

## Visitors' report

<b>Name of education provider</b>	Glasgow Caledonian University
<b>Programme name</b>	Doctorate in Physiotherapy
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Physiotherapist
<b>Date of visit</b>	21 – 22 June 2017

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## 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' and 'physical therapist' 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. This recommended outcome was accepted by the Education and Training Committee (Committee) on 24 August 2017. At the Committee meeting on 23 November 2017, the programme was approved. This means that the education provider has met the condition(s) outlined in this report and that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

## 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 validated 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. A separate report, 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	Jacqueline Waterfield (Physiotherapist) Fleur Kitsell (Physiotherapist) Sheila Needham (Lay visitor)
HCPC executive officer (in attendance)	Tamara Wasylec
Proposed student numbers	20 per cohort, 1 cohort per year
Proposed start date of programme approval	20 January 2018
Chair	Keith Halcro (Glasgow Caledonian University)
Secretary	Sandie King (Glasgow Caledonian University)
Members of the joint panel	Niall Strang (Internal Panel Member) Marty Wright (Internal Panel Member) Heather Cameron (External Panel Member) Janette Grey (Chartered Society of Physiotherapy) Sally Gosling (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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Chartered society of physiotherapy mapping	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generic approval document	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners reports for MSc Physiotherapy (Pre-registration)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HCPC did not review external examiner reports for this programme 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators / mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HCPC met with students from the MSc Physiotherapy (Pre-registration) programme 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 46 of the SETs have been met and that conditions should be set on the remaining 12 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 recommendation 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 provide evidence of the information applicants will be provided with at the admissions stage, to ensure that they can make an informed choice about whether to take up a place on the programme.

**Reason:** After scrutinising the evidence provided prior to the visit, the visitors understood that some of the pertinent admissions information for potential applicants for this programme is not provided prior to application. For instance, in discussion with the programme team the visitors understood that applicants are made aware of the occupational health assessment at the interview stage, but the visitors considered this to be important information for applicants to know before the interview stage, so that they can make an informed choice about whether to apply for a place on the programme. As such, the visitors could not see how prospective students would be made aware of this requirement prior to application. In a review of the documentation the visitors could not determine how the education provider communicates the following information to prospective applicants:

- the requirement for and process associated with occupational health assessment and any associated costs to the student;
- any additional costs students may incur over and above the usual programme fee;
- the requirement for applicants to normally “provide evidence of undergraduate study of research methods and/or statistics”, as a pre-requisite for studying the compulsory module, “Advanced Research Enquiry” and how the students expected to evidence this;
- the elements of the programme to which accreditation of prior (experiential) learning will be applied;
- the expectation that students will travel to placements at their own expense and that this is an additional cost for the student;
- when and how an applicant’s “experience of the process of research” is assessed; and
- that there is no exit award for this programme.

In discussion with the programme team, the visitors noted that the education provider intends to provide information about the entry requirements, admissions processes and additional costs on the programme website. However, because the visitors did not have sight of this the visitors could not determine how this information would be appropriately communicated to prospective applicants. The visitors therefore require further information showing how prospective applicants are provided with the information they need to make an informed choice about whether to apply for a place on the programme.

## **2.6 The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.**

**Condition:** The education provider must clarify which elements of the programme the accreditation of prior (experiential) learning will be applied to and that it is appropriate to exempt students from elements of learning and / or assessment and how this is communicated to students.

**Reason:** For this standard the visitors were directed to the university wide recognition of prior learning (RPL) policy and the definitive programme document. In the review of the documentation the visitors understood that recognition of prior learning would be considered on this programme. In discussion with the programme team, the visitors could not determine which elements of learning and / or assessments would be considered through the RPL process and which would not. As such, they could not determine if it is appropriate to exempt students from elements of learning and / or assessments. Therefore, the education provider must clarify which elements of the programme would be considered through the RPL policy and how the RPL process will be appropriately applied to exempt students from elements of teaching and assessment. Additionally, the visitors require evidence to show how this would be communicated to potential applicants and students.

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

**Condition:** The education provider must demonstrate that staff will have appropriate opportunities for scholarly activity and continuing professional development.

**Reason:** The visitors discussed the staff development strategy, for staff to pursue continuing professional development and higher academic qualifications (for example, doctoral level study and leadership development), with the senior team and the programme team. However, from the evidence provided the visitors could not determine how the strategy would be delivered in practice in order to support staff to gain doctoral level qualifications or the number of staff who would be supported to achieve of doctoral level qualifications. Therefore the visitors require that the education provider demonstrates that, staff will have adequate time for further studies and scholarly activity and other responsibilities as required by the education provider.

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

**Condition:** The education provider must provide further evidence to demonstrate the strategy for ensuring that there are adequate resources to support student learning on the programme.

**Reasons:** In discussion with the programme team, the visitors heard that the academic staff, clinical educators (practice educators) and physical resources for both the approved MSc Physiotherapy (Pre-registration) programme and this programme will be shared. The visitors understood that the education provider intends to reduce the intake on the approved MSc Physiotherapy (Pre-registration) programme to ensure that there is an intake of no more than 56 students each year across the two programmes. The maximum intake for this doctoral programme is 20 students. However the visitors could not see the education provider's strategy for ensuring that there are adequate resources

continuously available, for both programmes. The visitors therefore require further evidence of the educator's plan to ensure that both programmes are adequately resourced over a period of four years to determine if this programme has sufficient resources, bearing in mind that the doctoral programme requires three and a half years of study and the other HCPC approved MSc programme requires two years of study. In this way the visitors can establish whether there are sufficient resources to support student learning on the programme.

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

**Conditions:** The education provider must demonstrate how the curriculum ensures that students understand the implications of the HCPC's standards of conduct, performance and ethics (SCPEs).

**Reasons:** For this standard the visitors were directed to the Generic Practice Education Handbook. The visitors noted the handbook makes references to students being required to understand and adhere to the HCPC's standards of conduct, performance and ethics (SCPEs). Although the visitors could see that students are given information about the SCPEs, and are expected to adhere to them, the visitors could not see how the curriculum ensures that students understand the implications of the SCPEs. Although the visitors heard that students receive information about appropriate conduct, performance and ethics whilst on the programme they could not see how the education provider ensures that students understand the implication of these standards, including how and where they apply. The visitors therefore require additional evidence to identify how the curriculum ensures that students on the programme understand the implications of the HCPC's standards of conduct, performance and ethics.

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

**Condition:** The education provider must provide evidence which demonstrates an effective process for ensuring there is an adequate number of appropriately qualified and experienced staff at the placement setting to supervise students at doctoral level.

**Reason:** In review of the documentation and in discussions at the visit, the visitors understood that students are expected to "practice independently" on placement. As such, the education provider noted that the type of supervision will need to compliment the level of learning of students on this programme. For instance, practice educators need to be appropriately qualified and experienced in order to understand and be able to support students in developing and applying more advanced knowledge and reasoning on placement. However, from the evidence provided, the visitors could not see what the support needs might be for students on this programme or how the education provider ensures that staff at the placement setting are appropriately qualified and experienced to supervise students on this programme. As such, the visitors require further information to see how the education provider ensures that there is an adequate number of appropriately qualified and experienced staff in the academic and placement setting to supervise students on this programme. This relates to the standard below.

### **5.7 Practice placement educators must have relevant knowledge, skills and experience.**

**Condition:** The education provider must provide further evidence to demonstrate how they ensure all practice placement educators have the relevant knowledge, skills and experience to support students on a doctoral level programme.

**Reason:** In review of the documentation and in discussions at the visit, the visitors understood that students are expected to “practice independently” and demonstrate a “high level of analysis”. The education provider noted that the level of supervision will need to be different to that provided to students on other HCPC approved BSc level programmes, to adequately support students on a doctoral level programme. The visitors heard, in the programme team meeting, that the education provider intends the practice educator training to provide the practice educators with the relevant information to support doctorate level students. For instance, practice educators must have the relevant knowledge, skills and experience to understand and be able to support students in developing and applying advanced knowledge and reasoning on placement. However the visitors were not provided with information about the training content which ensures that practice placement educators in placement setting have the relevant knowledge, skills and experiences to supervise students at doctoral level. As such, the visitors require further information to demonstrate how the education provider ensures that practice placement educators have the relevant knowledge, skills and experience to provide supervision and support to students on a doctoral programme.

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

**Condition:** The programme team must provide further evidence as to what training practice placement educators are required to undertake and how this training prepares them to act as practice educators for students on this programme.

**Reason:** From the initial documentary evidence provided, the visitors understood that “practice education training days” take place and that there is a “formalised programme of induction for practice educators involved in the pre-registration programmes”. During discussions with the programme team, the visitors learned that all practice placement educators must attend the training that is provided by the programme team before supervising a student. However without seeing the content of the induction training provided to practice educators the visitors could not determine if it is appropriate, or if it adequately prepares practice educators to work with students on this programme. For instance, practice educators need to be appropriately trained in order to understand and be able to support students in developing and applying more advanced knowledge and reasoning on placement. The visitors also could not see where, in the documentation, it is stated that practice educators must undertake the educator training before supporting students on this programme. The visitors also could not see how the team ensure that all practice placement educators have attended training prior to undertaking supervision of students. The visitors therefore require further evidence of how the education provider communicates and ensures that the mandatory training requirements for all practice educators are met. This evidence should also articulate what this training covers to ensure that it is appropriate in preparing practice educators to supervise students from the programme in the placement setting.

**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 further evidence to demonstrate that practice placement educators are fully prepared for placement in relation to the assessment procedures.

**Reason:** In review of the documentation, the visitors noted that the guidance for practice educators regarding assessment of physiotherapy practice appears to relate to the “BSc Hons Physiotherapy” programme, but should be articulated as for this MSc programme. In addition to this, the programme team noted that students are on a Doctoral programme and therefore the practice educators need to understand and be able to support students in developing and applying more advanced knowledge and reasoning on placement. The visitors also noted the need for the education provider to ensure that the placement experiences are integrated and underpin the learning and assessment of the professional development modules 1-3. However, the visitors could not see, from the documentation provided, how the education provider ensures that practice educators are prepared for placement, in terms of having the correct guidance for this programme and an understanding of how to support students to develop and apply more advanced knowledge on this programme. Therefore, the visitors require further evidence which demonstrates how the education provider ensures that practice educators have an understanding of the assessment procedures for this programme and an understanding of how they will be expected to support students on this programme. In this way the visitors can determine whether practice educators are fully prepared for placement and for supporting students on this programme.

**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 provide further evidence to demonstrate how the assessment strategy and design ensures that the student who successfully completes the programme will have met the SOPs for physiotherapists.

**Reason:** In reading the documentation the visitors noted that within the professional development modules 1-3 there are a number of practice placements - PE2, PE3, PE4, PE5 and PE7. The visitors understood that the practice placements do not carry any academic credit. However they could not see where in the documentation it is stated that the placements must be passed in order for the students to pass the professional development modules. As such, the visitors were unable to see how the education provider ensures that the standards of proficiency contained within those placements are met by students. Consequently, the visitors could not determine how passing the professional development modules would ensure that students achieve the required standards of proficiency. As such, the visitors require further evidence which

demonstrates how students who successfully complete the programme have met the standards of proficiency for physiotherapists.

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

**Condition:** The education provider must provide further evidence to demonstrate what assessment methods are used for each learning outcome across the programme modules and that the assessment methods measure the learning outcomes.

**Reason:** Prior to the visit, the visitors were able to look at the module descriptors in the programme documentation. However, they were unable to see the assessment methods used to assess specific learning outcomes. Consequently, they could not determine if the assessment methods used appropriately measure the learning outcomes within each module. The visitors therefore require the education provider to ensure that for each module, the assessments are clearly aligned to the programme learning outcomes and that the assessment methods appropriately measure the learning outcomes. In this way, the visitors will be able to determine whether the assessment methods employed measure the learning outcomes.

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

**Condition:** The education provider must provide further evidence to demonstrate how students are informed about the options available to them should they not complete the programme and whether they will be able to apply for registration with the HCPC.

**Reason:** From a review of the programme documentation, the visitors read that students may exit the programme with a named award, if they failed to complete certain elements of the programme. In discussion with the programme team, they clarified that there could be awards that students would be able to apply for if they exited the programme. However, the programme team clarified that they are not exit awards, because the students must apply to transfer to other awards and complete other assessments. This standard requires that documentation relating to the programme clearly specifies requirements for student progression and achievement. The visitors therefore require further evidence of where within the documentation students are informed that there are no exit awards for this programme that lead to eligibility for students to apply for registration with the HCPC, to ensure that all options available for students are clearly communicated.

## Recommendations

### **3.17 Service users and carers must be involved in the programme.**

**Recommendation:** The education provider should consider strengthening their strategy for ongoing service user and carer involvement.

**Reason:** The visitors noted that service users and carers are involved in the programme and therefore they were content that this standard was met. The visitors noted that the education provider depends on charities and organisations to recruit and involve their clients and service users in the programme. However the visitors suggest that the programme keep under review their strategy for recruiting service users and

carers to the programme to ensure that the most appropriate service user and carers are involved in the programme and that they are supported to contribute to the programme.

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