

## HCPC approval process report

Education provider	University of Winchester
Name of programme(s)	BSc (Hons) Physiotherapy, Full time
Approval visit date	08 May 2018
Case reference	CAS-13008-B1Q5X3

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### Executive Summary

We are the Health and Care Professions Council (HCPC), a regulator set up to protect the public. We set standards for education and training, professional knowledge and skills, conduct, performance and ethics; keep a register of professionals who meet those standards; approve programmes which professionals must complete before they can register with us; and take action when professionals on our Register do not meet our standards.

The following is a report on the approval process undertaken by the HCPC to ensure that programme(s) detailed in this report meet our standards of education and training (referred to through this report as 'our standards'). The report details the process itself, the evidence considered, and recommendations made regarding programme approval.

Through undertaking this process, we have noted areas that may need to be considered as part of future HCPC assessment processes in section 7 of this report.

## Section 1: Our regulatory approach

### Our standards

We approve programmes that meet our education standards, which ensure individuals that complete the programmes meet proficiency standards. The proficiency standards set out what a registrant should know, understand and be able to do when they complete their education and training. The education standards are outcome focused, enabling education providers to deliver programmes in different ways, as long as individuals who complete the programme meet the relevant proficiency standards.

Programmes are normally [approved on an open-ended basis](#), subject to satisfactory engagement with our monitoring processes. Programmes we have approved are listed [on our website](#).

### How we make our decisions

We make independent evidence based decisions about programme approval. For all assessments, we ensure that we have profession specific input in our decision making. In order to do this, we appoint [partner visitors](#) to undertake assessment of evidence presented through our processes. The visitors make recommendations to the Education and Training Committee (ETC). Education providers have the right of reply to the recommendation of the visitors, inclusive of conditions and recommendations. If an education provider wishes to, they can supply 'observations' as part of the process.

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process reports, and any observations from education providers (if submitted). The Committee meets in public on a regular basis and their decisions are available to view [on our website](#).

### HCPC panel

We always appoint at least one partner visitor from the profession (inclusive of modality and / or entitlement, where applicable) with which the assessment is concerned. We also ensure that visitors are supported in their assessment by a member of the HCPC executive team. Details of the HCPC panel for this assessment are as follows:

Joanna Jackson	Physiotherapist
Kathryn Campbell	Physiotherapist
Mohammed Jeewa	Lay
Amal Hussein	HCPC executive

### Other groups involved in the approval visit

There were other groups in attendance at the approval visit as follows. Although we engage in collaborative scrutiny of programmes, we come to our decisions independently.

Janice de Sousa	Independent chair (supplied by the education provider)	University of Winchester
Rory Elliot and Tessa Valentine	Secretary (supplied by the education provider)	University of Winchester
Nina Paterson	Education Advisor	Chartered Society of Physiotherapy

Julie Jones	Professional Representative	Chartered Society of Physiotherapy
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## Section 2: Programme details

Programme name	BSc (Hons) Physiotherapy
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	1 September 2018
Maximum learner cohort	Up to 70
Intakes per year	1
Assessment reference	APP01869

We undertook this assessment of a new programme proposed by the education provider via the approval process. This involves consideration of documentary evidence and an onsite approval visit, to consider whether the programme meet our standards for the first time.

## Section 3: Requirements to commence assessment

In order for us to progress with approval and monitoring assessments, we require certain evidence and information from education providers. The following is a list of evidence that we asked for through this process, and whether that evidence was provided. Education providers are also given the opportunity to include any further supporting evidence as part of their submission. Without a sufficient level of evidence, we need to consider whether we can proceed with the assessment. In this case, we decided that we were able to undertake our assessment with the evidence provided.

Required documentation	Submitted
Programme specification	Yes
Module descriptor(s)	Yes
Handbook for learners	Yes
Handbook for practice based learning	Yes
Completed education standards mapping document	Yes
Completed proficiency standards mapping document	Yes
Curriculum vitae for relevant staff	Yes
External examiners' reports for the last two years, if applicable	This is a new programme.

We also expect to meet the following groups at approval visits:

Group	Met	Comments
Learners	Yes	The visitors met with learners from other programmes within the Department of Sport, Exercise and Health.
Senior staff	Yes	
Practice education providers	Yes	

Service users and carers (and / or their representatives)	Yes	
Programme team	Yes	
Facilities and resources	Yes	

## Section 4: Outcome from first review

### Recommendation of the visitors

In considering the evidence provided by the education provider as part of the initial submission and at the approval visit, the visitors' recommend that there was insufficient evidence to demonstrate that our standards are met at this time, but that the programme(s) should be approved subject to the conditions noted below being met.

### Conditions

Conditions are requirements that must be met before programmes can be approved. We set conditions when there is insufficient evidence that standards are met. The visitors were satisfied that a number of the standards are met at this stage. However, the visitors were not satisfied that there is evidence that demonstrates that the following standards are met, for the reasons detailed below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programmes, and then provide any further evidence to demonstrate how they meet the conditions. We set a deadline for responding to the conditions of 30 July 2018.

#### **2.1 The admissions process 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 ensure that appropriate, clear and consistent information, that enables applicants to make an informed choice about whether to take up a place on the programme, is available to applicants.

**Reason:** From the initial documentation provided, the visitors could not determine how the education provider ensures pertinent admissions information relating to the programme will be communicated to potential applicants in order for them to make an informed choice about whether to take up a place on the programme. At the visit, the visitors heard that the education provider intends to provide applicants with information packs containing programme information. However, the visitors were not provided with the information pack and as such, they were unable to assess whether the education provider is providing appropriate, clear and consistent information that enables applicants to make an informed choice about whether to take up a place on the programme. As such, they were unable to determine how important information would be appropriately communicated to prospective applicants. In particular how the education provider intends to communicate the following information to prospective applicants:

- selection and recruitment process;
- any additional costs learners may incur over and above the usual programme fee; and
- the expectation that learners will travel to practice-based learning settings at their own expense and that this is an additional cost for the learners.

The visitors therefore require further information showing how the education provider ensures prospective applicants are provided with the information they need to make an informed choice about whether to apply for a place on the programme.

#### **2.4 The admissions process must assess the suitability of applicants, including criminal conviction checks.**

**Condition:** The programme team must provide further information about the admissions procedures and how they ensure that successful applicants meet the education provider's requirements regarding Disclosure and Barring Service checks.

**Reason:** From the information provided in the documentation and in discussion at the visit, the visitors were clear that all learners must undergo a Disclosure and Barring Service (DBS) check as part of the admissions process to the programme. The visitors noted on page 63, the following statement "in exceptional circumstances the panel may choose not to proceed with the student application". The visitors were unable to determine what constitutes 'exceptional circumstances', or how a learner or the education provider would know the criteria for an application not being accepted. In discussions at the visit, the visitors were told that all learners must undergo a Disclosure and Barring Service (DBS) check as part of the admissions process to the programme. However, the visitors were unable to determine how the DBS check is applied and how policies are structured to deal with any issues that would arise as a result of the check. The visitors were also unable to determine how or whether the practice based learning providers are involved in the decision-making process and who makes the final decision about accepting a learner onto the programme should an issue arise. Therefore, the visitors require further information about the DBS checks that are applied at the point of admission. In particular, the visitors require further evidence of the education provider's process and clarification of who makes the final decision about accepting an applicant onto the programme if an issue arises from the DBS check.

#### **3.1 The programme must be sustainable and fit for purpose.**

**Condition:** The education provider must demonstrate that the future plans for the programme are sustainable.

**Reason:** Prior to the visit, the visitors understood there would be 15 learners per cohort with one annual intake, as per the visit request form. At the visit, the programme team confirmed that there would be a maximum of 70 learners per cohort with one intake per academic year. The senior team also noted that they could take more learners in one year, and less in another, and that the maximum of 70 learners per year would be on a full time basis. The visitors did not see a plan in place to explain the staffing for the programme considering the learner numbers and that this is the first physiotherapy programme at the university. As the visitors were also unable to see information that demonstrates what the staff-student ratio is, they could not determine that the programme will remain sufficiently staffed once the programme has been running for several years. Therefore, the education provider will need to demonstrate how they will ensure that the learner and staff numbers for the programme are managed, to ensure it is sustainable in the long term.

### **3.2 The programme must be effectively managed.**

**Condition:** The education provider must provide further evidence of the structure for the day-to-day management of the programme and the lines of responsibility of the teaching team.

**Reason:** Prior to the visit, the visitors were provided with brief curriculum vitae for all staff responsible for the programme. However, from the information provided, it was not clear which members of the programme team would be responsible for which aspects of programme management, or who would be delivering specific areas of the programme. At the visit, the visitors heard that plans to recruit additional staff members have been agreed. In discussions at the visit, the visitors were still unclear how the programme continues to be effectively managed even with the clinical hourly staff. As such, the visitors require further information regarding the structure for the day-to-day management of the programme and the lines of responsibility of the teaching team, including teaching and pastoral responsibilities. In this way, the visitors can determine how the management of the programme will work in practice, and how learners will be supported through the programme by members of the programme team.

### **3.3 The education provider must ensure that the person holding overall professional responsibility for the programme is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.**

**Condition:** The education provider must demonstrate how the process in place for identifying and appointing an appropriately qualified and experienced person to hold overall professional responsibility for the programmes is appropriate.

**Reason:** For this standard, the visitors were directed to the staff curriculum vitae. From the documentation and discussions with the senior team, the visitors were aware of the individual who will have overall professional responsibility for the programme. The visitors noted that the staff identified were appropriately qualified and experienced and, are on the relevant part of the Register. In the senior team meeting, the visitors were informed that there is a process in place to ensure that they identify and appoint an appropriately qualified and experienced person holding overall professional responsibility for the programme. The visitors were informed that this process includes sending out an expression of interest and that there are a set of prescribed qualifications and particular criteria including HCPC registration for undertaking the role. However, the visitors were not given the process to review, and therefore could not determine that it is appropriate to ensure that the education provider will continue to appoint a suitable person and, if it becomes necessary, a suitable replacement. As such, the visitors require the education provider to demonstrate that they have an effective process in place for ensuring that they only appoint a person, with overall professional responsibility for the programme, who is appropriately qualified and experienced and, unless other arrangements are appropriate, on the relevant part of the Register.

### **3.5 There must be regular and effective collaboration between the education provider and practice education providers.**

**Condition:** The education provider must demonstrate that there is regular and effective collaboration with practice education providers.

**Reason:** At the visit, the visitors discussed the collaboration that has taken place in the lead up to the approval visit and during the development of this programme. The visitors were given verbal reassurances that regular collaboration has taken place between the education provider and practice education providers. However the visitors were not able to see, from the evidence provided, the nature or extent of this collaboration. The visitors understood that current collaboration tends to be driven by existing relationships between individuals rather than by a formal process, and that it tends to be reactive rather than planned at regular intervals. It was not clear to the visitors whether formal records of meetings and communications between the education provider and practice education providers were kept. They were also unable to determine from the evidence provided and from discussions at the visit, the level of input practice education providers have had into the development of the new programme. They therefore require further evidence that there is regular and effective collaboration between the education provider and practice education providers, including the nature and extent of the collaboration.

### **3.6 There must be an effective process in place to ensure the availability and capacity of practice-based learning for all learners.**

**Condition:** The education provider must demonstrate that there is an effective process in place to ensure access to practice-based learning for all learners.

**Reason:** From a review of the documentation, the visitors noted that the SETs mapping document (SET 3.6) submitted by the education provider stated, “The programme is in the process of working with local education providers. The Programme Leader and Placement Manager are in the process of linking up with the South Coast Placement Group, Southwest placement group and the London placement group”. However, the visitors were not provided with evidence of the process in place that ensure that all learners on the programme have access to practice-based learning which meets their learning needs. From discussions with the programme team, the visitor understood that learners must undergo a placement provided by the education provider. However, from the evidence provided, the visitors were unable to identify whether there is an effective process in place for ensuring that there is sufficient availability and capacity of practice-based learning for all learners including future learners. The visitors therefore require the education provider to demonstrate how they will ensure that all learners are enabled to secure practice-based learning and that there is an effective process in place to ensure access to practice-based learning for all learners on the programme.

### **3.9 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.**

**Condition:** The education provider must provide further evidence to demonstrate that they have an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

**Reason:** Prior to the visit the visitors understood there would be 15 learners per cohort with one annual intake, as per the visit request form. At the visit, the programme team confirmed that there would be a maximum of 70 learners per cohort with one intake per academic year. In discussions with the senior team, the visitors heard that plans to recruit additional staff members have been agreed; however, the additional staff are yet to be recruited. Due to the lack of clarity about who would be delivering the different aspects of the programme, the visitors were unable to determine how, following the recruitment to these posts, there will be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme. The visitors therefore require further evidence to demonstrate that there is, or will be, an adequate number of appropriately qualified and experienced staff in place to deliver this programme effectively.

### **3.10 Subject areas must be delivered by educators with relevant specialist knowledge and expertise.**

**Condition:** The education provider must provide further information, which demonstrates that module leaders and external or associate tutors have the relevant specialist knowledge and expertise for their role in the programme.

**Reason:** The programme documentation submitted prior to the visit gave no indication of module leaders for this programme. During discussion at the visit it was highlighted that recruitment for staff to the programme was ongoing and the final arrangements as to the module leaders and module contributors were ongoing. In order to be assured that there is enough profession-specific input in to the programme and to ensure subject areas will be taught by staff with the relevant specialist expertise and knowledge, the visitors require further evidence. As such, the education provider must demonstrate who the module leaders and external/associate lecturers are and that they have the relevant specialist knowledge and expertise to deliver the programme content for which they are responsible. The visitors therefore require details of the module leaders and where contributions made from external or associate tutors will be in order to determine how this standard can be met.

### **3.12 The resources to support learning in all settings must be effective and appropriate to the delivery of the programme, and must be accessible to all learners and educators.**

**Condition:** The education provider must provide further evidence demonstrating how the resources to support learning in all setting will be appropriate to the delivery of the programme and be accessible to all learners.

**Reason:** Prior to the visit, the visitors understood there would be 15 learners per cohort with one annual intake, as per the visit request form. At the visit, the programme team confirmed that there would be a maximum of 70 learners per cohort with one intake per academic year. The visitors were given a tour of the physical learning resources at the new campus and were provided with images of what the new classrooms will look like once finished. The visitors were told that the new campus will be ready before the programme starts. Whilst the visitors were happy with the size of the classrooms available to learners, the visitors were not able to determine if this building is accessible for all learners and educators given that the access to the first floor is restricted. In addition, the visitors were not provided with a list of profession specific equipment that will be available for the number of learners on this programme. Therefore, the visitors

need to see further evidence to show the progress and accessibility of the new campus as well as a list of profession specific equipment that will be available for learners on this programme. In this way, the visitors will be assured that the resources to support learning in all setting will be appropriate to the delivery of the programme and be accessible to all learners.

### **3.12 The resources to support learning in all settings must be effective and appropriate to the delivery of the programme, and must be accessible to all learners and educators.**

**Condition:** The education provider must demonstrate what significant changes have been made, as a response to the professional body's requirements, and how those changes ensure that resources are effective and appropriate to the delivery of the programme.

**Reason:** Through discussion at the visit and from the conclusions of the Chartered Society of Physiotherapy, it was clear that revisions will be made to programme documentation to meet conditions set by the joint panel. The visitors consider the programme documentation that learners routinely refer to, an important resource to support learning. In particular, the joint panel conditions referred to amendments to module assessments, possibly the programme specification document, and the learner handbook. To ensure the programme meets this standard the visitors need to review any changes made to the resources due to the education provider's response to the internal validation event. As such, the education provider must provide evidence, which demonstrates that the amended learner resources to support learning are effective and appropriate to the delivery of the programme. The education provider may wish to provide the programme documentation that has been revised, or provide an overview of their response to the internal validation event.

### **3.16 There must be thorough and effective processes in place for ensuring the ongoing suitability of learners' conduct, character and health.**

**Condition:** The education provider must provide further information about the formal procedure in place for ensuring the ongoing suitability of learners' conduct, character and health.

**Reason:** Prior to the visit, the visitors were unable to determine whether there was a process in place, which deals with concerns about learners' conduct, character and health. In discussions at the visit, the visitors heard that practice educators are given training on learners' conduct and learners' conduct is monitored at practice-based learning by practice educators. However, the visitors were unable to determine a clear, definitive, formal procedure for dealing with issues around learners' conduct, character and health to ensure that issues of this kind are dealt with clearly and consistently. They were also unclear how this process links into the established fitness to practise procedure in place at the education provider. As a result, the visitors could not determine what criteria are used to determine when an issue related to learners' conduct is referred to the fitness to practise procedure and how this is communicated to learners, staff and practice educators to ensure consistency. Therefore, the visitors require clear evidence of the formal procedure in place to deal with issues around learners' profession-related conduct and how this procedure connects to the fitness to practise processes in determining if learners can continue on the programme. This evidence should also highlight what explicit information is provided to learners and

practice educators around this process so that visitors can determine how this standard is being met.

**3.18 The education provider must ensure learners, educators and others are aware that only successful completion of an approved programme leads to eligibility for admission to the Register.**

**Condition:** The education provider must revise programme documentation to clearly state, that if an exit award is awarded it does not lead to eligibility for admission to the HCPC Register.

**Reason:** From the documentation, the visitors noted BSc (Hons) Physiotherapy was listed as an exit award, along with Diploma of Health Studies and Certificate of Health Studies for this programme. In discussions with the programme team, it was clear that the final award for this programme is BSc (Hons) Physiotherapy and the exit awards are Diploma of Health Studies and Certificate of Health Studies. From the documentation, it was not clear how learners, educators and the public are made aware that exit awards do not lead to eligibility for admission to the HCPC Register. As such, the education provider should revisit programme documentation to clearly state that if an exit award is awarded it does not lead to eligibility for admission to the HCPC Register.

**4.9 The programme must ensure that learners are able to learn with, and from, professionals and learners in other relevant professions.**

**Condition:** The education provider must articulate how they will ensure that learners will be able to learn with, and from professionals in other relevant professions and where this will take place within the programme structure.

**Reason:** Prior to the visit, the visitors were unable to determine how learners will be able to learn with, and from professionals in other relevant professions. In discussions with the programme team, the visitors heard that there will be a case scenario that will link learners with General practitioners (GPs) and Social workers (SW). From the information provided the visitors could not determine what the 'case scenario' consisted of or how the education provider will ensure that each learner will be able to learn with and from other professionals. As such, the visitors were unclear how learners are prepared to work with other professionals across professions. From the discussions at the visit, the visitors were unclear on the rationale behind the design and delivery of interprofessional education or how the education provider intends to ensure that it is as relevant for learners on this programme. As such, the visitors were unable to determine the following:

- what interprofessional education will take place on the programme;
- why the professions and learners selected are relevant for this programme and;
- how learners will be able to learn with, and from, professionals and learners in other relevant professions

The education provider must therefore articulate what interprofessional learning will take place on the programme, and how they will ensure that learners will learn with, and from professionals in other relevant professions.

#### **4.10 The programme must include effective processes for obtaining appropriate consent from service users and learners.**

**Condition:** The education provider must provide evidence of the formal and effective process in place for obtaining appropriate consent from service users.

**Reason:** From a review of the documentation, the visitors did not see evidence of any formal protocols in place to obtain appropriate consent from service users in activities with learners such as role-play and practising clinical techniques. At the visit, the visitors were unclear how the education provider ensures that the learning and teaching methods respect the rights of service users and appropriate consent is sought from service users. To ensure this standard is met, the visitors require evidence of the formal protocols in place for obtaining consent from service users. They also require evidence that demonstrates how service users are informed about the requirement for them to participate in activities such as role-play and practising clinical techniques, and how records are maintained to indicate consent has been obtained. The education provider must therefore provide evidence of the formal process in place for obtaining appropriate consent from service users.

#### **4.11 The education provider must identify and communicate to learners the parts of the programme where attendance is mandatory, and must have associated monitoring processes in place.**

**Condition:** The education provider must define where attendance is mandatory and demonstrate that associated monitoring processes are in place, along with how these requirements are communicated to learners on the programme.

**Reason:** From review of the documentation, the visitors were unclear on the parts of the programme where attendance is mandatory, or what the consequences would be for learners that do not attend these parts of the programme. In the documentation, there is an 80 per cent attendance requirement; however, it is not clear exactly how this applies across the programme (for example, practice-based learning) or how attendance is monitored by the education provider. In discussions with the programme team, the visitors could not establish how the team would apply this requirement, or which parts of the programme could not be missed. Therefore, the education provider must define what the attendance requirements are across the programme elements, how attendance is monitored, and how this is communicated to learners. In this way, the visitors can determine whether this standard is met.

#### **5.2 The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.**

**Condition:** The education provider must demonstrate how they will ensure that all learners have access to practice-based learning opportunities of appropriate structure, duration and range to support the achievement of the learning outcomes.

**Reason:** Prior to the visit the visitors understood there would be 15 learners per cohort with one annual intake, as per the visit request form. At the visit, the programme team confirmed that there would be a maximum of 70 learners per cohort with one intake per academic year. Given the increase in learners from the original documentation, the visitors were unclear how learners will have access to practice-based learning of appropriate structure, duration and range to support the achievement of the learning

outcomes. In discussions with the programme team, the visitors heard that the education provider intends to make use of a wide variety of practice-based learning settings, and that this could be considered appropriate for physiotherapist trainees. However, it was not clear to the visitors how the education provider ensures that the structure, duration and range of practice-based learning will support the achievement of the learning outcomes and standards of proficiency for each learner. Additionally, the placement handbook gave a narrative briefly explaining some of the details of practice-based learning on the programme. However, it did not give any detailed information about the expected structure, duration or range of practice-based learning. In discussions with the programme team, the visitors were informed that practice-based learning for each learner would be different. The visitors were unable to determine how, without a process in place, the achievement of learning outcomes and standards of proficiency would be ensured for each learner on the programme. Therefore, visitors were not able to determine whether the education provider's approach to ensuring an appropriate structure, duration and range of practice-based learning was sufficient, as they could not see information about what this approach was. They therefore require the education provider to submit further evidence demonstrating how they will ensure an appropriate structure, duration and range of practice-based learning for all learners to determine whether this standard it met.

#### **5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.**

**Condition:** The education provider must demonstrate that there will be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

**Reason:** From the discussions at the visit, the visitors understood that learners will undertake a range of practice-based learning. As the visitors were unable to determine where learners will go for practice-based learning, the visitors could not make a judgement at this stage that the education provider will have an adequate number of appropriately qualified and experienced staff involved in practice-based learning. Specifically, the visitors were unable to see whether there is a process in place for identifying suitable practice-based learning staff, including the criteria that are used to make this judgement. In order for the visitors to determine whether this standard is met, the education provider must demonstrate there is a process in place for identifying and ensuring that there is an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

#### **5.6 Practice educators must have relevant knowledge, skills and experience to support safe and effective learning and, unless other arrangements are appropriate, must be on the relevant part of the Register.**

**Condition:** The education provider must demonstrate how the system for approving all practice-based learning on this programme will ensure that practice educators have relevant knowledge, skills and experience.

**Reason:** From the discussions at the visit, the visitors understood that learners will undertake a range of practice-based learning. As the visitors were unable to determine where learners will go for practice-based learning, they could not make a judgement at this stage that the education provider has a suitable process for ensuring that practice educators will have relevant knowledge, skills and experience. Specifically, the visitors

could not see that there is a process in place for identifying suitable practice-based learning staff, including the criteria used to ensure that these individuals have relevant knowledge, skills and experience. In order for the visitors to make a judgement about whether this standard is met, the education provider must demonstrate there is a process in place for ensuring practice educators have the relevant knowledge, skills and experience to support safe and effective learning.

#### **5.8 Learners and practice educators must have the information they need in a timely manner in order to be prepared for practice-based learning.**

**Condition:** The education provider must provide further information as to how the education provider ensures learners and practice educators are fully prepared for practice-based learning.

**Reason:** The visitors could not determine from the evidence provided how the education provider ensures that learners and practice educators are fully prepared for practice-based learning. In particular, they could not identify how they were made aware of the learners' ability and expected scope of practice while on placement and what the expectations of both the learners and practice educators should be at each individual placement to ensure that learners gain the experience they require. In the meeting with the practice educators, it was clear that discussions regarding information needed for practice-based learning was conducted on an informal basis. As such, the visitors were unable to determine the process in place for ensuring learners and practice educators have the information they need in a timely manner in order to be prepared for practice-based learning. The visitors therefore require information about the mechanisms in place, which demonstrate how the education provider ensures learners are fully prepared for practice-based learning. In particular, this should demonstrate how practice educators are made aware of students' experience and expected scope of practice for each placement and how the expectation of both the learners and practice educators at practice-based learning are managed to ensure that learners get the experience they require to meet the relevant learning outcomes. Therefore, the visitors require further evidence to demonstrate how learners and practice educators will be fully prepared for practice-based learning and in a timely manner.

#### **6.4 Assessment policies must clearly specify requirements for progression and achievement within the programme.**

**Condition:** The education provider must provide further evidence of the requirements for progression and achievement within the programme.

**Reason:** For this standard, the visitors were directed to information about assessment regulations and exemptions to academic regulations. From a review of the documentation, the visitors understood the requirements for progression and achievement within the programme. However at the visit, the visitors heard placements two, three and four are eight weeks in length and can be in different aspects of the same discipline. Alternatively, they can be split into two, four-week blocks in the same or similar discipline with one four-week block being in a secondary setting and another four weeks in a complementary community or primary care setting. From the discussions, the visitors noted that it is possible to fail one four-week placement but pass another four-week placement. As such, the visitors were unclear on the requirements for progression and achievement within the programme. In particular, the visitors were unable to determine the following:

- how progression is achieved if a learner fails one, four week placement but passes the other four week placement; and
- how requirement for progression and achievement relating to practice-based learning is communicated to learners.

In discussions with the learners, the visitors noted that there was a lack of clarity in their understanding around the expectations for progression and achievement within the programme. Therefore, the visitors require further evidence to demonstrate the requirements for progression and achievement within the programme and how this will be communicated to learners. In this way, the visitors can make determinations about whether the programme meets this standard.

### **6.5 The assessment methods used must be appropriate to, and effective at, measuring the learning outcomes.**

**Condition:** The education provider must further evidence that the assessment methods employed are appropriate to, and effective at, measuring the learning outcomes.

**Reason:** During the visit, the visitors were provided with revised module descriptors that have been amended as a result of internal validation at the visit. In scrutinising this evidence at the visit, the visitors noted that for a number of modules several learning outcomes were expected to be achieved but only one assessment method is employed. For example, page 32 of the revised module descriptors has five learning outcomes to be achieved but only one assessment method. The visitors were unsure how utilising one assessment method is appropriate to and effective at measuring whether the learners meet the learning outcomes for the programme. Although we do not specify the methods of assessment that should be included in the programme, the visitors were unable to see how the chosen method is effective at assessing whether all of the associated learning outcomes are met. In addition, from the information provided the visitors were unsure how the education provider ensures that assessments carried out at appropriate stages during the course of the programme match a learner's expected progression. As such, the education provider must further evidence that the assessment methods employed are appropriate to, and effective at, measuring the learning outcomes to ensure that learners who complete the programme can practise safely and effectively.

## Section 5: Outcome from second review

### **Second response to conditions required**

The education provider responded to the conditions set out in section 4. Following their consideration of this response, the visitors were satisfied that the conditions for several of the standards were met. However, they were not satisfied that the following conditions were met, for the reasons detailed below. Therefore, in order for the visitors to be satisfied that the following conditions are met, they require further evidence.

## **5.2 The structure, duration and range of practice-based learning must support the achievement of the learning outcomes and the standards of proficiency.**

**Condition:** The education provider must demonstrate how they will ensure that all learners have access to practice-based learning opportunities of appropriate structure, duration and range to support the achievement of the learning outcomes.

**Reason condition not met at this time:** To evidence this condition, the visitors were provided with an excel spreadsheet detailing the organisations that will be providing practice-based learning for this programme and the number of learners each organisation will take on. Upon reviewing the spreadsheet, the visitors noted that seven out of the 17 organisations were listed as 'in progress', the visitors understood this to mean that these practice-based learning opportunities have yet to be confirmed. Although it appears that there is capacity to support the first intake for this programme, there is not sufficient growth identified for the following academic year when an additional 120 placement will be required. Given this requirement, the visitors were unclear how learners will have access to practice-based learning of appropriate structure, duration and range to support the achievement of the learning outcomes for the whole programme.

**Suggested documentation:** Further evidence to demonstrate that all learners (including future learners) will have access to practice-based learning opportunities of appropriate structure, duration and range to support the achievement of the learning outcomes.

## **5.5 There must be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.**

**Condition:** The education provider must demonstrate that there will be an adequate number of appropriately qualified and experienced staff involved in practice-based learning.

**Reason condition not met at this time:** To evidence this condition, the visitors were provided with a schedule of practice educator training and a narrative of the quality assurance process for ensuring that staff were appropriately qualified and experienced. Whilst the visitors were satisfied with the level of training available to practice educators, they were unable to determine whether there were an adequate number of staff involved in practice-based learning. This standard is about making sure there is enough support for learners to take part in safe and effective practice-based learning. Given that by the second year of the programme there will be 120 learners, the visitors were unable to determine from the evidence provided how the education provider will ensure that there will be an adequate number of appropriately qualified and experienced staff involved.

**Suggested documentation:** Further evidence detailing that there will be an adequate number of appropriately qualified and experienced staff involved in practice-based learning, given the number of learners on the programme.

## Section 6: Visitors' recommendation

Considering the education provider's response to the conditions set out in section 4, and the request for further evidence set out in section 5, the visitors are satisfied that the conditions are met and recommend that the programme(s) are approved.

This report, including the recommendation of the visitors, will be considered at the 23 August 2018 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).

## Section 7: Future considerations for the programme(s)

We include this section to note areas that may need to be considered as part of future HCPC assessment processes. Education providers do not need to respond to this section at this time, but should consider whether to engage with the HCPC around these areas in the future. We include this section to note areas that may need to be considered as part of future HCPC assessment processes. Education providers do not need to respond to these areas through this assessment, but should consider how to engage with the HCPC around these areas in the future, for example through the monitoring processes. When this programme is next assessed against our standards, visitors will have access to this report, and will consider this section when making their recommendation on continuing programme approval.

From the documentation, discussions and presentation reviewed at the visit, the visitors were clear that the standards continue to be met. The visitors however, noted that capacity for practice-based learning over the course of the programme might be challenging given that there are existing provision at other education providers within the region. The visitors therefore require the education provider to submit information in the next annual monitoring audit to demonstrate that there is capacity to support the second and final year of the programme. This will enable learners to continue to have access to practice-based learning of appropriate structure, duration and range to support the achievement of the learning outcomes for the whole programme.