

Major change visitors' report

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Section one: Programme details

Name of education provider	University of Bradford
Programme title	BSc (Hons) Physiotherapy
Mode of delivery	Full time
Relevant part of the HCPC Register	Physiotherapist
Date of submission to the HCPC	11 November 2015
Name and role of HCPC visitors	Kathryn Campbell (Physiotherapist) Karen Harrison (Physiotherapist)
HCPC executive	Amal Hussein

Section two: Submission details

Summary of change

SET 4: Curriculum
SET 5: Practice placements
SET 6: Assessment

The education provider has highlighted that they will be changing modules within the curriculum, the structure of practice placements and the methods of assessment within the programme.

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 specification
- Programme handbook
- Practice placement handbook
- Student attendance and engagement policy

- Student consent for practical
- Escalating concerns in practice
- Practice assessment document level 5 and 6
- Mandatory pre practice placement and training
- Module descriptor and reading list
- Mapping exercise – Dementia curriculum
- QAA mapping document
- FHEQ mapping document
- Assessment mapping document
- Interprofessional education strategy learning outcomes mapping document
- Staff curriculum vitae
- Periodic review document
- Feedback for year 1 physio students' placement experiences
- Curriculum development – student feedback
- Curriculum development Workshop
- Student trigger document
- Situational judgement scenario
- Scoring criteria
- Interviewer score cards / Final scoring grid
- Disclosure and Barring Service (DBS) policy / Terms of reference, membership and process

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.

SET 4 Curriculum

Reason: The documentation provided by the education provider contained information regarding changes to the curriculum. The documentation highlighted a large volume of redesigned modules and reassignment of module credits. In addition to this, the visitors noted that new modules at level 5 and level 6 will be introduced to the curriculum and the faculty core module at 20 credits will be discontinued. On the basis of the large volume of changes to the curriculum and content of the programme, the visitors considered it necessary to speak directly with the education provider to ensure that those who successfully complete the programme meet the standards of proficiency (SOPs) for physiotherapist. The visitors therefore considered a visit was required to clearly understand how the programme team is ensuring that the curriculum continues to be appropriate for the programme.

SET 5 Practice placements

Reason: The documentation provided by the education provider contained information regarding practice placements for the programme. The documentation highlighted a number of changes to the structure of practice placements including elective placements being discontinued due to the difficulties experienced by students in securing placements. In addition, the visitors noted that the programme team will be reintroducing a third practice placement at level 5 and combining practice placement modules at level 5 and 6. On the basis of the large volume of changes to the practice placement structure, the visitors considered it necessary to speak with the education provider to ensure that placement continues to be an integral part of the programme. The visitors therefore considered a visit was required to clearly understand how practice placements is managed by the education provider.

SET 6 Assessment

Reason: The documentation provided by the education provider contained information regarding the assessment structure for this programme. The documentation highlighted that module credits have been amalgamated to allow rationalisation of teaching and assessment in hopes of lessening the assessment loads for students. In addition to this, due to several changes to the curriculum and content of modules, ongoing competency assessments have been introduced in some modules at level 4 and 5. On the basis of the changes to the structure of assessment, the visitors considered it necessary to speak with the education provider to ensure that that the measurement of assessment and assessment methods continue to assess each student's ability to meet the standards of proficiency (SOPs) for physiotherapists. The visitors therefore considered a visit was required to clearly understand how the assessment structure is managed by the education provider in light of changes to the curriculum.