Major change visitors' report

Contents

Section one: Programme details

Name of education provider	University of Bradford
Programme title	BSc (Hons) Diagnostic Radiography
Mode of delivery	Full time
Relevant part of the HCPC Register	Radiographer
Relevant modality	Diagnostic radiographer
Date of submission to the HCPC	4 January 2016
Name and role of HCPC visitors	Linda Mutema (Diagnostic radiographer) Patricia Fillis (Diagnostic radiographer)
HCPC executive	Amal Hussein

Section two: Submission details

Summary of change

SET 2: Programme admissions
SET 3: Programme management and resources
SET 4: Curriculum
SET 5: Practice placements
SET 6: Assessment

The education provider has highlighted a number of changes to the programme in line with their internal review. These include changing modules within the curriculum, the structure of practice placements and the methods of assessment within 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
- Appendix 1 Student written submission
- Appendix 2 Learning outcomes map
- Appendix 2 Tier 1 Dementia Standard Mapping document
- Appendix 2 Learning Teaching Assessment
- Appendix 2 Subject Benchmark Map
- Appendix Inter Professional Education Map
- Appendix 3 Level 4 Module Descriptor and Reading Lists
- Appendix 3 Level 5 Module Descriptor and Reading Lists
- Appendix 3 Level 6 Module Descriptor and Reading Lists
- Critical Review Document
- Curriculum Framework checklist
- Existing Waivers for the Re-approval
- New Waivers for Re-approval
- Equality Impact Assessment Radiography
- Service User Strategy
- Staff List
- Curriculum Vitae of Staff
- Student Supervision Guidelines
- Attendance and Engagement Policy
- Policy Summary of Interactions
- Year Planner
- Programme management team minutes
- Clinical Portfolio Year 1, 2 and 3
- Programme Handbook
- Standards of Proficiency Mapping Document
- Faculty of Health Studies Strategy for Inter-Professional Education in the Curriculum

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.

SET 4 Curriculum

Reason: The documentation provided by the education provider contained information regarding changes to the curriculum. The documentation highlighted a large volume of redesigned modules and reassignment of module credits. In addition to this, the visitors noted that new modules at level 5 and level 6 will be introduced to the curriculum and the faculty core module at 20 credits will be discontinued. On the basis of the large volume of changes to the curriculum and content of the programme, the visitors considered it necessary to speak directly with the education provider to ensure that those who successfully complete the programme meet the standards of proficiency (SOPs) for radiographers. The visitors therefore considered a visit was

required to clearly understand how the programme team is ensuring that the curriculum continues to be appropriate for the programme.

SET 6 Assessment

Reason: The documentation provided by the education provider contained information regarding the assessment structure for this programme. The documentation highlighted that module credits have been amalgamated to allow rationalisation of teaching and assessment and to lessen the assessment load for students. In addition to this, the visitors noted changes to the assessment methods employed by the education provider that measure the learning outcomes. On the basis of the changes to the structure of assessment, the visitors considered it necessary to speak with the education provider to ensure that the measurement of assessment and assessment methods continue to assess each student's ability to meet the standards of proficiency (SOPs) for radiographers. The visitors therefore considered a visit was required to clearly understand how the assessment structure is managed by the education provider in light of changes to the curriculum.

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	University of Bradford
Programme title	BSc (Hons) Occupational Therapy
Mode of delivery	Full time
Relevant part of the HCPC Register	Occupational therapist
Date of submission to the HCPC	21 December 2015
Name and role of HCPC visitors	Dawn Fraser (Occupational therapist) Jo Goodwin (Occupational therapist)
HCPC executive	Hollie Latham

Section two: Submission details

Summary of change

SET 3: Programme management and resources
SET 4: Curriculum
SET 5: Practice placements
SET 6: Assessment

The education provider has highlighted a number of changes to the programme in line with their internal review. These include changing modules within the curriculum, the structure of practice placements and the methods of assessment within 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
- Module descriptors and reading lists

- Module run out plan
- Standards of Education and Training (SETs) mapping
- Standards of Proficiency (SOPs) mapping
- Staff student liaison committee minutes
- Staff student liaison committee action sheet
- Staff curriculum vitaes
- Proposed programme outlines by academic year
- Waiver to university regulations
- Staff development policy
- Dementia curriculum mapping document
- School of health studies research informed curriculum strategy
- Interprofessional education strategy learning outcomes mapping document
- Faculty of health strategic plan
- Equality impact assessment
- Curriculum framework self evaluation
- Guidance on the conduct of boards of examiners
- QAA mapping document
- FHEQ mapping document
- Amended learning outcomes mapping document
- Domains of graduate attributes
- School practice education strategy
- Placement audit document
- Placement supporting documentation
- Policy for student representation
- Personal academic tutoring guide for staff

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.

SET 3: Programme management and resources

Reason: The documentation provided by the education provider contained information regarding an increase to student numbers for the programme. However, the visitors were unable to locate details on the number of additional places the university wished to have approved or how this fitted in with the education provider's business plan. In addition to this the documentation stated that requests would be made for larger, profession specific rooms to be made available, but the visitors were not provided with any evidence about how the university would facilitate this need. It was also unclear within the documentation how the programme would ensure that there were an adequate number of staff, placements and placement educators to manage an increase in student numbers. On the basis of the changes to the student numbers and the number of areas of the programme effected by this, the visitors considered it necessary to speak directly with the education provider. The visitors therefore considered a visit was required to clearly understand how the programme team is

ensuring that the programme management and resources continue to be appropriate for the programme.

SET 4 Curriculum

Reason: The documentation provided by the education provider contained information regarding changes to the curriculum. The documentation highlighted a large volume of redesigned modules and reassignment of module credits. In addition to this the visitors noted that the programme offered optionality to students in year three, however, it is unclear how this will be practically managed within the programme and how this will be laid out to students. On the basis of the large volume of changes to the curriculum and content of the programme, the visitors considered it necessary to speak directly with the education provider to ensure that those who successfully complete the programme meet the standards of proficiency (SOPs) for occupational therapists. The visitors therefore considered a visit was required to clearly understand how the programme team is ensuring that the curriculum continues to be appropriate for the programme.

SET 5 Practice placements

Reason: The documentation provided by the education provider contained information regarding practice placements for the programme. The documentation highlighted that the first year placement module will now be moving from a pass / fail component to a credit rated system. The visitors were unable to locate how the new system would be effectively communicated to both students and practice educators ahead of their first practice placement and how practice educators will be prepared to mark at level four. In addition to this the visitors were unable to identify how marks will be moderated to ensure parity for all students and how the overall placement capacity will support the increase to student numbers. On the basis of the changes to the placement grading system and importance of communication to all parties involved, the visitors considered it necessary to speak directly with the education provider. The visitors therefore considered a visit was required to clearly understand how practice placements are managed by the education provider.

SET 6 Assessment

Reason: The documentation provided by the education provider contained information regarding the assessment structure for this programme. The documentation highlighted a large volume of redesigned modules, reassignment of module credits and changes to assessment. In addition to this the visitors noted that the programme offered optionality of assessment mode to students in year three, however, it is unclear how this will be practically managed within the programme and how this will be communicated to students. On the basis of the large volume of changes to the content and assessment of modules, the visitors considered it necessary to speak directly with the education provider to ensure that those who successfully complete the programme meet the standards of proficiency (SOPs) for occupational therapists. The visitors therefore considered a visit was required to clearly understand how the programme team is ensuring that the curriculum continues to be appropriate for the programme.

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.