

Visitors' report

Name of education provider	The University of Northampton
Programme name	Supplementary and Independent Prescribing for Allied Health Professionals
Mode of delivery	Full time
Relevant entitlement	Supplementary prescribing Independent prescribing
Date of visit	20 April 2016

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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 a protected title 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.

As well as approving educational programmes for people who want to join the Register, the HCPC also approve a small number of programmes for those already on the Register. The post-registration programmes we currently approve include supplementary prescribing programmes (for chiropodists / podiatrists, dietitians, radiographers and physiotherapists) and independent prescribing programmes (for chiropodists / podiatrists, physiotherapists, and therapeutic radiographers).

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 22 September 2016. At the Committee meeting on 22 September 2016, the programme was approved. This means that the education provider has met the conditions outlined in this report and that the programme meets our standards for prescribing for education providers and ensures that those who complete it meet our standards for prescribing for all prescribers independent prescribers. 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 our standards for prescribing for education providers and ensures that those who complete it meet our standards for prescribing for all prescribers and / or independent prescribers.

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 for prescribing. A separate report, produced by the education provider, outlines their decisions on the programme's status.

Visit details

Name and role of HCPC visitors	Christine Hirsch (Independent prescriber) Clare Bates (Lay visitor) Gemma Quinn (Independent prescriber)
HCPC executive officer (in attendance)	Amal Hussein
Proposed student numbers	10 per cohort, 2 cohorts per year
Proposed start date of programme approval	1 September 2016
Chair	Julie Jones (The University of Northampton)
Secretary	Vivien Houghton (The University of Northampton)
Members of the joint panel	Stephen Hemingway (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	<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 standards for prescribing for education providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the standards for prescribing for all prescribers and / or independent prescribers	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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"/>
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 Nurse and Midwife Independent and Supplementary Prescribing (V300) 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 assured that the programme meets all of our standards for prescribing for education providers and ensures that those who complete it meet our standards for prescribing for all prescribers and / or independent prescribers.

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 34 of the standards have been met and that conditions should be set on the remaining 16 standards.

Conditions are requirements that the education provider must meet before the programme can be approved. Conditions are set when certain standards for prescribing 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 for prescribing has been met at, or just above the threshold level.

Conditions

A.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 revise the programme documentation, in particular advertising material, to clearly state that this programme is only open to podiatrists and no other allied health professionals.

Reason: From a review of the evidence, it was not clear to the visitors who the potential students for this programme would be. Discussions with the senior team revealed that the programme is currently designed for podiatrists because the education provider has a school of podiatry which will support this programme. It was confirmed by the senior team that this programme would not be open to other allied health professionals because the education provider will not be able to support their profession specific skills at this stage. However, the documentation provided prior to the visit did not reflect this information. As such, the visitors require the programme team to revise the programme documentation, in particular, admissions material to clearly articulate that this programme is only open to chiropodists / podiatrists and no other allied health professionals.

A.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 further evidence to demonstrate how they ensure potential applicants are fully informed about the requirements around the Disclosure and Barring Service (DBS).

Reason: From a review of the documentation prior to the visit, it was not clear to the visitors the requirements for Disclosure and Barring Service (DBS) checks for this programme. In discussions with the programme team it was confirmed that applicants are expected have an up to date DBS, no older than two years as part of the entry requirements. Upon review of the programme admission materials provided, in particular conditional letter, the visitors could not see how potential applicants to the programme are made aware of the requirements for up to date DBS, no older than two years. The visitors consider this information to be essential in enabling potential applicants to make an informed decision regarding whether to apply to the programme. This includes whether applicants will have to pay for their own DBS check or whether the education provider covers all costs. The visitors therefore require the education provider to provide further evidence demonstrating how they ensure potential applicants to the programme are fully informed about the required currency and any associated fee of criminal conviction checks as part of the admissions procedures.

A.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 the admissions information to clarify the accreditation for prior (experiential) learning (AP(E)L) policy for the programme.

Reason: From the information provided, the visitors were unclear as to how the education provider ensures that applicants to the programme have all of the information they require in order to make an informed choice about taking up a place on the programme. The visitors were directed to information about the generic webpage which potential applicants would have access to, however the visitors noted that this webpage did not have any specific information about the programme. In discussions with the programme team at the visit, the visitors heard that the AP(E)L policy does not apply to this programme and students are expected to complete all elements of the programme. However, this statement was not reflected in the programme documentation and advertising material. As such the visitors were unclear about how the programme team would ensure that applicants to the programme are informed that all elements of the programme are compulsory. Therefore the visitors require further evidence about how applicants are provided with information about AP(E)L for this programme. In this way the visitors can determine how the programme can meet this standard by ensuring that applicants have all the information they require in order to make an informed choice about taking up a place on the programme.

A.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 demonstrate how they will ensure potential applicants and students are fully aware that they are not able to practice as a supplementary and / or independent prescriber until they have successfully completed the programme and their registration has been annotated.

Reason: From the information provided, the visitors were unclear as to how the education provider ensures that applicants to the programme have all of the information they require in order to make an informed choice about taking up a place on the programme. In particular, the visitors were unable to determine where in the programme documentation applicants and students are fully made aware that they are not able to practice as a supplementary and / or independent prescriber until they have successfully completed the programme and their registration has been annotated. As such, the visitors require the programme to demonstrate how they will ensure potential applicants and students are fully aware that they are not able to practice as a supplementary and / or independent prescriber until they have successfully completed the programme and their registration has been annotated.

B.1 The programme must have a secure place in the education provider's business plan.

Condition: The education provider must demonstrate that the programme has a secure place in the education provider's business plan.

Reason: From evidence provided prior to the visit, the visitors could not discern how the education provider will ensure that the programme has, and will continue to have, a secure place in the education provider's business plan. In scrutinising the evidence, the visitors noted that the Allied Health Professional (AHP) Independent and Supplementary Prescribing programme will be managed alongside the Nurse and Midwife Independent Supplementary Prescribing (V300) programme, however the business plan statement made no reference to the education provider's commitment to support this model of training. At the visit, the visitors met with the senior team and

learnt that the programme has, and will continue to have a secure place in the education provider's business plan. Discussions covered financial security of the programme and security for students if the programme was deemed no longer viable. However, because this was not documented, the visitors require further evidence to be satisfied that the programme can meet this standard. The visitors therefore require further evidence which documents the education providers' commitment to this programme and model of study through its secure place in the business plan of the institution.

B.2 The programme must be effectively managed.

Condition: The education provider must provide further evidence on how the programme will be effectively managed alongside the Nurse and Midwife Independent & Supplementary Prescribing (V300) programme.

Reason: From a review of the documentation, the visitors noted that the education provider currently runs an approved Nurse and Midwife Independent and Supplementary Prescribing (V300) programme. In discussions at the visit, the visitors heard that the Allied Health Professional (AHP) Independent and Supplementary Prescribing programme will be managed and run alongside the Nurse and Midwife Independent & Supplementary Prescribing (V300) programme. However, the visitors were unable to gain a clear understanding of the lines of responsibility and roles of everyone involved in delivering this programme. In addition, the visitors heard that programme leader for the AHP Independent and Supplementary Prescribing programme will not be involved in the day to day management of the programme and that this will be handled by another member of staff. From the information provided, they could not identify which staff members will be responsible for which aspects of the programme and whether these staff were contributing to the programme in a full time or part time capacity. Therefore, the visitors did not have the evidence they required to determine how the programme is being effectively managed. In order to determine if this standard is met the visitors require further evidence to demonstrate how the programme will be effectively managed. Including the structure for the day to day management of the programme, lines of responsibility and the management structure of the programme considering that the programme leader will not be involved in the day to day management of the programme

B.2 The programme must be effectively managed.

Condition: The education provider must submit further evidence to demonstrate how Visiting Lecturers (VLs) involvement within the programme is managed effectively.

Reason: From a review of the programme documentation and from discussions with the programme team and senior team, the visitors noted that VLs are integral to the delivery of the taught curriculum. In discussions with the senior team, the visitors were made aware of how VLs are selected and recruited on to the programme as well as how they will contribute to the programme. However, the visitors were unable to determine the exact number of VLs that will be used to contribute to this programme or the role and responsibilities of all the VLs involved. In addition, the visitors were unsure of the mechanisms in place to manage VLs and who holds the responsibility to ensure that VLs are prepared and supported effectively. As such, the visitors require the education provider to submit further evidence to demonstrate how VLs involvement within the programme is managed effectively.

B.3 The programme must have regular monitoring and evaluation systems in place.

Condition: The education provider must revise the documentation to clearly articulate the feedback mechanisms in place for programme monitoring and evaluation.

Reason: From the documentation provided, the visitors could not determine if there are regular monitoring and evaluation systems in place. The visitors discussed the monitoring and evaluation of several aspects of the programme with the programme team. However, these systems were not always clearly reflected in the programme documentation. From the documentation the visitors were unclear about several aspects of the feedback systems in place. In particular, how student feedback is considered by the programme team, how any changes initiated by this feedback are implemented, and how any changes to the programme following feedback are communicated to students. The visitors also noted from the discussions at the visit, that there are opportunities for feedback from students, practice placement educators and practice placement providers. The visitors were unclear how practice placement feedback is considered by the programme team, how any changes initiated by this feedback are implemented, and how any changes to the programme following feedback are communicated to placement providers. The visitors were therefore unable to determine this standard is met. The visitors require information which clearly articulates student feedback mechanisms and practice placement feedback mechanisms in place for programme monitoring and evaluation.

C.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards for independent and / or supplementary prescribers.

Condition: The programme team must provide evidence to demonstrate how the learning outcomes of the programme allow students to meet the standards for independent and / or supplementary prescribers:

1.11 be able to recognise different types of medication error and respond appropriately.

1.12 understand antimicrobial resistance and the role of infection prevention and control.

Reason: From a review of the programme documentation and discussions with the programme team, the visitors were unable to determine where in the curriculum the learning outcomes ensure that those who successfully complete the programme meet the standards for independent and / or supplementary prescribers. From the standards mapping document, the visitors were unable to determine how the above standards were being taught within the curriculum in such a way to ensure those who successfully complete the programme meet the standards for independent and / or supplementary prescribers. The visitors require the education provider to provide further evidence that demonstrates that the learning outcomes ensure all standards for independent and / or supplementary prescribers, specifically 1.11 and 1.12 are addressed within the curriculum.

C.9 When there is interprofessional learning the profession-specific skills and knowledge of each professional group must be adequately identified and addressed.

Condition: The programme team must provide further evidence on how they ensure profession-specific skills and knowledge of podiatrists are adequately identified and addressed.

Reason: From documentation provided prior to the visit the visitors could not discern how the education provider will ensure that the required profession-specific skills and knowledge of podiatrists are adequately identified and addressed. In scrutinising the evidence, the visitors noted that the Allied Health Professional (AHP) Independent and Supplementary Prescribing programme will be managed and run alongside the Nurse and Midwife Independent Supplementary Prescribing (V300) programme. However, the visitors were unable to gain a clear understanding of how the education provider will ensure that profession-specific skills and knowledge of podiatrists will be adequately identified and addressed within the programme. As such, the visitors require further evidence on how they ensure profession-specific skills and knowledge of podiatrists are adequately identified and addressed.

D.3 The practice placements must provide a safe and supportive environment.

Condition: The education provider must submit evidence to demonstrate how they will ensure that practice placements provide a safe and supportive environment.

Reason: From the documentation and discussions with the programme team and designated medical practitioners, the visitors were unable to find enough evidence to determine how this standard is met. As such they are unclear as to how the programme ensures, as part of their approval and monitoring process, that practice placements provide a safe and supportive environment, which also affects how the programme continues to meet other standards on practice placements. Practice placements should provide a safe and supportive environment for students and staff. The visitors therefore require evidence of how the education provider will ensure that practice placements provide a safe and supportive environment.

D.4 The education provider must maintain a thorough and effective system for approving and monitoring all practice placements.

Condition: The education provider must submit evidence to demonstrate how they maintain a thorough and effective system of approving and monitoring all placements.

Reason: The visitors noted a number of different documents submitted by the education provider to demonstrate how the programme meets this standard. However, in considering the initial documentation submitted and discussions held at the visit, the visitors could not find any evidence of overarching policies, systems and procedures in place regarding the approval and monitoring of placements used by the programme. From discussions with the programme team, it was unclear how the education provider would maintain responsibility for the approval and monitoring of practice placements. The visitors could not determine the criteria used by the programme team to assess a placement and the overall process undertaken to approve it, as well as how activities such as the practice educator and student questionnaires feed into this. The visitors therefore require further evidence of the overarching policies, systems and procedures

in place regarding the approval and monitoring of placements, and how they are put into practice, to ensure this standard is met. In particular, the visitors require further evidence of the criteria used to approve practice placement providers and settings. The overall process for the approval and ongoing monitoring of placements, and how information gathered from placement providers at approval, or during a placement experience is considered and acted upon. Any such evidence should articulate what the process in place is and how this supports the review of the quality of a placement.

D.5 There must be an adequate number of appropriately qualified, experienced and, where required, registered staff in the practice placements.

Condition: The education provider must provide further evidence to demonstrate how they ensure all placement settings have an adequate number of appropriately qualified, experienced and, where required, registered staff.

Reason: From the evidence provided prior to the visit, the visitors could not determine how the education provider ensures that practice placements have an adequate number of appropriately qualified, experienced and, where required, registered staff. In addition, the visitors from the discussions at the visit, were unable to determine the process in place for ensuring that there is an adequate number of appropriately qualified, experienced and, where required, registered staff at practice placements. Due to the evidence provided and the lack of clarity around the number of appropriately qualified and experienced staff at practice placement, the visitors were unclear how much responsibility the education provider has and would continue to have for ensuring that the placement settings have an adequate number of appropriately qualified, experienced and, where required, registered staff in place. The visitors were therefore unable to make a judgment about whether this standard is met. As such the visitors require further evidence to demonstrate how the education provider ensures practice placements have an adequate number of appropriately qualified and experienced and, where required, registered staff.

D.6 The designated medical practitioner must have relevant knowledge, skills and experience.

Condition: The education provider must provide further evidence to demonstrate how they ensure all designated medical practitioners have the relevant knowledge, skills and experience to supervise students.

Reason: From the evidence provided prior to the visit, the visitors could not determine how the education provider ensures all designated medical practitioners have the relevant knowledge, skills and experience to supervise students. In addition, the visitors from the discussions at the visit, were unable to determine the process in place for ensuring that designated medical practitioner have the relevant knowledge, skills and experience. Due to the evidence provided and the lack of clarity around the process for ensuring that designated medical practitioners have the relevant knowledge, skills and experience, the visitors were also unclear as to how much responsibility the education provider has and would continue to have for ensuring that all designated medical practitioners have the relevant knowledge, skills and experience to supervise students. The visitors were therefore unable to make a judgment about whether this standard is met, and requires further evidence as to how the education provider ensures all designated medical practitioner have the relevant knowledge, skills and experience to supervise students.

D.7 The designated medical practitioner must undertake appropriate training.

Condition: The programme team must provide further evidence to demonstrate how they ensure that designated medical practitioners have undertaken the appropriate placement educator training.

Reason: From the initial documentation provided, the visitors could not determine how the education provider ensures designated medical practitioners (DMPs) undertake the appropriate training. During discussions with the programme team, the visitors learnt that there are training options offered to DMPs but due to the nature of their role they are unable to attend classroom based training. Therefore, the DMPs currently on the Nurse and Midwife Independent and Supplementary Prescribing (V300) programme have not engaged with the training offered by the education provider. From this information, the visitors were unclear how much responsibility the education provider has and would continue to have for ensuring that all DMPs have undertaken the appropriate placement educator training. In addition, the visitors were also unclear as to what the programme team considers appropriate DMPs training and the monitoring systems in place to check that DMPs have had appropriate training. DMPs should have relevant training to ensure that all students on placement have as consistent experience as practicably possible when trying to achieve the learning outcomes. The visitors therefore require evidence of what the programme team considers appropriate DMPs training and how the monitoring mechanisms in place to check that DMPs meet this requirement. This is to ensure that the DMPs are appropriately trained and that the programme meet this standard.

D.8 The designated medical practitioner must be appropriately registered.

Condition: The education provider must demonstrate how they ensure designated medical practitioners are appropriately registered.

Reason: From the documentation and discussions with the programme team and designated medical practitioners (DMPs), the visitors were unable to find enough evidence to determine how this standard is met. As such they are unclear as to how the programme team checks that DMPs are appropriately registered, which also affects how the programme continues to meet other standards on practice placements. DMPs should be appropriately registered to ensure that all students on placement have as consistent experience as practicably possible when trying to achieve the learning outcomes. The visitors therefore require evidence of how the education provider will ensure that DMPs are appropriately registered and the monitoring mechanisms in place to check that this is the case at practice placements.

D.9 There must be regular and effective collaboration between the education provider and the practice placement provider.

Condition: The programme team must provide further evidence of regular and effective collaboration between the education provider and the designated medical practitioners.

Reason: From the documentation provided and in discussions with the programme team and designated medical practitioners (DMPs), the visitors were made aware that the service level agreements with DMPs were informal and based on the nature of their good relationships with the DMPs. The visitors discussed this with the programme team

and it was indicated that the programme team are in the process of developing a system to maintain regular and effective collaboration with DMPs. Therefore, the visitors were unable to determine from the evidence and discussions how the education provider will ensure they have regular and effective collaboration with the DMPs and consequently how this standard is met. The visitors require further evidence to show this standard is met. This standard is linked to other standards on practice placement.

D.10 Students and designated medical practitioners must be fully prepared for the practice placement environment, which will include being given information about:

- **the learning outcomes to be achieved;**
- **the timings and the duration of the experience and associated records to be maintained;**
- **expectations of professional conduct;**
- **the professional standards which students must meet;**
- **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 programme team must provide further information as to how the education provider ensures designated medical practitioners and students are fully prepared for placements.

Reason: The visitors could not determine from the documentary evidence provided how the programme team ensures that students, and designated medical practitioners (DMPs) are fully prepared for placement. In particular the visitors could not identify how DMPs were made aware of what individual students' ability and expected scope of practice would be before they were allocated to a placement setting. As such they could not identify how the programme team manages the expectations of both the students and DMPs to ensure that students gain the experience they require at each placement setting. At the student meeting, the visitors heard that students had a varied experience of the preparation placement meeting which impacted on student's feelings of preparedness. The visitors therefore require further evidence about the mechanisms in place, including the expected outcomes from a preparation meeting, which demonstrate how the education provider ensures students are fully prepared for placement. In particular this should demonstrate how DMPs are made aware of students' experience and expected scope of practice for each placement and how the expectation of both the students and DMPs at placement are managed to ensure that students get the experience they require to meet the relevant learning outcomes.

E.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards for independent and / or supplementary prescribers.

Condition: The education provider must provide evidence that demonstrates that the assessment strategy and design ensures that those who successfully complete the programme meet the following standards for independent and / or supplementary prescribers:

1.11 be able to recognise different types of medication error and respond appropriately.

1.12 understand antimicrobial resistance and the role of infection prevention and control.

Reason: From a review of the programme documentation and discussions with the programme team, the visitors were unable to determine where in the curriculum the assessment of the learning outcomes ensure that those who successfully complete the programme meet the above standards for independent and / or supplementary prescribers. From the standards mapping document, the visitors were unable to determine how the above standards for independent and / or supplementary prescribers were being taught and assessed within the curriculum in such a way to ensure those who successfully complete the programme meet the standards for prescribing for independent and / or supplementary prescribers. The visitors require the education provider to provide further evidence that demonstrates that the learning outcomes ensure all standards for independent and / or supplementary prescribers, specifically 1.11 and 1.12 are assessed within the curriculum.

E.10 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 a relevant part of the HCPC Register.

Condition: The education provider must include a clear statement in the assessment regulations 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 there was insufficient detail about the external examiner recruitment policy. It was not evident that there was an explicit requirement for at least one of the external examiners to be from the relevant part of the HCPC Register unless other arrangements are agreed. The visitors were satisfied with the current external examiner for the programme. However, the visitors need to see evidence that HCPC requirements regarding the external examiner on the programme have been included in the documentation to demonstrate that this standard continues to be met.

Recommendations

B.8 The resources to support student learning in all settings must be effectively used.

Recommendation: The education provider should inform HCPC once they have moved to the new campus through the HCPC major change process.

Reason: The visitors were satisfied that the on-site facilities at the Park campus were effectively supporting students through the programme. As such they were content that this standard has been met. However, the visitors were informed at the visit that the education provider intends to move the whole university to new grounds in the near future. The visitors were presented with brief information on where the university will be relocating to, but were not provided with any information on the resources that will be available at the new location. The visitors want to remind the education provider that they would need to notify HCPC through the major change process once they move to the new location as this may affect how the programme continues to meet this standard. In this way the HCPC can ensure that resources continue to be effectively used to support students in all settings and that this standard continues to be met

B.9 The resources to support student learning in all settings must effectively support the required learning and teaching activities of the programme.

Condition: The visitors recommend that the programme team continue to monitor the learning resources available to students on the programme, to ensure that they continue to effectively support the required learning and teaching activities of the programme.

Reason: From the tour of resources at the visit, the visitors were made aware of the variety and volume of resources available to support the required learning and teaching activities of the programme. They were therefore satisfied that this standard is met. However, once this programme is approved the number of students and staff that will require access to resources will increase. Therefore, the visitors would like to recommend that the programme team continue to monitor the learning resources available to students on the programme, to ensure that they continue to effectively support the required learning and teaching activities of the programme.

Christine Hirsch
Clare Bates
Gemma Quinn