Science (London)
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Paramedic
<b>Date of submission to the HCPC</b>	15 July 2013
<b>Name and profession of the HCPC visitors</b>	Marcus Bailey (Paramedic) Gordon Pollard (Paramedic)
<b>HCPC executive</b>	Mandy Hargood

### Section two: Submission details

#### Summary of change

##### SET 3 Programme management and resources

The education provider has advised the HCPC that there will be an increase in the number of students on to the programme from 25 to 50.

##### SET 5 Practice placements

The education provider has advised the HCPC that there will be an increase in the number of students on to the programme from 25 to 50.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- Curriculum vitae of additional staff
- Placement audit documentation

- Teaching activities document
- Timetable document

### 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.

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

**Reason:** The education provider has informed HCPC that they are increasing the student numbers planned on each intake from 25 to 50, which is an increase of 100%. From a review of the documentation provided, there is no information on how the facilities and learning resources are able to support this increase in student numbers.

**Suggest documentation:** Information on resources to support the increase in student numbers.

#### **5.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.**

**Reason:** The education provider has informed HCPC that they are increasing the student numbers planned on each intake from 25 to 50, which is an increase of 100%. From a review of the documentation provided, there is no information on whether there is a sufficient number of appropriately trained staff in the practice placement settings within the London Ambulance Service to cope with the increase in student numbers.

**Suggest documentation:** A document that identifies the adequacy of practice placement educators to support the increase in student numbers and support all students on the programme.

#### **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.