

## Visitors' report

<b>Name of education provider</b>	London South Bank University
<b>Programme name</b>	BSc (Hons) Physiotherapy
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Physiotherapist
<b>Date of visit</b>	29 – 30 March 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' 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 25 May 2017. At the Committee meeting on 25 May 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 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	Deirdre Keane (Lay visitor) Pamela Bagley (Physiotherapist) Anthony Power (Physiotherapist)
HCPC executive officer (in attendance)	Alex Urquhart
Proposed student numbers	40 per cohort, one cohort per year
Proposed start date of programme approval	1 September 2017
Chair	Darren James (London South Bank University)
Secretary	Ian Govender (London South Bank University)
Members of the joint panel	Liz Hancock (Chartered Society of Physiotherapy) Nina Paterson (Chartered Society of Physiotherapy) Isabella Saprang (Chartered Society of Physiotherapy) Jacqueline Mullan (External panel member) Sheelagh Mealing (Internal panel member) Sally Skillett-Moore (Internal 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	<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"/>

The HCPC did not review external examiners' reports 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 BSc Physiotherapy and Nursing programmes, 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 condition is set on the programme, which must be met before the programme can be approved.

The visitors agreed that 57 of the SETs have been met and that conditions should be set on the remaining one SET.

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

### **6.2 All assessments must provide a rigorous and effective process by which compliance with external-reference frameworks can be measured.**

**Condition:** Review the programme outcomes to ensure that they comply with the expectations of a level six programme.

**Reason:** From the information provided, the visitors were made aware that the programme team had mapped the learning outcomes for the programme to the Framework for Higher Education Qualification (FHEQ). In reviewing the programme specification the visitors noted the course outcomes. However, the visitors were unclear as to how some of the course outcomes meet the requirements of the FHEQ in determining what a student must meet in the final year of a bachelors level programme, level 6. For example outcome B1, which states that to be successful students must be able to “Memorise and assimilate new knowledge...”, the visitors understand to be equivalent to assessment and achievement at level 4, the first year of a bachelors programme. As such the visitors could not determine how the programme team have mapped their assessment requirements and course outcomes to the FHEQ and how the achievement of these outcomes would ensure that a student has achieved what is required at level 6. Therefore the visitors require further evidence of the process the programme team used to map the course outcomes to the FHEQ and further evidence of when and where in the programme students will be expected to meet the course outcomes.

Deirdre Keane  
Pamela Bagley  
Anthony Power