

Visitors' report

Name of education provider	University of the West of England, Bristol
Programme name	BSc (Hons) Healthcare Science (Transfusion and Transplantation Science).
Mode of delivery	Flexible
Relevant part of the HCPC Register	Biomedical scientist
Date of visit	12 – 13 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 the title 'biomedical scientist' 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 7 July 2016. At the Committee meeting on 7 July 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 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 professional body considered their accreditation of the programme. 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 professional body, outlines their decisions on the programme's status.

Visit details

Name and role of HCPC visitors	Ian Davies (Biomedical scientist) Pradeep Agrawal (Biomedical scientist) Simon Mudie (Lay visitor)
HCPC executive officer (in attendance)	Amal Hussein
HCPC observer	Stephen Cohen
Proposed student numbers	10 per cohort per year
Proposed start date of programme approval	September 2016
Chair	James Longhurst (University of the West of England, Bristol)
Secretary	Catherine Dyer (University of the West of England, Bristol)
Members of the joint panel	Alan Wainwright (External Panel Member) Alison Geddis (External Panel Member) Neville Hall (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 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 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"/>
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 FdSc Healthcare Science 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 35 of the SETs have been met and that conditions should be set on the remaining 22 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 did not make any 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 of education and training has been met at, or just above the threshold level.

Conditions

2.1 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 employees currently working in the NHS Blood and Transplant (BT) department.

Reason: From a review of the documentation, it was not clear to the visitors who the potential students for this programme would be. Discussions with the senior team revealed that the NHS BT would be the sole provider of potential students for this programme. It was confirmed by the senior team that this programme would not be open to anyone beside employees from NHS BT. 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 students will only be recruited from the NHS BT.

2.1 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 ensure potential applicants of the programme are given a complete range of information in order to make an informed choice about the programme.

Reason: Prior to the visit, the visitors were provided with a website link which contained generic information on entry requirement for the university. In discussions with the programme team, the visitors heard that admission information about the programme will be provided initially by NHS BT who screen the potential applicants and then further information will be provided to applicants by the education provider before the academic year commences. However, in scrutinising the evidence the visitors were unable to locate a complete range of information that will be provided to applicants by the education provider in order for them to make an informed choice. During discussions with the programme team the visitors highlighted the importance of providing full information about the programme to applicants in order for them to be able to make informed decision. This included information about:

- the application process requirements;
- the learning contract;
- the enhanced disclosure and barring service and medical clearance;
- the five weeks academic blocks; and
- the interview day.

The visitors therefore require further evidence to demonstrate how the above information is communicated to potential applicants, to ensure that they are able to make an informed decision regarding whether to take up an offer of a place on the programme.

2.3 The admissions procedures must apply selection and entry criteria, including criminal convictions checks.

Condition: The education provider must revise the admissions procedures and programme documentation to clearly articulate the procedures for criminal convictions checks for the programme.

Reason: From documentation provided prior to the visit the visitors could not discern how the education provider will ensure that the admissions procedures applies selection and entry criteria, including criminal convictions checks. In scrutinising the evidence, the visitors noted that each application is approved by a member of the programme academic in liaison with NHS BT. However, from the evidence the visitors were unable to determine the process for managing Disclosure and Barring Service (DBS) checks. At the visit, the visitors met with the programme team and learnt that the education provider has a process for managing DBS checks. Discussions covered who makes a final decision about an applicant if they have a positive DBS and how applicants declare any convictions. 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 provider admission procedure for applying selection and entry criteria, including criminal convictions checks. In addition to, how this information will be communicate to potential applicants. In this way, the visitors can be assured that this standard is met.

2.4 The admissions procedures must apply selection and entry criteria, including compliance with any health requirements.

Condition: The programme team must revise the admission process and programme documentation to clearly articulate the procedures for managing occupational health requirements.

Reason: From documentation provided prior to the visit the visitors could not discern how the education provider will ensure that the admissions procedures applies selection and entry criteria, including compliance with any health requirements. In scrutinising the evidence, the visitors noted that each application is approved by a member of the programme academic in liaison with NHS BT. However, from the evidence the visitors were unable to determine the process for managing occupational health requirements. At the visit, the visitors met with the programme team and learnt that the education provider has a procedure for managing occupational health requirements. Discussions covered the requirement for vaccinations and occupational health assessments. 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 provider admission procedures for applying selectins and entry criteria, including compliance with any health requirements. In addition to, how this information will be communicate to potential applicants. In this way, the visitors can be assured that this standard is met.

2.6 The admissions procedures must apply selection and entry criteria, including accreditation of prior (experiential) learning and other inclusion mechanisms.

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: The visitors noted that the education provider has information regarding their AP(E)L policy outlined in their 'academic regulations and procedure', which is a generic university wide policy. However, the visitors were unable to locate any clear detailed information regarding AP(E)L within the information provided to applicants to this programme. Discussion with the programme team clarified the policy was not regularly used. The programme team spoke of the support they provided applicant through this process. However, there is little information about it in the admissions information in relation to this programme. In addition, the visitors were unclear as to how the programme applied the generic AP(E)L policy and how potential applicants were made aware of what constitutes as criteria for AP(E)L. The visitors were also unable determine how the programme team actively monitor the AP(E)L process against the Standards of Proficiency (SOPs). The visitors therefore require the education provider to revise the admissions and programme documentation to explain the process in place.

3.1 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 documentation 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 plan in the education provider's business plan. In scrutinising evidence, the visitors noted that the majority of the programme will be delivered offsite, 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 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.

3.2 The programme must be effectively managed.

Condition: The education provider must provide further evidence to clearly articulate areas of responsibility across all areas of the programme to demonstrate that the programme is effectively managed.

Reason: From the documentation the visitors were unable to gain a clear understanding of the lines of responsibility for the education provider and the staff at the training sites based in the partnership NHS BT departments. In discussions at the visit it was articulated that the education provider would have overall responsibility for the programme. When the visitors asked for clarification about the roles and responsibilities of the different people who will be delivering the programme offsite, they were provided with a power point and a discussions about the different roles and responsibilities. However, from the discussions the visitors were unable to determine the exact roles and responsibilities of staff contracted by the education provider to deliver the programme at the partner training centres. As such, and without evidence of who is accountable for the delivery of each aspect of the programme, the visitors were unable to identify how the programme will be effectively managed. The visitors were also

unable to tell how the delegation of responsibility to trainers at NHS BT staff would ensure that the education provider has the information it needs to maintain overall responsibility for every aspect of the programme. The visitors therefore need further evidence to determine what aspects of programme delivery are delegated to staff at partner organisations and how this delegation will work to provide the education provider the information they require to effectively manage the programme.

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

Condition: The education provider must provide further evidence of the regular monitoring and evaluation systems in place for this programme.

Reason: From the documentation provided prior to the visit, the visitors could not determine what regular monitoring and evaluation systems will be in place for this programme. During the visit, the visitors discussed the monitoring and evaluation of several aspects of the programme with the programme team and how feedback will be managed between the education provider and BT NHS practice educators. However from the evidence provided in the documentation and in the discussions the visitors were unclear about several aspects of the feedback systems. In particular, the visitors could not determine how student feedback will be considered by the programme team, how any changes initiated by this feedback will be implemented, and how any changes to the programme following feedback will be communicated to students. As such, the visitors require further evidence to clearly articulate the regular monitoring and evaluation systems in place for this programme, how these systems will be implemented and how they will be used to quality assure the delivery of this programme to ensure that this standard is met

3.7 A programme for staff development must be in place to ensure continuing professional and research development.

Condition: The education provider must provide further evidence to show how they ensure continuing professional and research development for staff.

Reason: From the documentation, the visitors were unable to determine how the teaching staff maintained their research, teaching and professional development to enable them to deliver an effective programme. In a meeting with the programme team, the visitors heard that a number of staff engaged in various research projects and further education. However, from this meeting the visitors were not able to gain a full understanding of the current participation from staff in research and continued professional development. The visitors noted it is important for the programme curriculum to ensure the teaching staff are up to date academically and professionally. The visitors therefore require further information to evidence the current involvement of staff in professional and research development to show that they will continue to deliver the programme effectively.

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

Condition: The education provider must provide further evidence of the process undertaken to ensure training sites have resources in place to support student learning in all settings.

Reason: From the documentation prior to the visit, the visitors understood that majority of the programme will be delivered either remotely via an online learning environment (OLE) or at the university for five weeks academic blocks. During discussions the visitors were made aware upon confirmation of approval from the HCPC the programme team intend to approve a training site at Filton with the possibility of also approving other training sites. In discussions with the programme team the visitors heard that the programme team would approve training sites to ensure that they have appropriate resources in place to support student learning before sending students to the sites. However, the visitors could not determine from the evidence provided how approval of training sites would be conducted and how the education provider would ensure that processes were in place to identify if students at certain training sites lacked access to any resources, such as equipment to support clinical study. The visitors were also unclear how these processes would ensure parity of access to resources for students across all placement areas, and what the team would do to address any issues about resource access should they arise. The visitors therefore require further evidence to demonstrate how the programme team ensures that all students have access to the resources they require in order to successfully complete the programme. They also require further detail of the approval process in place that will enable the programme team to ensure that students across training sites have resources in place to support student learning in all settings. In addition, the visitor require confirmation of the number of training sites the education provider intends to approve for this programme.

3.10 The learning resources, including IT facilities, must be appropriate to the curriculum and must be readily available to students and staff.

Condition: The education provider must provide further information about how they ensure that the resources including IT facilities across training sites are appropriate to the curriculum and are readily available to students and staff.

Reason: From the evidence provided the visitors were aware of the learning resources including IT facilities that are being offered by the education provider such as an online library and an academic skills community. However, the majority of this programme will be delivered either remotely via an online learning environment (OLE) or at the university for five weeks academic blocks. During discussions with the programme team, the visitors were informed that the programme team would approve training site centres to ensure that that they have appropriate resources including IT facilities. However, the visitors could not determine how approval of training sites would be conducted and how the education provider would ensure that processes were in place to ensure that resources across all training site centres are appropriate to the curriculum and readily available to student and staff. Therefore, the visitors require further evidence as to how the approval process conducted by the programme team ensures that there are sufficient resources including IT facilities across all training site centres. The visitors also require evidence to demonstrate how the programme team will ensure that the resources are appropriate to the curriculum and are readily available to students and staff across all training site centres. In this way the visitors can determine how the resources to support student learning are being effectively used and how the programme may meet this standard.

3.14 Where students participate as service users in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Condition: The programme team must provide evidence of the protocols to obtain informed consent from students when they participate as service users and for managing situations when students decline from participating as service users, in practical sessions.

Reason: The visitors reviewed the mapping document provided prior to the visit and noted the comment made by the education provider in the mapping document, “risk assessments are in place for all student practical”. The visitors noted through discussion with the students and the programme team that there were no recognised protocols for obtaining informed consent from students before they participated as a service user in practical sessions. The visitors were concerned that without consent protocols in place it would be hard to mitigate any risk involved with students participating as service users. The visitors could not determine how students were informed about participation requirements within the programme, how records were maintained to indicate consent had been obtained, or how situations where students declined from participation were managed with alternative learning arrangements so there would be no impact on their learning. The visitors therefore require the programme team to provide evidence of protocols for obtaining informed consent from students and for managing situations where students decline from participating in practical and clinical teaching.

3.17 Service users and carers must be involved in the programme.

Condition: The education provider must submit further evidence to demonstrate how service users and carers will continue to be involved in the programme.

Reason: From the documentation provided, the visitors could not determine the exact nature of service users and carer involvement in the programme. The programme documentation suggested service users and carers will be involved in many aspects of the programme, such as admissions and programme delivery. Also, during discussions at the visit, it was indicated service users and carers may be involved in the interview process. However, from the discussions with the programme team it was clear that formal future plans to involve service users throughout the programme have yet to be finalised. At the visit, the programme team indicated that there are plans for their further involvement in the programme, but provided limited details about how the involvement will work. The visitors were unable to determine from the discussions or from the documentation provided that a plan is in place for how service users and carers will continue to be involved in the programme. In order to determine that this standard is met the visitors require further evidence demonstrating the plans for future service user and carer involvement and the training offered to support their involvement.

5.4 The education provider must maintain a thorough and effective system for approving and monitoring all 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 if they rely on IBMS approved list of approved 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 feedback will 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 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.

5.5 The placement providers must have equality and diversity policies in relation to students, together with an indication of how these will be implemented and monitored.

Condition: The education provider must provide evidence of how they ensure equality and diversity policies are in place within practice placements.

Reason: The documentation submitted prior to the visit included the procedures for approving and monitoring practice placement providers. The visitors reviewed this information but were unable to determine from this how the education provider ensures that practice placement providers have equality and diversity policies in place in relation to students. Discussions with the programme team indicated that there is a process in place to ensure practice placement providers have equality and diversity policies in place, but the visitors were unsure what these processes were and how this process formed part of the auditing and approving of all placements. In order to determine how the programme continues to meet this standard the visitors require the education provider to provide evidence to demonstrate how they ensure practice placement providers have equality and diversity policies in place and how they intend to continue to monitor this.

5.6 There must be an adequate number of appropriately qualified and experienced staff at the practice placement setting.

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

Reason: From the initial documentation, the visitors were unable to determine how the education provider ensures that there will be an adequate number of appropriately qualified and experienced staff at the practice placement settings. In scrutinising evidence, such as the professional profile and discussions at the visit the visitors learnt that the NHS BT, hold a database of staff that can act as placement educators. The

visitors were told that the NHS BT would feedback to the education providers regarding how many number of appropriately qualified and experienced staff were at each practice placement setting. However, the visitors were not provided with any evidence of how this will be done or how the education provider would maintain responsibility for ensuring all placement settings have an adequate number of qualified and experience staff at practice placement settings across the partnership sites. The visitors could therefore not determine how the education provider ensures that practice placements have an adequate number of appropriately qualified and experienced staff. As such the visitors will require further evidence to demonstrate how the programme can meet this standard.

5.7 Practice placement educators must have relevant knowledge, skills and experience.

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

Reason: From the initial documentation the visitors were unable to determine how the education provider ensures that practice placement educators have the relevant knowledge, skills and experience to supervise a student. In scrutinising evidence, such as the professional profile and discussions at the visit the visitors learnt that the NHS BT, hold a database of staff that can act as placement educators due to their relevant knowledge, skills and experience. The visitors were told that the NHS BT would feedback to the education providers regarding practice educators relevant knowledge, skills and experience. However, the visitors were not provided with any evidence of how this will be done or how the education provider would maintain responsibility for ensuring all practice educators have the relevant knowledge, skills and experience across all the partnership sites. The visitors could therefore not determine how the education provider ensures that practice educators have the relevant knowledge, skills and experience to supervise a student. As such the visitors will require further evidence to demonstrate how the programme can meet this standard.

5.8 Practice placement educators must undertake appropriate practice placement educator training.

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

Reason: From the initial documentation provided, the visitors could not determine how the education provider ensures practice placement educators undertake appropriate practice placement educator training. During discussions with the programme team, the visitors learnt that there are practice educators training options that are offered to practice educators including workshops. The visitors acknowledged that there are training opportunities and workshops provided by the education provider for practice placement educators but were unable to see how each individual placement educator's training is monitored, or how the requirements for training feeds into partnership agreements with the providers. The visitors were unclear about the steps taken by the education provider to ensure that suitably trained placement educators were in place for students across the NHS BT sites. To ensure this standard is met, the visitors require the education provider to clearly articulate the training requirements for placement

educators and the processes in place for ensuring these requirements are met and monitored in practice placement setting.

5.9 Practice placement educators must be appropriately registered, unless other arrangements are agreed.

Condition: The programme team must provide evidence to demonstrate how they ensure that practice placement educators are appropriately registered, or agree other arrangements with the HCPC.

Reason: During discussions at the visit, the visitors heard that a register of all practice placement educators will be held by the employer NHS BT and that this register will record the practice placement educators' registration status. However, the visitors were unclear as to how the education provider would maintain responsibility for ensuring placement educators are appropriately registered if the registration of practice educators are held by the NHS BT. They were also unclear as to the role of the education provider in agreeing other arrangements should appropriately registered practice placement educators not be available at certain placement sites. To ensure that this standard is met, the visitors require further evidence of the process in place in ensuring placement educators are appropriately registered and what arrangements will be put in place should registered placement educators not be available.

5.11 Students, practice placement providers and practice placement educators must be fully prepared for placement which will include information about an understanding of:

- **the learning outcomes to be achieved;**
- **the timings and the duration of any placement experience and associated records to be maintained;**
- **expectations of professional conduct;**
- **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 evidence which demonstrates how the learning outcomes, methods of assessment and alignment of modules for placements are effectively communicated and understood by students and practice educators.

Reason: From the documentation prior to the visit, the visitors understood that students on this programme will be already employed by NHS BT and therefore their placement will be at their work place. In discussions at the visit, the visitors heard that there will be opportunities for the student to go to different NHS BT sites in order to gain a complete placement experience. However, from the documentation the visitors were unable to determine how students, practice placement providers and practice educators will be fully prepared for placements. In addition, the visitors could not find detail in the documentation to support placement experiences, specifically regarding the learning outcomes, methods of assessment and alignment of modules for placements and how this will be effectively communicated and understood by all parties. The visitors therefore require further evidence that the students and placement educators at placement settings are given sufficient information to understand the learning outcomes to be achieved, and are therefore fully prepared for placement settings.

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

Condition: The education provider must provide further information on the processes in place to ensure that assessments undertaken at training sites are objective and ensure fitness to practise.

Reason: From the documentation prior to the visit, the visitors understood that majority of the programme will be delivered either remotely via an online learning environment (OLE) or at the university for five weeks academic blocks. During discussions the visitors were made aware upon confirmation of approval from the HCPC the programme team intend to approve a training site at Filton with the possibility of approving other training sites. From the discussions, the visitors were unable to determine whether the practice educators at the training sites would carry out assessments on the students at these sites. From the discussions, the visitors were unable to determine how the measurement of student performance would be objective and ensure fitness to practice across the different sites. Parity in assessments is a vital part of ensuring that the measurement of student performance is objective and ensures fitness to practice. Therefore, the visitors require further evidence of the process in place in ensuring assessments undertaken at training sites are objective and ensure fitness to practise.

6.6 There must be effective monitoring and evaluation mechanisms in place to ensure appropriate standards in the assessment.

Condition: The education provider must provide further evidence of the monitoring and evaluation mechanisms used to ensure appropriate standards in the assessment at the Filton site or any other training site used for this programme.

Reason: From the documentation prior to the visit, the visitors understood that majority of the programme will be delivered either remotely via an online learning environment (OLE) or at the university for five weeks academic blocks. During discussions the visitors were made aware upon confirmation of approval from the HCPC the programme team intend to approve a training site at Filton with the possibility of approving other training sites. From the discussions, the visitors were unable to determine whether the practice educators at the training sites would carry out assessments on the students at these sites. From the discussions, the visitors were unable to determine the monitoring mechanisms in place to ensure that if practice educator carried out assessment, then the education provider will ensure that each site will follow the same assessment methods with the same level of scrutiny. The visitors noted that assurance of consistency across sites is vital to ensure appropriate standards in assessment. The visitors therefore require further information on the monitoring processes to be used by the education provider to show that effective monitoring and evaluation mechanisms are in place to ensure appropriate standards in the assessment.

6.9 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.

Condition: The programme team must revisit the programme documentation to clearly articulate that aegrotat awards do not lead to registration with the HCPC.

Reason: From the documentation provided the visitors could not determine where in the assessment regulations there was a clear statement regarding aegrotat awards.

This standard requires that the programme documentation clearly states that an aegrotat award will not provide eligibility for admission to the HCPC Register to avoid any confusion. The visitors could not determine from the documentation how the programme team ensured that students understood that aegrotat awards would not enable them to be eligible to apply to the Register. The visitors therefore require the programme documentation to be updated to clearly specify that an aegrotat award would not provide eligibility for admission to the Register. This will provide clarity for students and to ensure that this standard is met.

Ian Davies
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Simon Mudie