

## Visitors' report

<b>Name of education provider</b>	Sheffield Hallam University
<b>Programme name</b>	BSc (Hons) Occupational Therapy Practice Based Learning (formerly Occupational Therapy)
<b>Mode of delivery</b>	Work based learning
<b>Relevant part of HPC Register</b>	Occupational therapist
<b>Date of visit</b>	27 – 28 April 2010

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## Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Occupational therapist' must be registered with us. The HPC keep a register of health 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 ongoing approval of the programme. The education provider has until 15 June 2010 to provide observations on this report. The report and any observations received will be considered by the Education and Training Committee on 7 July 2010. At this meeting, the Committee will accept the visitors' recommended outcome and approve the programme.

## Introduction

The HPC visited the programme at the education provider to consider major changes proposed to the programme. As well as the change in programme title, the major change affected the following standards – the level of qualification for entry to the Register, programme admissions, programme management and resources, curriculum, practice placements and assessment. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that 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 visit also considered a different programme – BSc (Hons) Physiotherapy. The education provider, the professional body and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. A separate report exists for the other programme. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. Separate reports, produced by the education provider and the professional body, outline their decisions on the programmes' status.

## Visit details

Name of HPC visitors and profession	Margaret Foster (Occupational therapist) Joanna Goodwin (Occupational therapist)
HPC executive officer (in attendance)	Ben Potter
Proposed student numbers	18
Initial approval	April 2000
Effective date that programme approval reconfirmed from	January 2011
Chair	Jayne Stocks (Sheffield Hallam University) (day 1) Jeff Waldock (Sheffield Hallam University) (day 2)
Secretary	Eleanor Willcocks
Members of the joint panel	Fiona Drew (Internal Panel Member) Mike Purdy (Internal Panel Member) Remy Reyes (College of Occupational Therapists) Jo Watson (College of Occupational Therapists) Jackie Taylor (College of Occupational Therapists)

## Sources of evidence

Prior to the visit the HPC 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 HPC saw the following groups or facilities:

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

## Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured 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 their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that the ongoing approval of the programme is reconfirmed.

The visitors did not set any conditions for the programme.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. 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 made a number of recommendations for the programme.

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

The visitors did not make any commendations on the programme.

Commendations are observations of innovative best practice by a programme or education provider.

## Recommendations

### **4.5 The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.**

**Recommendation:** The education provider should consider including references to the HPC guidance on conduct performance and ethics alongside references to professional body ethical guidance and include it in relevant module reading lists.

**Reason:** The visitors noted in the programme documentation and in discussions with students and the programme team that the HPC standards of conduct performance and ethics is understood by the students as they are dealt with in the curriculum. The visitors are therefore satisfied that the SET is met. However to further embed the standards within the learning the visitors recommend that where references are made to any guidance on conduct performance and ethics from the College of Occupational Therapists, the HPC guidance is also referenced. The visitors also recommend that in relevant module reading lists the HPC guidance on conduct performance and ethics is included.

### **6.11 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.**

**Recommendation:** The education provider should consider revising the programme documentation to ensure consistency in specifying the need for external examiners to be appropriately registered unless other arrangements are agreed.

**Reason:** The visitors noted in the documentation and in discussion with the programme team that there is a requirement for the appointment of at least one external examiner from the appropriate part of the HPC register unless other arrangements are agreed. The visitors are therefore satisfied that the SET is met. However the visitors also noted in the programme documentation that references to the appointment of external examiners were inconsistent in mentioning this requirement. Therefore the visitors recommend that the programme documentation is revised to ensure that there is no confusion and that this requirement is made explicit in the relevant parts of the documentation.

Joanna Goodwin  
Margaret Foster

## Visitors' report

<b>Name of education provider</b>	Sheffield Hallam University
<b>Programme name</b>	BSc (Hons) Physiotherapy Practice Based Learning (formerly Physiotherapy)
<b>Mode of delivery</b>	Work based learning
<b>Relevant part of HPC Register</b>	Physiotherapist
<b>Date of visit</b>	27 – 28 April 2010

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## Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 15 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Physiotherapist' or 'Physical therapist' must be registered with us. The HPC keep a register of health 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 ongoing approval of the programme. The education provider has until 15 June 2010 to provide observations on this report. The report and any observations received will be considered by the Education and Training Committee on 7 July 2010. At this meeting, the Committee will accept the visitors' recommended outcome and approve the programme.



## Introduction

The HPC visited the programme at the education provider to consider major changes proposed to the programme. As well as the change in programme title, the major change affected the following standards - the level of qualification for entry to the Register, programme admissions, programme management and resources, curriculum, practice placements and assessment. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that 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 visit also considered a different programme – BSc (Hons) Occupational Therapy. The education provider, the professional body and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. A separate report exists for the other programme. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. Separate reports, produced by the education provider and the professional body, outline their decisions on the programmes' status.

## Visit details

Name of HPC visitors and profession	Ann Green (Physiotherapist) Kathleen Bosworth (Physiotherapist)
HPC executive officer (in attendance)	Ben Potter
Proposed student numbers	16
Initial approval	January 1996
Effective date that programme approval reconfirmed from	January 2011
Chair	Jayne Stocks (Sheffield Hallam University (day 1) Jeff Waldock (Sheffield Hallam University) (day 2)
Secretary	Eleanor Willcocks
Members of the joint panel	Fiona Drew (Internal Panel Member) Mike Purdy (Internal Panel Member) Nina Thompson (Chartered Society of Physiotherapists) Karen Beeton (Chartered Society of Physiotherapists)

## Sources of evidence

Prior to the visit the HPC 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 HPC saw the following groups or facilities:

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

## Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured 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 their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that the ongoing approval of the programme is reconfirmed.

The visitors did not set any conditions for the programme.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. 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 made a number of recommendations for the programme.

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

The visitors have also made a commendation.

Commendations are observations of innovative best practice by a programme or education provider.

## Recommendations

### **4.5 The curriculum must make sure that students understand the implications of the HPC's standards of conduct, performance and ethics.**

**Recommendation:** The education provider should consider including references to the HPC guidance on conduct performance and ethics alongside references to professional body ethical guidance and include it in relevant module reading lists.

**Reason:** The visitors noted in the programme documentation and in discussions with students and the programme team that the HPC standards of conduct performance and ethics is understood by the students as they are dealt with in the curriculum. The visitors are therefore satisfied that the SET is met. However to further embed the standards within the learning the visitors recommend that where references are made to any guidance on conduct performance and ethics from the Chartered Society of Physiotherapists (CSP), the HPC guidance is also referenced. The visitors also recommend that in relevant module reading lists the HPC guidance on conduct performance and ethics is included.

### **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.**

**Recommendation:** The education provider should consider continuing the efforts to look for and introduce students to practice placements in a variety of non-traditional settings especially in partnership with other healthcare professionals.

**Reason:** The visitors noted in the programme documentation, in discussions with the programme team and with the students that the practice placements were a crucial part of the programme. The number, duration and range of practice placements were considered appropriate and enabled students to achieve the relevant learning outcomes. Therefore the visitors are satisfied that the SET is met. However to further enhance the learning provided by the practice placements the visitors recommend that the programme team continue to monitor the range of placements. Particularly they recommend that the team continue to look for opportunities to place students in non-traditional settings to provide students with a greater knowledge of the variety of potential work places and also provide opportunities to work closely with other health professionals.

### **6.11 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner who must be appropriately experienced and qualified and, unless other arrangements are agreed, be from the relevant part of the Register.**

**Recommendation:** The education provider should consider revising the programme documentation to ensure consistency in specifying the need for external examiners to be appropriately registered unless other arrangements are agreed.

**Reason:** The visitors noted in the documentation and in discussion with the programme team that there is a requirement for the appointment of at least one external examiner from the appropriate part of the HPC register unless other arrangements are agreed. The visitors are therefore satisfied that the SET is met. However the visitors also noted in the programme documentation that references to the appointment of external examiners were inconsistent in mentioning this requirement. Therefore the visitors recommend that the programme documentation is revised to ensure that there is no confusion and that this requirement is made explicit in the relevant parts of the documentation.

## Commendations

The visitors wish to commend the following aspect of the programme:

**Commendation:** The programme team should be commended on the innovative use of the HPC Standards of proficiency (SOPs) for Physiotherapists to create a grid on which students can track their professional development throughout the programme.

**Reason:** The visitors noted in the programme documentation (p. 204 of the module guidance) that there had been a grid developed for the use of students. The grid is based around the SOPs for Physiotherapists and is intended for students to fill in as they progress through the programme. The visitors would like to commend the team on the development and use of this grid as a guide for students in allowing them to self evaluate against the standards and provides a greater awareness of their own professional development. Information about this can be found by contacting the Faculty of Health and Wellbeing at Sheffield Hallam University.

Kathleen Bosworth  
Ann Green