hcpc health & care professions council

Visitors' report

Name of education provider	Sheffield Hallam University
Programme name	MSc Physiotherapy (pre-registration)
Mode of delivery	Full time accelerated
Relevant part of the HCPC Register	Physiotherapist
Date of visit	11 – 12 May 2016

Contents

Executive summary

The Health and Care Professions Council (HCPC) approve educational programmes in the UK which health and care professionals must complete before they can apply to be registered with us. We are a statutory regulator and our main aim is to protect the public. We currently regulate 16 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'physiotherapist' must be registered with us. The HCPC keep a register of health and care professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. The education provider has until 4 July 2016 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 25 August 2016. At this meeting, the Committee will accept, reject or vary the visitors' recommended outcome. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 25 July 2016 The visitors will consider this response and make a separate recommendation to the Committee on the approval of the programme. It is anticipated that this recommendation will be made to the Committee on 25 August 2016.

Introduction

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

This visit was part of a joint event. The education provider reviewed the programme and the professional body considered their accreditation of the programme. The education provider, the professional body and the HCPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of the programme and dialogue throughout the visit; this report covers the HCPC's recommendations on the programme only. As an independent regulatory body, the HCPC's recommended outcome is independent and impartial and based solely on the HCPC's standards. Separate reports, produced by the education provider and the professional body outlines their decisions on the programme's status.

Visit details

Name and role of HCPC visitors	Fleur Kitsell (Physiotherapist) Jacqueline Waterfield (Physiotherapist) Manoj Mistry (Lay visitor)
HCPC executive officer (in attendance)	Hollie Latham
HCPC observer	Rebecca Stent
Proposed student numbers	30 per cohort, 1 cohort per year
Proposed start date of programme approval	1 September 2017
Chair	Luke Desforges (Sheffield Hallam University)
Secretary	Helen Garner (Sheffield Hallam University)
Members of the joint panel	Helen Karagic (Internal panel member) Merv Lewis (Internal panel member) Sally Gosling (Chartered Society of Physiotherapy) Heather Stewart (Chartered Society of Physiotherapy)

Sources of evidence

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

	Yes	No	N/A
Programme specification	☒	☐	☐
Descriptions of the modules	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SETs	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☒	☐	☐
Practice placement handbook	☒	☐	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External examiners' reports from the last two years	☐	☐	☒

The HCPC did not review external examiners' reports from the last two years prior to the visit as there is currently no external examiner as the programme is new.

During the visit the HCPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	☒	☐	☐
Programme team	☒	☐	☐
Placements providers and educators / mentors	☒	☐	☐
Students	☒	☐	☐
Service users and carers	☒	☐	☐
Learning resources	☒	☐	☐
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	☒	☐	☐

The HCPC met with students from the BSc (Hons) Physiotherapy as the programme seeking approval currently does not have any students enrolled on it.

Recommended outcome

To recommend a programme for approval, the visitors must be satisfied that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for the relevant part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 52 of the SETs have been met and that conditions should be set on the remaining six SETs.

Conditions are requirements that the education provider must meet before the programme can be approved. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors have also made a number of recommendations for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme can be approved. Recommendations are made to encourage further enhancements to the programme, normally when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

Conditions

2.1 The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.

Condition: The education provider must revisit all admissions material to ensure it accurately reflects the entry requirements for the programme and its current status of approval from the HCPC.

Reason: From the documentation provided the visitors noted discrepancies in the entry requirements for the programme. Specifically, the screenshot of the programme website provided to the visitors states that applicants will require "an honours degree recognised in the UK at 2:1 or above in a science related subject…" However, elsewhere in the documentation it stated that applicants will require an honours degree at 2:2 or above to meet entry requirements. The programme team clarified that the correct degree classification required for entry onto the programme was 2:2. The visitors were satisfied with the entry requirement, however they noted that without seeing this accurately reflected in all admissions material they cannot be certain that applicants will have the information they require to make an informed choice about whether to take up an offer of a place on the programme. In addition to this, the visitors noted that the programme website currently states that the programme is approved by the HCPC. This is incorrect as the HCPC have not yet approved this programme. The visitors therefore require the education provider to update all admissions materials to accurately reflect the approval status of the programme. In this way the visitors can ensure that students have the information they need to make an informed choice about whether to take up an offer of a place on the programme.

2.1 The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.

Condition: The education provider must revisit admissions material to ensure that applicants are made aware of the requirement to achieve a level 7, with no element below 6.5 via the International English Language Testing System (IELTS) upon graduation.

Reason: From the documentation provided the visitors could see that the IELTS entry requirements for this programme is level 7 with no element below 5.5. The visitors were satisfied with this as an entry requirement, however they could not see where the expectation to achieve an IELTS level 7 with no element below 6.5 upon graduation would be communicated to applicants prior to applying for this programme. The visitors note that in order to make an informed choice about whether to take up an offer of a place on the programme, applicants will need to know the requirements for IELTS levels upon graduation, and, to be eligible to apply for registration with the HCPC. The visitors therefore require the education provider to revisit admissions material to ensure that applicants are made aware of the requirements to achieve an IELTS level 7 with no element below 6.5 upon graduation in order to be eligible to apply for HCPC registration.

3.2 The programme must be effectively managed

Condition: The education provider must demonstrate how they will manage assessment regulations to ensure adequate time between placements for a student who fails a placement to undergo any university processes before they begin retrieval.

Reason: From the documentation provided, the visitors could not see how there would be sufficient time for a student to undergo any university processes, such as the appeals process, if they fail a placement. For example, the visitors could not see how the process would be effectively managed to ensure students would have adequate time to complete the appeals process before starting retrieval of their placement. Specifically, the visitors were unable to identify who formally makes any decisions for appeals and the timeframes associated with this .This could mean that a student starts retrieval of their placement before they have completed the appeals process. The visitors note that without seeing how the programme manages the assessment regulations to ensure that students have a fair opportunity to respond to the failure of placement and undergo any university processes in a timely manner, they cannot be certain that the programme is effectively managed. The visitors therefore require evidence which demonstrates how the assessment regulations are appropriately managed to allow sufficient time between placements for a student who fails a placement to undergo any university processes before they begin retrieval.

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.

Condition: The education provider must revisit the learning outcomes for the programme to ensure that they accurately address the standards of proficiency (SOPs) for physiotherapists.

Reason: The documentation provided prior to the visit included module descriptors, together with a mapping document giving information about how students who successfully complete the programme meet the SOPs. However, the learning outcomes made broad references, rather than specific references to ensure the SOPs for physiotherapists are delivered throughout the curriculum. Therefore, the visitors were unclear how each of the module learning outcomes demonstrated that each of the SOPs were delivered. As such, the visitors did not have sufficient evidence to demonstrate that this standard was met. The visitors therefore require further documentation to clearly articulate how the learning outcomes will ensure that each of the SOPs are delivered. In this way the visitors can ensure that students completing the programme can meet all of the relevant SOPs for physiotherapists.

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.

Condition: The education provider must clearly articulate the learning outcomes for the programme modules to clearly reflect the following standard of proficiency (SOP) with specific reference to mental health. This will ensure that those who successfully complete the programme meet the SOPs for their part of the register.

13.9 understand the following aspects of behavioural science:

- psychological, social and cultural factors that influence an individual in health and illness, including their responses to the management of their health status and related physiotherapy interventions

- how psychology, sociology and cultural diversity inform an understanding of health, illness and health care in the context of physiotherapy and the incorporation of this knowledge into physiotherapy practice

- theories of communication relevant to effective interaction with service users, carers, colleagues, managers and other health and social care professionals

- theories of team working

Reason: From a review of the programme documentation the visitors were unable to locate, where in the curriculum, the above mentioned SOP is addressed. Specifically, the visitors could not locate where students would be taught an understanding of mental health in the context of physiotherapy. In a meeting with the programme team the visitors heard that mental health is addressed within modules and that this was implicit throughout the module descriptors. However, the visitors were not able to clearly locate which modules mental health featured in and how it would be taught to students. The visitors therefore require the programme documentation to clearly articulate where the above SOP is delivered, specifically in relation to mental health. In this way the visitors can ensure that those who complete the programme are safe and effective practitioners.

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.

Condition: The education provider must revisit the assessment strategy and design in relation to learning outcomes for the programme to ensure that it is appropriate to accurately address the standards of proficiency (SOPs) for physiotherapists.

Reason: The documentation provided prior to the visit included module descriptors, together with a mapping document giving information about how students who successfully complete the programme meet the SOPs. However, the learning outcomes made broad references, rather than specific references to ensure the SOPs for physiotherapists are delivered throughout the curriculum. Therefore, the visitors were unclear how each of the module learning outcomes demonstrated that each of the SOPs were delivered. The visitors note that without seeing how the module learning outcomes demonstrate that each of the SOPs are delivered they cannot be certain that the learning outcomes are appropriately assessed to ensure that those who successfully complete the programme meet the SOPs for physiotherapists. The visitors therefore require further documentation to clearly articulate how the learning outcomes and related assessments will ensure that each of the SOPs are appropriately assessed. In this way the visitors can ensure that students completing the programme can meet all of the relevant SOPs for physiotherapists.

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.

Condition: The education provider must clearly articulate the assessment of learning outcomes for the programme modules to clearly reflect the following standard of proficiency (SOP) with specific reference to mental health. This will ensure that those who successfully complete the programme meet the SOPs for their part of the register.

13.9 understand the following aspects of behavioural science:

- psychological, social and cultural factors that influence an individual in health and illness, including their responses to the management of their health status and related physiotherapy interventions

- how psychology, sociology and cultural diversity inform an understanding of health, illness and health care in the context of physiotherapy and the incorporation of this knowledge into physiotherapy practice

- theories of communication relevant to effective interaction with service users, carers, colleagues, managers and other health and social care professionals

- theories of team working

Reason: From a review of the programme documentation the visitors were unable to locate, where in the curriculum, the above mentioned SOP is addressed. Specifically, the visitors could not locate where students would be taught an understanding of mental health in the context of physiotherapy. In a meeting with the programme team the visitors heard that mental health is addressed within modules and that this was implicit throughout the module descriptors. However, the visitors were not able to clearly locate which modules mental health featured in and how it would be taught to students. The visitors note that without seeing where in the curriculum this SOP is met, they cannot make a judgement on how this SOP is assessed. The visitors therefore require the programme documentation to clearly articulate where the above SOP is delivered and assessed, specifically in relation to mental health. In this way the visitors can ensure that those who complete the programme are safe and effective practitioners.

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

Condition: The education provider must revisit the learning outcomes and related assessment methods for the programme to ensure that they accurately address the standards of proficiency (SOPs) for physiotherapists.

Reason: The documentation provided prior to the visit included module descriptors, together with a mapping document giving information about how students who successfully complete the programme meet the SOPs. However, the learning outcomes made broad references, rather than specific references to ensure the SOPs for physiotherapists are delivered throughout the curriculum. Therefore, the visitors were unclear how each of the module learning outcomes demonstrated that each of the SOPs were delivered. The visitors note that without seeing how the module learning outcomes demonstrate that each of the SOPs are delivered they cannot be certain that the assessment methods employed appropriately measure the learning outcomes. The

visitors therefore require further documentation to clearly articulate how assessment methods are employed that measure the learning outcomes to ensure that this standard is met.

6.11 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.

Condition: The education provider must include a clear statement in the assessment regulations which states that at least one external examiner for the programme will be from the relevant part of the Register, unless other arrangements are agreed.

Reason: In the documentation submitted by the education provider the visitors were unable to see where in the assessment regulations it was stated that external examiners must be from the relevant part of the Register unless other arrangements are agreed. The visitors were directed to the university wide assessment regulations which state "These regulations apply to all undergraduate, Integrated Masters and taught postgraduate programmes offered by the University, except where there are specific exemptions, e.g. to meet Professional, Statutory or Regulatory Body (PSRB) requirements." The visitors were satisfied that an exemption could be an appropriate way to meet this standard, however they were not provided with any evidence of exemptions that are in place for this programme. The visitors therefore need to see evidence that HCPC requirements regarding the external examiner on the programme have been included in the assessment regulations, or relevant exemption, to demonstrate that this standard is met.

Recommendations

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an 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.**

Recommendation: The visitors recommend that the education provider considers reviewing the current placement names to eliminate any risk of misleading students.

Reason: From the documentation provided and discussions at the visit, the visitors were satisfied that students, practice placement providers and practice placement educators are prepared for placement, and are therefore satisfied that this standard is met. However, the visitors noted in the programme documentation that placement names are used mainly to differentiate each stage of placement. The visitors note that some of these names could be misleading to students and placement educators, for example "advanced placement" and "elective placement". The visitors note that the name "advanced placement" could be misleading in making students and practice educators think that the placement is at an advanced level, which it is not. The visitors also note that the title "elective placement" could mislead students to think that this was an optional placement, which it is not. The visitors therefore recommend that the programme team considers revisiting these placement name or putting measures in place to eliminate any risk of misleading students.

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an 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.**

Recommendation: The visitors recommend that the education provider monitors communication with practice placement educators to ensure they are appropriately informed of the level at which placements will be assessed.

Reason: From the documentation provided and discussions at the visit the visitors noted that practice placement educators will receive additional training before taking any students on this programme and are therefore satisfied that this standard is met. However, from a discussion with practice placement educators it seemed that they were currently misinformed of the level at which placements will be assessed. The visitors therefore recommend that the programme team monitors the communication with

practice placement providers to ensure that any incorrect information regarding assessment levels is addressed at the training sessions mentioned.

Fleur Kitsell
Jacqueline Waterfield
Manoj Mistry

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Visitors' report

Name of education provider	University of Bedfordshire
Validating body / Awarding body	University of Bedfordshire
Programme name	BSc (Hons) Professional Social Work Practice (Trainee in Employment Route)
Mode of delivery	Work based learning
Relevant part of the HCPC Register	Social worker in England
Date of visit	21 – 22 June 2016

Contents

Executive summary

The Health and Care Professions Council (HCPC) approve educational programmes in the UK which health and care professionals must complete before they can apply to be registered with us. We are a statutory regulator and our main aim is to protect the public. We currently regulate 16 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'social worker in England' must be registered with us. The HCPC keep a register of health and care professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. The education provider has until 1 August 2016 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 25 August 2016. At this meeting, the Committee will accept, reject or vary the visitors' recommended outcome. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 25 August 2016. The visitors will consider this response and make a separate recommendation to the Committee on the approval of the programme. It is anticipated that this recommendation will be made to the Committee on 22 September 2016.

Introduction

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

This visit was part of a joint event. The education provider reviewed the programme. The education provider and the HCPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of the programme and dialogue throughout the visit; this report covers the HCPC's recommendations on the programme only. As an independent regulatory body, the HCPC's recommended outcome is independent and impartial and based solely on the HCPC's standards. A separate report, produced by the education provider outlines their decisions on the programme's status.

Visit details

Name and role of HCPC visitors	Graeme Currie (Social worker in England) Anne Gribbens (Social worker in England) Joanne Watchman (Lay visitor)
HCPC executive officer (in attendance)	Rebecca Stent
HCPC observer	Jamie Hunt
Proposed student numbers	20 per cohort, 1 cohort every two years
Proposed start date of programme approval	February 2017
Chair	John Reynolds (University of Bedfordshire)
Secretary	Parveen Teji (University of Bedfordshire)
Members of the joint panel	Jane Carr (Internal panel member) Tim Gregory (Internal panel member) Daniela Diaconu (Internal panel member) Peter Bradley (External panel member) Liz Tanner (External panel member)

Sources of evidence

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

	Yes	No	N/A
Programme specification	☒	☐	☐
Descriptions of the modules	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SETs	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☒	☐	☐
Practice placement handbook	☒	☐	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External examiners' reports from the last two years	☐	☐	☒

The HCPC saw external examiners' reports from another BSc Social Work programme at the University of Bedfordshire. However, as the BSc (Hons) Professional Social Work Practice (Trainee in Employment Route) has not yet run, external examiners' reports were not available.

During the visit the HCPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	☒	☐	☐
Programme team	☒	☐	☐
Placements providers and educators / mentors	☒	☐	☐
Students	☒	☐	☐
Service users and carers	☒	☐	☐
Learning resources	☒	☐	☐
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	☐	☐	☒

The HCPC met with students from the BSc (Hons) Social Work programme and one student from the former Trainee in Employment Route programme which closed in 2014, as the programme seeking approval currently does not have any students enrolled on it.

The HCPC did not see the facilities as
• the nature of the qualification does not require any specialist laboratories or teaching rooms.

Recommended outcome

To recommend a programme for approval the visitors must be satisfied that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for the relevant part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 53 of the SETs have been met and that conditions should be set on the remaining five SETs.

Conditions are requirements that the education provider must meet before the programme can be approved. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors did not make any recommendations for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme can be approved. Recommendations are made to encourage further enhancements to the programme, normally when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

Conditions

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

Condition: The education provider must demonstrate that appropriately qualified and experienced staff will be in place to deliver an effective programme.

Reason: From the documentation provided, the visitors learnt that there will be mentors in place on the programme and, from meetings at the visit, the visitors understood that the mentors would be vital in ensuring the delivery of an effective programme. However, the visitors could not determine the qualifications and experience required for this role and therefore whether they would be appropriately qualified and experienced to support the delivery of the programme. Furthermore, at the visit, the programme team stated that there would be a mentor in place before the student starts the programme but the visitors could not find a documented process to ensure that this would be the case. Due to the crucial nature of this role highlighted by the education provider, the visitors require evidence that clearly outlines that the mentors will be appropriately qualified and experienced to support the delivery of an effective programme and that they will be assigned to the student at the beginning of the programme.

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

Condition: The education provider must demonstrate how the system of academic and pastoral support ensures that students are supported throughout the programme.

Reason: From documentation provided and discussions at the visit, the visitors were unclear about the system of academic and pastoral student support in place throughout the programme. During discussions at the visit, the mentor role was flagged by the education provider as key to how the student would be supported throughout the programme, both prior to placement and at the practice placements. Specifically, the mentor role would be vital in ensuring that the student would be defined as a learner whilst on the first placement, which will likely take place at the student's work setting. However, the visitors were not clear about the mentor role's required qualifications and experience, the scope of responsibility, or how the mentor would interact with other support roles within the teaching team. The visitors noted from discussions at the visit that a clear support system would be vital in order for the student to be treated as a learner in the work setting before and during placement, and to ensure the student has the ability to fulfil the requirements of the programme. Therefore, the visitors require evidence to identify the roles and responsibilities of the staff team, the qualifications and experience required for the mentor role and when the mentors will be assigned to students on the programme.

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

Condition: The education provider must demonstrate how the teaching team, including the mentor, supports students in the Foundations for Understanding Social Work Practice unit.

Reason: The visitors were unclear as to who would provide academic support to the student to set up observations as part of the Foundations for Understanding Social Work Practice unit whilst the student is still in their work place, prior to the first

placement. The programme team suggested that the mentor may be involved in supporting the student during this unit but the visitors could not determine what the role of the mentor would be and could not find a documented process to ensure that this would be the case. Therefore, the visitors require evidence to identify the roles and responsibilities of the staff team in this unit, including the mentor.

5.3 The practice placement settings must provide a safe and supportive environment.

Condition: The education provider must demonstrate how the staff team will provide a supportive environment for students during practice placements.

Reason: From documentation provided and discussions at the visit, the visitors were unclear as to how the practice placement settings would provide a supportive environment. The education provider informed the visitors at the visit that the role of the mentor would be crucial in ensuring a supportive environment for students at the practice placements. Specifically, the mentor role would be vital in ensuring that the student would be defined as a learner whilst on the first placement, which may take place at the student's work setting. However, the visitors were unclear about the roles of responsibility in placement and therefore how the mentor role would ensure a supportive environment at the two placements. Therefore, the visitors require evidence of the mentor's role and responsibilities, how the mentor will interact with the teaching support team, and how the staff team will ensure a supportive environment for the student at placement.

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an 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.**

Condition: The education provider must provide evidence as to how all staff will be fully prepared for placement, particularly in relation to the role and responsibility of the mentor.

Reason: At the visit, the mentor role was flagged by the education provider as key to how the placements would work. In particular, the education provider indicated that the mentor would be vital in ensuring that the student would be supported as a learner in the work place during the first 70 day placement which will likely take place in the student's work setting. The visitors noted that staff would need to be prepared with regards to the role and responsibility of the mentor whilst the student is on placement so that all staff are fully prepared for placement and aware of their lines of responsibility. However, from documentation provided and discussions at the visit, the visitors were unclear about the roles of responsibility of the mentor in placement and therefore how all staff would be fully prepared for placement. Therefore, the visitors require evidence

of the mentor's role and responsibilities in order to establish how staff will be fully prepared for placement and clear about their lines of responsibilities during placement.

5.12 Learning, teaching and supervision must encourage safe and effective practice, independent learning and professional conduct.

Condition: The education provider must demonstrate how the staff team will enable students to undertake independent learning on placement, and how students are given the resources and skills to work independently.

Reason: During discussions at the visit, the education provider flagged that the student would be supported as a learner during the first 70 day placement which takes place in the student's work place. The mentor role was flagged by the education provider as key to how the student would be supported as a true learner during this first placement. However, the visitors were not clear about the mentor role's required qualifications and experience, the scope of responsibility, or how the mentor would interact with other support roles within the teaching team. The visitors noted from discussions at the visit that a clear support system would be crucial on the programme in order for the student to be treated as a learner in the work setting during placement and to ensure the student has the ability to fulfil the requirements of the programme as an independent learner. Therefore, the visitors require evidence of the staff team's roles and responsibilities whilst the student is on placement, including the mentor role. In addition, the visitors require evidence which outlines the qualifications and experience required for the mentor role, and how the mentor would interact with the teaching team, in order to ensure that independent learning is enabled whilst on placement.

Anne Gribbens
Graeme Currie
Joanne Watchman