Major change visitors' report

Contents

Section one: Programme details

Name of education provider	Academy for Healthcare Science
Programme title	Certificate of Attainment
Mode of delivery	Full time
Relevant part of the HCPC Register	Clinical scientist
Date of submission to the HCPC	November 2014
Name and role of HCPC visitors	Tim Cross (Clinical scientist) Sian Ellard (Clinical scientist) Andrea Haworth (Clinical scientist) Mark White (Clinical scientist)
HCPC executive	Tracey Samuel-Smith

Section two: Submission details

Summary of change

SET 4: Curriculum
A new specialism of Clinical bioinformatics has been introduced comprising of the following three areas - Genomics, Health informatics and Physical Sciences. To assess the standards of proficiency (SOPs) against the Clinical bioinformatics learning outcomes and competences, assessment days were held.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- SOPs mapping document
- Scientific Training Programme – Clinical bioinformatics curriculum
- Scientific Training Programme – Clinical bioinformatics work based learning guide

Section three: Additional documentation

☐   The visitors agreed that no further documentation was required in order to make a recommendation.

☒   The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

4.1   The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.

Reason: Within the documentation submitted, the visitors were unable to identify where students would learn about and therefore meet the standards of proficiency outlined below in Appendix 1.

Suggested documentation: Guidance or further information demonstrating where these SOPs are delivered.

Section four: Recommendation of the visitors

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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒   There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐   There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Appendix 1

Genomics

Overall SOP not met	Component SOP not met	Visitor comments
1a.6 be able to practise as an autonomous professional, exercising their own professional judgement	Recognise that they are personally responsible for and must be able to justify their decisions	The visitors were referred to page 6 of the Curriculum document. Within the wider documentation, they found references to the decisions of others but no references to that of an individual being personally responsible, and being able to justify their decisions. The visitors therefore require further clarification or evidence to demonstrate how this standard will be met.
3a.3 understand the need to establish and maintain a safe practice environment	Be able to select appropriate personal protective equipment and use it correctly	Within rotation C, Information and Communications Technology in the Clinical Environment module, the visitors found evidence of health and safety requirements and the management of risk including electrical and workshop safety. In Rotation A, Introduction to Clinical Bioinformatics and Genetics, they identified health and safety requirements and management of risk in a laboratory/clinical setting, and in the Professional Practice module patient safety regulations (eg COSHH), however, they could not identify specific reference to personal protective equipment. They were therefore unable to determine how students would be able to select the right personal protective equipment and use it correctly. The visitors therefore require further clarification or evidence to demonstrate how this standard will be met.

Health informatics

Overall SOP not met	Component SOP not met	Visitor comments
1a.6 be able to practise as an autonomous professional, exercising their own professional judgement	Recognise that they are personally responsible for and must be able to justify their decisions	The visitor was referred to page 6 of the Curriculum document. Within the wider documentation, they found references to the decisions of others but no references to that of an individual being personally responsible, and being able to justify their decisions. The visitor therefore requires further clarification or evidence to demonstrate how this standard will be met.
2c.2 be able to audit, reflect on and review practice	Understand the importance of participating in accreditation systems relating to the modality	The visitor was referred to page 6 of the Curriculum document. Within the wider documentation, they identified all aspects of quality monitoring and systems but could find no reference to understanding the importance of participating in accreditation systems relevant to Health informatics. The visitor therefore requires further clarification or evidence to demonstrate how this standard will be met.
3a.3 understand the need to establish and maintain a safe practice environment	Be able to select appropriate personal protective equipment and use it correctly	Within rotation C, Information and Communications Technology in the Clinical Environment module, the visitors found evidence of health and safety requirements and the management of risk including electrical and workshop safety. In Rotation A, Introduction to Clinical Bioinformatics and Genetics, they identified health and safety requirements and management of risk in a laboratory/clinical setting, and in the Professional Practice module patient safety regulations (eg COSHH), however, they could not identify specific reference to personal protective equipment. They were therefore unable to determine how students would be able to select the right personal protective equipment and use it correctly. The visitors therefore require further clarification or evidence to demonstrate how this standard will be met.

Physical sciences

Overall SOP not met	Component SOP not met	Visitor comments
1a.6 be able to practise as an autonomous professional, exercising their own professional judgement	Recognise that they are personally responsible for and must be able to justify their decisions	The visitor was referred to page 6 of the Curriculum document. Within the Clinical and Science Computing for the Physical Sciences 1 module they identified that students would have to justify decisions in software life cycle management and safety case construction. The visitor was satisfied this example demonstrated how students would be able to justify their decisions, however, the visitor could find no evidence to show how students would recognise they were personally responsible for their decisions. The visitor therefore requires further clarification or evidence to demonstrate how this standard will be met
2c.1 be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly	Be able to use quality control and quality assurance techniques, including restorative action	From the generic Professional Practice and Physical Science specific modules, the visitor identified that students would be able to use quality control and quality assurance techniques. However, the visitor was unable to identify where students would learn how to take restorative action, for example when quality control measurements fail or when handling problem reports as part of software life cycle management. The visitor therefore requires further clarification or evidence to demonstrate how this standard will be met.
3a.3 understand the need to establish and maintain a safe practice environment	Be able to select appropriate personal protective equipment and use it correctly	Within rotation C, Information and Communications Technology in the Clinical Environment module, the visitors found evidence of health and safety requirements and the management of risk including electrical and workshop safety. In Rotation A, Introduction to Clinical Bioinformatics and Genetics, they identified health and safety requirements and management of risk in a laboratory/clinical setting, and in the Professional Practice module patient safety regulations (eg COSHH), however, they could not identify specific reference to personal protective equipment. They were therefore unable to determine how students would be able to select the right personal protective equipment and use it correctly. The visitors therefore require further clarification or evidence to demonstrate how this standard will be met.

Major change visitors' report

Contents

Section one: Programme details

Name of education provider	Academy for Healthcare Science
Programme title	Certificate of Equivalence
Mode of delivery	Full time
Relevant part of the HCPC Register	Clinical scientist
Date of submission to the HCPC	November 2014
Name and role of HCPC visitors	Tim Cross (Clinical scientist) Sian Ellard (Clinical scientist) Andrea Haworth (Clinical scientist) Mark White (Clinical scientist)
HCPC executive	Tracey Samuel-Smith

Section two: Submission details

Summary of change

SET 4: Curriculum
A new specialism of Clinical bioinformatics has been introduced comprising of the following three areas - Genomics, Health informatics and Physical Sciences. To assess the standards of proficiency (SOPs) against the Clinical bioinformatics learning outcomes and competences, assessment days were held.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- SOPs mapping document
- Scientific Training Programme – Clinical bioinformatics curriculum
- Scientific Training Programme – Clinical bioinformatics work based learning guide

Section three: Additional documentation

☐   The visitors agreed that no further documentation was required in order to make a recommendation.

☒   The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

4.1   The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.

Reason: Within the documentation submitted, the visitors were unable to identify where students would learn about and therefore meet the standards of proficiency outlined below in Appendix 1.

Suggested documentation: Guidance or further information demonstrating where these SOPs are delivered.

Section four: Recommendation of the visitors

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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒   There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐   There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Appendix 1

Genomics

Overall SOP not met	Component SOP not met	Visitor comments
1a.6 be able to practise as an autonomous professional, exercising their own professional judgement	Recognise that they are personally responsible for and must be able to justify their decisions	The visitors were referred to page 6 of the Curriculum document. Within the wider documentation, they found references to the decisions of others but no references to that of an individual being personally responsible, and being able to justify their decisions. The visitors therefore require further clarification or evidence to demonstrate how this standard will be met.
3a.3 understand the need to establish and maintain a safe practice environment	Be able to select appropriate personal protective equipment and use it correctly	Within rotation C, Information and Communications Technology in the Clinical Environment module, the visitors found evidence of health and safety requirements and the management of risk including electrical and workshop safety. In Rotation A, Introduction to Clinical Bioinformatics and Genetics, they identified health and safety requirements and management of risk in a laboratory/clinical setting, and in the Professional Practice module patient safety regulations (eg COSHH), however, they could not identify specific reference to personal protective equipment. They were therefore unable to determine how students would be able to select the right personal protective equipment and use it correctly. The visitors therefore require further clarification or evidence to demonstrate how this standard will be met.

Health informatics

Overall SOP not met	Component SOP not met	Visitor comments
1a.6 be able to practise as an autonomous professional, exercising their own professional judgement	Recognise that they are personally responsible for and must be able to justify their decisions	The visitor was referred to page 6 of the Curriculum document. Within the wider documentation, they found references to the decisions of others but no references to that of an individual being personally responsible, and being able to justify their decisions. The visitor therefore requires further clarification or evidence to demonstrate how this standard will be met.
2c.2 be able to audit, reflect on and review practice	Understand the importance of participating in accreditation systems relating to the modality	The visitor was referred to page 6 of the Curriculum document. Within the wider documentation, they identified all aspects of quality monitoring and systems but could find no reference to understanding the importance of participating in accreditation systems relevant to Health informatics. The visitor therefore requires further clarification or evidence to demonstrate how this standard will be met.
3a.3 understand the need to establish and maintain a safe practice environment	Be able to select appropriate personal protective equipment and use it correctly	Within rotation C, Information and Communications Technology in the Clinical Environment module, the visitors found evidence of health and safety requirements and the management of risk including electrical and workshop safety. In Rotation A, Introduction to Clinical Bioinformatics and Genetics, they identified health and safety requirements and management of risk in a laboratory/clinical setting, and in the Professional Practice module patient safety regulations (eg COSHH), however, they could not identify specific reference to personal protective equipment. They were therefore unable to determine how students would be able to select the right personal protective equipment and use it correctly. The visitors therefore require further clarification or evidence to demonstrate how this standard will be met.

Physical sciences

Overall SOP not met	Component SOP not met	Visitor comments
1a.6 be able to practise as an autonomous professional, exercising their own professional judgement	Recognise that they are personally responsible for and must be able to justify their decisions	The visitor was referred to page 6 of the Curriculum document. Within the Clinical and Science Computing for the Physical Sciences 1 module they identified that students would have to justify decisions in software life cycle management and safety case construction. The visitor was satisfied this example demonstrated how students would be able to justify their decisions, however, the visitor could find no evidence to show how students would recognise they were personally responsible for their decisions. The visitor therefore requires further clarification or evidence to demonstrate how this standard will be met
2c.1 be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly	Be able to use quality control and quality assurance techniques, including restorative action	From the generic Professional Practice and Physical Science specific modules, the visitor identified that students would be able to use quality control and quality assurance techniques. However, the visitor was unable to identify where students would learn how to take restorative action, for example when quality control measurements fail or when handling problem reports as part of software life cycle management. The visitor therefore requires further clarification or evidence to demonstrate how this standard will be met.
3a.3 understand the need to establish and maintain a safe practice environment	Be able to select appropriate personal protective equipment and use it correctly	Within rotation C, Information and Communications Technology in the Clinical Environment module, the visitors found evidence of health and safety requirements and the management of risk including electrical and workshop safety. In Rotation A, Introduction to Clinical Bioinformatics and Genetics, they identified health and safety requirements and management of risk in a laboratory/clinical setting, and in the Professional Practice module patient safety regulations (eg COSHH), however, they could not identify specific reference to personal protective equipment. They were therefore unable to determine how students would be able to select the right personal protective equipment and use it correctly. The visitors therefore require further clarification or evidence to demonstrate how this standard will be met.

Major change visitors' report

Contents

Section one: Programme details

Name of education provider	Oxford Brookes University
Programme title	FdSc Paramedic Emergency Care
Mode of delivery	Full time Part time Flexible
Relevant part of the HCPC Register	Paramedic
Date of submission to the HCPC	12 March 2015
Name and role of HCPC visitor	Bob Fellows (Paramedic)
HCPC executive	Hollie Latham

Section two: Submission details

Summary of change

SET 3: Programme management and resources

The education has appointed a new programme leader.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Curriculum vitae for Matthew Catterall

Section three: Additional documentation

☒   The visitor agreed that no further documentation was required in order to make a recommendation.

☐   The visitor agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

Section four: Recommendation of the visitor

To recommend a programme for on-going 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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitor agreed to recommend to the Education and Training Committee that:

☒   There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐   There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on on-going approval of the programme.

Section five: Visitor comments

The education provider has highlighted this change across both the FdSc Paramedic Science and BSc (Hons) Paramedic Science. It is noted that the BSc (Hons) Paramedic Science programme has recently undergone an approval visit and is currently subject to approval by the HCPC. It is therefore noted that the BSc (Hons) Paramedic Science programme cannot be reviewed under the major change process at this stage. The education provider should submit a separate major change notification for the BSc (Hons) Paramedic Science once and if this receives approval from the HCPC.

Major change visitors' report

Contents

Section one: Programme details

Name of education provider	Queen Margaret University
Programme title	Post Graduate Diploma (pre-registration) in Speech and Language Therapy
Mode of delivery	Full time
Relevant part of the HCPC Register	Speech and language therapist
Date of submission to the HCPC	9 February 2015
Name and role of HCPC visitors	Elspeth McCartney (Speech and language therapist) Caroline Sykes (Speech and language therapist)
HCPC executive	Mandy Hargood

Section two: Submission details

Summary of change

SET 3: Programme management and resources
SET 4: Curriculum
SET 6: Assessment

The education provider has revised the curriculum as part of an internal review to include professional body updates. The changes included revisions to the assessments for the modules for the programme. The education provider also advised the HCPC of staffing updates for the programme.

The following documents were provided as part of the submission:

• Major change notification form (completed by the HCPC executive)
• Context pack
• Major change SETs mapping document (completed by education provider)
• Programme specification

- Adult Social Placement Handbook
- Changes in the structure of the programme
- Clinical Placement Handbook
- Clinical Report Form
- Module Descriptors
- Nursery Placement Handbook
- SOPs mapping 2015
- Placement Information final summer placement
- Placement Information level 1 semester
- Placement Information level Semesters 1 and 2
- Primary School Placement Handbook
- Review Document
- Staff Curriculum vitae
- Student Handbook
- Validation Document

Section three: Additional documentation

☒ The visitors agreed that no further documentation was required in order to make a recommendation.

☐ The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

Section four: Recommendation of the visitors

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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒ There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐ There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Major change visitors' report

Contents

Section one: Programme details

Name of education provider	Queen Margaret University,
Programme title	MSc (pre registration) in Speech and Language Therapy
Mode of delivery	Full time Part time
Relevant part of the HCPC Register	Speech and language therapist
Date of submission to the HCPC	9 February 2015
Name and role of HCPC visitors	Elspeth McCartney (Speech and language therapist) Caroline Sykes (Speech and language therapist)
HCPC executive	Mandy Hargood

Section two: Submission details

Summary of change

SET 3: Programme management and resources
SET 4: Curriculum
SET 6: Assessment

The education provider has revised the curriculum as part of an internal review to include professional body updates. The changes included revisions to the assessments for the modules for the programme. The education provider also advised the HCPC of staffing updates for the programme.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)

- Programme specification
- Adult Social Placement Handbook
- Changes in the structure of the programme
- Clinical Placement Handbook
- Clinical Report Form
- Module Descriptors
- Nursery Placement Handbook
- SOPs mapping 2015
- Placement Information final summer placement
- Placement Information level 1 semester
- Placement Information level Semesters 1 and 2
- Primary School Placement Handbook
- Review Document
- Staff Curriculum vitae
- Student Handbook
- Validation Document

Section three: Additional documentation

☒ The visitors agreed that no further documentation was required in order to make a recommendation.

☐ The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

Section four: Recommendation of the visitors

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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒ There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐ There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Major change visitors' report

Contents

Section one: Programme details

Name of education provider	Sheffield Hallam University
Programme title	BSc (Hons) Physiotherapy
Mode of delivery	Full time
Relevant part of the HCPC Register	Physiotherapist
Date of submission to the HCPC	18 March 2015
Name and role of HCPC visitor	Karen Harrison (Physiotherapist)
HCPC executive	Nicola Baker

Section two: Submission details

Summary of change

SET 3 Programme management and resources

The programme leader has changed from Lorna Scott to Helen Batty.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- Curriculum vitae for new programme leader

Section three: Additional documentation

☒　　　　The visitor agreed that no further documentation was required in order to make a recommendation.

☐　　　　The visitor agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

Section four: Recommendation of the visitor

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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitor agreed to recommend to the Education and Training Committee that:

☒　　　　There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐　　　　There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Major change visitors' report

Contents

Section one: Programme details

Name of education provider	University of Surrey
Programme title	Practitioner Doctorate in Psychotherapeutic and Counselling Psychology (PsychD)
Mode of delivery	Full time
Relevant part of the HCPC Register	Practitioner Psychologist
Relevant modality	Counselling Psychologist
Date of submission to the HCPC	31 March 2015
Name and role of HCPC visitors	Tony Ward (Counselling psychologist) Dave Packwood (Counselling psychologist)
HCPC executive	Mandy Hargood

Section two: Submission details

Summary of change

The education provider has provided the HCPC with several changes. The changes impacted on several standards across the standards of education and training. This includes changes to staffing, the curriculum, assessment and practice placements.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- Programme specification
- Assessment guidelines
- Outline of research unit
- External examiner's reports

- Programme handbook
- Placement handbook
- Assessment details from therapeutic skills and training unit
- Overview of the theoretical models unit
- Role profile for new teaching fellow

Section three: Additional documentation

☒　The visitors agreed that no further documentation was required in order to make a recommendation.

☐　The visitors agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

Section four: Recommendation of the visitors

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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that:

☒　There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐　There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.

Major change visitors' report

Contents

Section one: Programme details

Name of education provider	Teesside University
Programme title	Foundation Degree Paramedic Science
Mode of delivery	Full time
Relevant part of the HCPC Register	Paramedic
Date of submission to the HCPC	19 March 2015
Name and role of HCPC visitor	Anthony Hoswell (Paramedic)
HCPC executive	Nicola Baker

Section two: Submission details

Summary of change

SET 3: Programme management and resources

Change of programme leader to Chris Moat.

The following documents were provided as part of the submission:

- Major change notification form (completed by the HCPC executive)
- Context pack
- Major change SETs mapping document (completed by education provider)
- Curriculum Vitae for Chris Moat
- Teesside University programme leader person specification

Section three: Additional documentation

☒ The visitor agreed that no further documentation was required in order to make a recommendation.

☐ The visitor agreed that additional documentation was required in order to make a recommendation. The standards of education and training (SETs), for which additional documentation was requested, are listed below with reasons for the request.

Section four: Recommendation of the visitor

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 have demonstrated an ability to meet our standards of proficiency (SOPs) for their part of the Register.

The visitor agreed to recommend to the Education and Training Committee that:

☒ There is sufficient evidence to show the programme continues to meet the standards of education and training and that those who complete the programme will continue to demonstrate an ability to meet the standards of proficiency.

☐ There is insufficient evidence to determine if or how the programme continues to meet the standards of education and training listed. Therefore, a visit is recommended to gather more evidence and if required place conditions on ongoing approval of the programme.