

HCPC major change process report

Education provider	York St John University
Name of programme(s)	BHSc (Hons) Physiotherapy, Full time BSc (Hons) Physiotherapy, Part time
Date submission received	27 September 2019
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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 major change process undertaken by the HCPC to ensure that programmes 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.

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).

The ETC make decisions about the approval and ongoing approval of programmes. In order to do this, they consider recommendations detailed in process report. 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
Rabie Sultan	HCPC executive

Section 2: Programme details

Programme name	BHSc (Hons) Physiotherapy
Mode of study	FT (Full time)
Profession	Physiotherapist
First intake	01 September 2006
Maximum learner cohort	Up to 48 (across both routes)
Intakes per year	1
Assessment reference	MC04448

Programme name	BSc (Hons) Physiotherapy
Mode of study	PT (Part time)
Profession	Physiotherapist
First intake	01 August 2019

Maximum learner cohort	Up to 48 (across both routes)
Intakes per year	1
Assessment reference	MC04482

We undertook this assessment to consider whether the programme continues to meet our standards, following changes reported to us via the major change process. The following is an overview of the changes from the information received via this process.

The education provider also intends to have a new part time route for this programme, in addition to revising the programme by making changes to the curriculum and changing the way collaboration is done with the practice education providers. The learner numbers will increase to a maximum of 48 per cohort across both the routes.

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
Major change notification form	Yes
Completed major change standards mapping	Yes

Section 4: Outcome from first review

In considering the evidence provided by the education provider as part of the initial submission, the visitors were not satisfied that there was sufficient evidence that our standards continued to be met at this time, and therefore require further evidence as noted below.

Further evidence required

In order to determine whether the standards continue to be met, the visitors require further evidence for the following standards for the reasons noted below.

We expect education providers to review the issues identified in this report, decide on any changes that they wish to make to programme(s), and then provide any further evidence to demonstrate how they meet the standards.

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.

Reason: For this standard, the education provider evidenced a web link for the new part time route programme. From reviewing this web link, the visitors noted that there is mention of the new part time route to be a six years part-time programme. But the visitors could not find any other information regarding the part-time route such as how is

it different from the full time programme in terms of course structure, fee, programme delivery, teaching hours or practice-based learning hours. The education provider also evidenced a power point presentation that is used on open days. The two mentioned slide numbers demonstrated about the length of the part time programme and breakdown of the programme into two semesters per year. Slide number 20 mentioned practice-based learning is offered in the summer time in year two of the programme, but it was not clear if this is the same as what's done in the full time programme. The same slide also had a note stating that 'NB years 3 and 4 can be constructed as students wish'. From this, the visitors were not clear what this meant, and if this was a case of mixing and choosing the modules or placements in year three and four. If so, the visitors were unclear how is this communicated in detail to potential learners. Additionally, it was also not clear how the breakdown of semesters with details of placements is communicated to potential applicants who did not attend the open day, as this information was not available on the website. Due to this, the visitors could not determine if and how information about all aspects of the part time programme will be available to potential applicants. Therefore, the education provider must provide evidence demonstrating clear information regarding the admission process for the part time BSc (Hons) Physiotherapy programme. The evidence must cover all aspects of the programme to provide both the applicant and education provider with the information they require to make an informed choice about whether to take up or make an offer of a place on a programme.

Suggested evidence: Information demonstrating all aspect of the part time BSc (Hons) Physiotherapy programme that will be available to potential applicants and the education provider.

2.2 The selection and entry criteria must include appropriate academic and professional entry standards.

Reason: The education provider stated that there will be no changes to this standard, therefore no evidence was mapped. But from reviewing the web link evidenced for standard 2.1, the visitors noted the minimum entry requirements including the essential and valued criteria for the BSc (Hons) Physiotherapy programme. However, the visitors were not clear if these requirements are for the full time programme, part time programme or is it for both the routes. Due to this lack of clarity, the visitors could not determine if this standard has been met. Therefore, the education provider must demonstrate what are the entry and selection criteria including academic and professional entry standards for the part time BSc (Hons) Physiotherapy programme.

Suggested evidence: Information demonstrating entry and selection criteria including academic and professional entry standards for the part time BSc (Hons) Physiotherapy programme.

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

Reason: For this standard, the education provider explained in the mapping document about the 'simulation team' meetings, which comprises of two academic staff from the education provider and two clinical lead physiotherapists. The evidence provided contained learners' feedback from York Hospital in 2018, whilst the second document contained an email conversation with one of the practice-education providers. From this information provided, the visitors were not sure regarding the exact role of the

simulation team. It was also not clear from the evidence if and how regular collaboration takes place between the education provider and practice education providers. Given the changes in the programme delivery for the part time route, the visitors could not determine from the evidence whether this aspect has been discussed with the practice education providers. The education provider had also stated about the changes in style of practice-based learning due to patient type changes. Due to lack of clarity on how regular the meetings take place, it was not possible to determine whether this will have any impact on practice-based learning provisions and how will this ensure the effectiveness of the programme. Due to this, the visitors could not determine if this standard has been met. Therefore, the education provider must provide evidence demonstrating how regular and effective collaboration takes place between the education provider and practice education providers.

Suggested evidence: Information demonstrating how regular and effective collaboration takes place between the education provider and practice education providers, and its impact on practice-based learning. It is expected that evidence will cover how collaboration takes place and will continue to do so on a regular basis.

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

Reason: The education provider stated in the mapping document there will be no changes to this standard, therefore no evidence was provided. From reviewing the open day power point slides provided as evidence for standard 2.1, the visitors noted there will be summer time practice-based learning in year two of the part time BSc (Hons) Physiotherapy at Level four. It was not clear to the visitors if this is a new change for the part time programme and, if this is the case, then it seemed from the slides that the MSc Physiotherapy programme will also have learners on practice-based learning at the same time. Due to this, the visitors were not clear if and how capacity and availability for learners on the part time and full time BSc (Hons) Physiotherapy will be determined during the summer time, will this have any impact on the practice education providers considering that learners from two different programmes will need to be accommodated at the same time. Therefore, the visitors need clarity on the summer time practice-based learning for learners on the part time BSc (Hons) Physiotherapy, and how the education provider will ensure there is availability and capacity of practice-based learning for all learners on the full time and part time BSc (Hons) Physiotherapy.

Suggested evidence: Information demonstrating whether the summer time placements for the part time BSc (Hons) Physiotherapy in year two at Level four is a new change. If it is a new change, then how does the education provider ensure there is capacity and availability of practice-based learning for learners on the full time and part time programmes. Evidence should also demonstrate if capacity and availability of practice-based learning will in anyway be affected by the MSc Physiotherapy programmes.

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

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

Reason: The education provider stated in the mapping document that the reason to only increase the maximum learners by eight across both the routes for the BSc (Hons)

Physiotherapy was to ensure that student staff ratio stayed below 20:1 There was also mention that the staff for these programmes will be complemented by visiting lecturers, which will comprise of both clinicians and service users. The education provider mentioned about evidencing 'staff list 2019' document, but the visitors could not locate this document from the submission provided. Due to this, the visitors were unable to determine if there will be adequate number of appropriately qualified and experienced staff in place for the full time and part time BSc (Hons) Physiotherapy programmes. Without being able to see information on what staff will be involved and what their relevant qualifications will be, the visitors could not judge whether the programme will be delivered by staff with relevant specialist knowledge and expertise. Therefore, the education provider must provide evidence to demonstrate there are adequate number of appropriately qualified and experienced staff with relevant specialist knowledge and expertise in place, to deliver both the routes of BSc (Hons) Physiotherapy programmes.

Suggested evidence: Information demonstrating how many staff will be teaching on the BSc (Hons) Physiotherapy full time and part time programmes. Information should also demonstrate what qualifications and experience they possess, including clarity if they are full time or part time equivalent staff. It will be useful to know the roles and responsibilities of the staff dedicated towards these two programmes.

4.1 The learning outcomes must ensure that learners meet the standards of proficiency for the relevant part of the Register.

Reason: As per the standards mapping document, the education provider stated that they have adapted programme learning outcomes only, rather than module learning outcomes as per the wider policy at their organisation. The visitors reviewed the standards of proficiency (SOPs) mapping document, revised programme specifications, revised module specifications and programme handbook provided as evidence for this standard. The visitors noted the SOPs mapping document provided was not an updated one as it reflected the old version of the SOPs relevant to the old modules, and not the new modules. Additionally the visitors noted the learning outcomes were mapped to the university learning outcomes which were wide ranging and generic, rather than specific to a module across all modules. From reviewing the programme specification, the visitors noted the learning, teaching and assessment methods mentioned are generic statements that did not highlight how it will be carried out for each module. Without being able to see module specific learning outcomes, the visitors could not determine how this will ensure that every learner completing the programme can meet all the SOPs. Additionally, because of a lack of information demonstrating what the assessment criteria is and how will it help in measuring the learning outcomes the visitors could not see how assessments are linked to any specific learning outcomes.. For example, the module specification for module 2PS500 indicates the assessment method as a 45 minute practical. The module specification highlights which learning outcomes are to be met, but is mapped to the education provider's generic learning outcomes. As such, the visitors need to see the specific learning outcomes for module 2PS500 and its relevant assessment criteria, in order to determine how the SOPs are being met. Additionally, this is a similar pattern the visitors noted across all the modules. Therefore, the education provider needs to provide an updated SOPs mapping document reflecting the new modules and address what the learning outcomes are for each module including their assessment criteria. The visitors will then be able to determine how the learning outcomes ensure that learners meet the SOPs for the relevant part of the Register.

Suggested evidence: Information addressing what the learning outcomes are for each module including their assessment criteria. How the education provider ensures that the SOPs are being met for the relevant part of the Register. Additionally a SOPs mapping document demonstrating the current HCPC SOPs, reflecting the latest version of the modules will be helpful in determining this standard.

4.5 Integration of theory and practice must be central to the programme.

Reason: As per the mapping document, the education provider evidenced a placement handbook, module specifications and programme specification documents for this standard. However, the visitors could not locate the placement handbook as it was not submitted as part of the submission. Therefore, they were unable to view its contents. Additionally, there was mention of a summer time practice-based learning at Level four and international practice-based learning at Level five for the part time and full time BSc (Hons) Physiotherapy. It was also not clear from the information provided if the summer time practice-based learning is new and only for the part time route at Level four. Additionally, there was not much information provided regarding the international practice-based learning placements at Level five. Due to this, the visitors could not determine if and how theory and practical aspects of the programme will be linked, to ensure the effectiveness of the programme. Therefore, the education provider must provide evidence demonstrating how integration of theory and practice will remain central to the programme.

Suggested evidence: Information and clarity regarding the summer time practice-based learning and international practice-based learning at Level 5 for the part time and full time BSc (Hons) Physiotherapy programme. Evidence must demonstrate how theory and practice will be linked together and support each other.

5.3 The education provider must maintain a thorough and effective system for approving and ensuring the quality of practice-based learning.

Reason: The education provider stated there will be no changes to this standard, however the visitors noted there will be international practice-based learning at Level five for the part time and full time BSc (Hons) Physiotherapy programme. The visitors consider that there must be an existing system to approve and monitor the quality of practice-based learning settings within the UK, but were not clear how is this applied to international practice-based learning. From the evidence provided, the visitors were not clear on what processes or system is in place for the international placements and it was not clear who will have overall responsibility for this. Therefore, the education provider must provide evidence demonstrating there is a thorough and effective system for approving and ensuring the quality of international practice-based learning at Level 5 of the programme.

Suggested evidence: How the education provider approves the international practice-based learning for the BSc (Hons) Physiotherapy programmes at Level five, and what systems are in place for monitoring.

6.1 The assessment strategy and design must ensure that those who successfully complete the programme meet the standards of proficiency for the relevant part of the Register.

Reason: The education provider provided revised programme specification, module specification and assessment matrix documents for this standard. As noted under condition for standard 4.1, the visitors noted the learning outcomes were mapped to the education provider's generic programme-wide learning outcomes, rather than module specific learning outcomes. Due to this, it was difficult to assess how the SOPs will be met for these programmes. One such example is the presentations used as assessment method. The visitors noted the education provider stated that presentations are measured against the learning outcomes, but the learning outcomes for each module have not been specified. The visitors could not determine how the presentations as an assessment method will ensure that learners will meet the SOPs on completion of the programme. Therefore, the education provider must provide evidence demonstrating the module specific learning outcomes and how it links with the assessment methods, to ensure that learners who successfully complete the programme meet the SOPs for the relevant part of the Register.

Suggested evidence: Information the module specific learning outcomes and how it links with the assessment methods, to ensure that learners who successfully complete the programme meet the SOPs for the relevant part of the Register.

6.3 Assessments must provide an objective, fair and reliable measure of learners' progression and achievement.

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

Reason: The education provider evidenced the student guide to assessment, revised module specification, assessment matrix and programme handbook as evidence for these standards. From reviewing the evidence, the visitors noted the form used by practice education providers to carry out assessments. This is a generic form used to measure the learner's performance and learning outcomes by the practice education providers. As stated earlier in standards 4.1 and 6.1, the learning outcomes mentioned by the education provider are generic and wide-ranging rather than module specific learning outcomes. Additionally, it was noted by the visitors that two Level six placements have an additional viva which learners need to pass, but it was not clear from the evidence how will this be assessed. Due to this, the visitors could not determine how assessments will provide an objective, fair and reliable measure of learners' progression and achievement. Additionally, without knowing the module-specific learning outcomes it was not possible to determine how assessment methods will be used appropriately and effectively at measuring the learning outcomes, Therefore, the education provider must provider evidence demonstrating the module-specific outcomes that will be used to determine the learning outcomes at practice-based learning, how will this be conveyed to practice-education providers and the method of assessing the two viva examinations at Level six of both the programmes.

Suggested evidence: Information demonstrating:

- Module-specific learning outcomes including the ones relevant to practice-based learning;
- How this information is conveyed to practice-education providers;
- How this provides an objective, fair and reliable measure of learners' progression and achievement; and
- How the two viva examinations at Level six practice-based learning placements are assessed.

Section 5: Visitors' recommendation

Considering the education provider's response to the request for further evidence set out in section 4, the visitors are satisfied that there is sufficient evidence that the standards continue to be met and recommend that the programme(s) remain approved.

This report, including the recommendation of the visitors, will be considered at the 29 January 2020 meeting of the ETC. Following this meeting, this report should be read alongside the ETC's decision notice, which are available [on our website](#).