

## Health Professions Council

### Visitors' report

<b>Name of education provider</b>	Manchester Metropolitan University
<b>Name and titles of programme(s)</b>	MSc Physiotherapy (Pre-registration)
<b>Mode of Delivery (FT/PT)</b>	FT
<b>Date of Visit</b>	26 – 27 September 2006
<b>Proposed date of approval to commence</b>	January 2007
<b>Name of HPC visitors attending (including member type and professional area)</b>	Anthony Power Katie Bosworth
<b>HPC Executive officer(s) (in attendance)</b>	Osama Ammar (lead) Mandy Hargood (observer)
<b>Joint panel members in attendance (name and delegation):</b>	Philip Lloyd (Chair) Stuart Ramsden (Secretary) Pat Procter (Faculty Representative) Peggy Cooke (Dean of Faculty Representative) Roy Turner (Academic Standards) Sandra Sharpe (Faculty Administrator) Susan Johnson (External Assessor) Susan Smith (External Assessor) Nina Thompson (CSP) Richard Stephenson (CSP)

#### Scope of visit (*please tick*)

<b>New programme</b>	<input checked="" type="checkbox"/>
<b>Major change to existing programme</b>	<input type="checkbox"/>
<b>Visit initiated through Annual Monitoring</b>	<input type="checkbox"/>

#### Confirmation of meetings held

	Yes	No	N/A
Senior personnel of 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students (current or past as appropriate)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Confirmation of facilities inspected**

	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Library learning centre	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IT facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Confirmation that particular requirements/specific instructions (if any) of the Education and Training Committee that have been explored e.g. specific aspects arising from annual monitoring reports.**

<b>Requirement (please insert detail)</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
<b>1</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>2</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>3</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Proposed student cohort intake number please state</b>	<b>14</b>
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The following summarises the key outcomes of the Approvals event and provides reasons for the decision.

## **CONDITIONS**

### ***SET 2 Programme admissions***

The admission procedures must:

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

**Condition:** The education provider must make clear the current Home Office restrictions on the employment of overseas physiotherapists in the United Kingdom in any advertising, promotional material for the course and at interview.

**Reason:** The visitors felt applicants to the programme may not be aware of the current restrictions on the employment of physiotherapists in the United Kingdom and that it is important these applicants are given accurate information to inform any decision on whether to undertake the programme.

### ***SET 5. Practice placements standards***

5.13 The placement providers must have an equal opportunities and anti-discriminatory policy in relation to candidates and students, together with an indication of how this will be implemented and monitored.

**Condition:** The education provider must provide the new audit tool for assessing practice placement providers which must include particular reference to the placement provider having a satisfactory equal opportunities and anti-discrimination policies in place.

**Reason:** Currently placement providers are assessed by the programme team on the basis of in-depth knowledge of the provider built up through formal and informal contact. In future, the education provider may use a wider range of placement practice providers (for example, in the commercial and voluntary sector) and it is important that every provider is subject to scrutiny in terms of their equal opportunity and anti-discrimination policies.

## **SET 6. *Assessment standards***

6.7.5 for the appointment of at least one external examiner from the relevant part of the Register.

**Condition:** The education provider must include in the programme specification/ definitive document the stipulation for the appointment of at least one external examiner from the relevant part of the Register.

**Reason:** Although the programme team intends to make use of an existing external examiner from the undergraduate programme, it is felt appropriate to ensure that any successive appointments will hold relevant profession specific knowledge.

**Deadline for Conditions to be met: 20<sup>th</sup> October 2006**

**To be submitted to Approvals Panel on: 13<sup>th</sup> December 2006 (Panel)**

## **RECOMMENDATIONS**

### ***SET 3. Programme management and resource standards***

3.13 The learning resources, including the stock of periodicals and subject books, and IT facilities, including internet access, must be appropriate to the curriculum and must be readily available to students and staff.

**Recommendation:** Existing facilities are appropriate, but in light of the education provider's stated intention to develop e- learning approaches, the provision of information technology facilities and services needs prioritisation in the budget planning process. This recommendation is of particular importance in view of the planned relocation of the course to a new site in the near future.

**Reason:** The rationale for the course is predicated on the assumption that students, who are all graduates, will be able to manage their learning in an effective manner using a variety of study techniques including significant use of e-learning. If this is to be achieved in practice adequate facilities and support must be available.

### **SET 4. *Curriculum Standards***

4.4 The curriculum must remain relevant to current practice.

**Recommendation:** Given the growing awareness of the importance of inter-professional learning for physiotherapy students the education provider should seek to implement its inter-professional learning strategy as soon as possible.

**Reason:** The education provider has undertaken significant collaborative work with other programme teams in the Faculty of Health, Social Care and Education to develop a strategy for inter-professional learning. The education provider needs to

move from strategy formulation to implementation in order for students to benefit from this important aspect of education practice.

### **Commendations –**

1. The management team for the proposed MSc Physiotherapy (pre-registration) operate in a cohesive and effective manner.
2. The programme for the course is well designed, rigorous and uses a range of imaginative learning and teaching approaches.

The nature and quality of instruction and facilities meets the Standards of Education and Training.

We recommend to the Education and Training Committee of the HPC that they approve this programme (subject to any conditions being met).

### **Visitors' signatures:**

**Visitor: Anthony Power**

**Visitor: *Kathleen Bosworth***

**Date: 2<sup>nd</sup> October 2006**