

## Visitors' report

<b>Name of education provider</b>	University of Wolverhampton
<b>Programme name</b>	BSc (Hons) Physiotherapy
<b>Mode of delivery</b>	Full time
<b>Relevant part of the HCPC Register</b>	Physiotherapist
<b>Date of visit</b>	3 – 4 May 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 the title 'physiotherapist' must be registered with us. The HCPC keep a register of health and care professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. This recommended outcome was accepted by the Education and Training Committee (Committee) on 8 December 2016. At the Committee meeting on 8 December 2016, the programme was approved. This means that the education provider has met the condition(s) outlined in this report and that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

## Introduction

The HCPC visited the programme at the education provider as it was a new programme which was seeking HCPC approval for the first time. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider reviewed the programme and the professional body considered their accreditation of the programme. The education provider, the professional body and the HCPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of the programme and dialogue throughout the visit; this report covers the HCPC's recommendations on the programme only. As an independent regulatory body, the HCPC's recommended outcome is independent and impartial and based solely on the HCPC's standards. A separate report, produced by the education provider and the professional body, outlines their decisions on the programme's status.

## Visit details

Name and role of HCPC visitors	Pamela Bagley (Physiotherapist) Kathryn Heathcote (Physiotherapist) Nicholas Drey (Lay visitor)
HCPC executive officer (in attendance)	Hollie Latham
Proposed student numbers	30 per cohort, 1 cohort per year
Proposed start date of programme approval	1 September 2017
Chair	Alan Hindle (University of Wolverhampton)
Secretary	Rebecca Bates (University of Wolverhampton)
Members of the joint panel	Will Varnam (Internal panel member) Cathy Shaw (Internal panel member) Nina Patterson (Chartered Society of Physiotherapy) Fiona Roberts (Chartered Society of Physiotherapy)

## Sources of evidence

Prior to the visit the HCPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The HCPC did not review external examiners' reports from the last two years prior to the visit as there is currently no external examiner as the programme is new.

During the visit the HCPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators / mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service users and carers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HCPC met with students from the BNurs (Hons) Adult Nursing, BSc (Hons) Sport and Exercise Science and the Extended / Supplementary Non-Medical Prescribing (V300) as the programme seeking approval currently does not have any students enrolled on it.

## Recommended outcome

To recommend a programme for approval, the visitors must be satisfied that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for the relevant part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 54 of the SETs have been met and that conditions should be set on the remaining four SETs.

Conditions are requirements that the education provider must meet before the programme can be approved. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors have also made a recommendation for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme can be approved. Recommendations are made to encourage further enhancements to the programme, normally when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

## Conditions

### **5.2 The number, duration and range of practice placements must be appropriate to support the delivery of the programme and the achievement of the learning outcomes.**

**Condition:** The education provider must demonstrate that an appropriate number and range of placements will be secured ready for the start date of this programme.

**Reason:** The programme team stated that they have not yet confirmed all placement settings due to the start date being so far in the future. The visitors understood, with the time frames involved, it would be difficult for the programme team to gain commitment from practice placement providers at this stage. However, the visitors were unable to see a clear plan of action for securing appropriate practice placements in time for the anticipated start date of this programme. For example, the visitors were not able to see how the education provider had considered the practice placements available against their intended student numbers. In addition to this, the visitors could not see which practice placement settings the education provider has or intends to work with to provide placements for this programme, and the timelines associated with this. From discussions at the visit, the visitors were satisfied that there is scope within the local area to provide an appropriate number and range of placements. However, without a clear action plan that outlines which placement settings the education provider intends to work with and the timelines associated with this, the visitors cannot be certain that this standard is met. The visitors therefore require documentation which outlines a clear and appropriate plan of action to ensure that there is an appropriate number and range of practice placements secured ready for the start date of this programme.

### **6.1 The assessment strategy and design must ensure that the student who successfully completes the programme has met the standards of proficiency for their part of the Register.**

**Condition:** The education provider must provide assessment criteria for the different modes of assessment, specific to this programme, which demonstrate how the assessment strategy and design ensures that those who successfully complete the programme meet the standards of proficiency (SOPs) for physiotherapists.

**Reason:** The programme team stated that they have not yet completed the assessment criteria specific to this programme due to the start date being so far in the future. The visitors understood this, however, for them to be able to make a judgement on the assessment strategy and design being appropriate to ensure that those who successfully complete the programme have met the SOPs for physiotherapists, they need to see the assessment criteria that will be used to assess students work, specific to this programme. The visitors therefore require the education provide to provide assessment criteria, specific to this programme, which demonstrates how the assessment strategy and design ensures that those who successfully complete the programme meet the standards of proficiency (SOPs) for physiotherapists.

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

**Condition:** The education provider must provide assessment criteria and clarity on assessment methods, specific to this programme, which demonstrate how assessment methods are employed that measure the learning outcomes.

**Reason:** The programme team stated that they have not yet completed the assessment criteria specific to this programme due to the start date being so far in the future. The visitors understood this, however, for them to be able to make a judgement on how assessment methods are employed that measure the learning outcomes, they need to see the assessment criteria that will be used to assess students work, specific to this programme. Specifically, the visitors were unable to see detail on the assessment methods that would be used for each module and how these are mapped to the learning outcomes. The visitors therefore require the education provider to provide assessment criteria, specific to this programme, which demonstrate how assessment methods are employed that measure the learning outcomes.

#### **6.5 The measurement of student performance must be objective and ensure fitness to practise.**

**Condition:** The education provider must provide assessment criteria and performance descriptors, specific to this programme, which demonstrate how the measurement of student performance is objective and ensures fitness to practise.

**Reason:** The programme team stated that they have not yet completed the assessment criteria or performance descriptors specific to this programme due to the start date being so far in the future. The visitors understood this, however, for them to be able to make a judgement on how the measurement of student performance is objective and ensures fitness to practise, they need to see the assessment criteria and performance descriptors that will be used to assess students work, specific to this programme. The visitors therefore require the education provider to provide assessment criteria and performance descriptors, specific to this programme, which demonstrate how assessment methods are employed that measure the learning outcomes.

## Recommendations

### 3.2 The programme must be effectively managed.

**Recommendation:** The visitors recommend that the programme team closely monitors any changes to the programme ahead of the intended start date so that they can inform the HCPC of any changes.

**Reason:** The visitors are satisfied with the current proposals for module content and staff recruitment and so are satisfied this SET is met. However, the visitors note that, as the start date for this programme is so far in the future, it is possible that there will be changes made to the programme before the intended start date of September 2017. Specifically, changes to module content and the staff recruitment strategy for the programme. The visitors therefore, wish to recommend to the programme team that areas such as module content and staff recruitment are monitored closely so that the education provider can advise the HCPC of any changes where necessary.

Pamela Bagley  
Kathryn Heathcote  
Nicholas Drey