

**ACCREDITATION OF CLINICAL PHYSIOLOGY PROGRAMMES ON BEHALF OF RCCP
PRE-VISIT REQUIREMENTS**

| Documentation | Y/N | Comments |
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| Programme specification and module descriptors | | |
| Programme Handbook | | |
| Timetable of delivery (specifying time on campus and in the clinical setting) | | |
| Programme specific regulations | | |
| Admissions criteria including language requirements, DBS and occupational health checks | | |
| Programme monitoring and evaluation processes | | |
| Quality assurance processes for practice with evidence of mechanisms to ensure the safety of service users e.g. raising and escalating concerns, appropriate supervision, consent processes, information to service users etc. | | |
| Materials to support student learning while off campus | | |
| Evidence of practice capacity to support student placement, including departmental details e.g. range of services, staffing etc. | | |
| Fitness to Practice arrangements, including appeals and complaints processes | | |
| There must be an effective process in place to support and enable learners to raise concerns about the safety and wellbeing of service | | |
| Face to face meetings with | | |
| Academic staff delivering the programme | | |
| Staff from clinical placements | | |
| Students (if programme already running) | | |

INFORMATION REQUIRED

| Evidence of curriculum design, content and organisation | Y/N | Comments |
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| Level and mode of study, matched to relevant and appropriate curriculum documentation | | |
| Development of subject specific skills | | |
| Inclusion of opportunities for inter-disciplinary and multi-disciplinary involvement | | |
| Application of current research and practice | | |
| Involvement of employers, professional organisations, service users, & other stakeholders | | |
| Entry qualifications | | |
| Process of admission, including pre- and post-induction information | | |
| Pastoral/disability/welfare support | | |
| Complaints/grievance procedure | | |
| Compliance with equality and diversity requirements | | |
| Careers information/guidance | | |
| Details of external examiner from relevant professional body | | |
| Evidence of teaching, learning & assessment | | |
| Appropriate and adequate resources for delivery - both on campus and online | | |
| Evidence of use of different teaching methods | | |
| Clear assessment criteria e.g. mark schemes | | |
| Mechanisms to ensure transparency, validity and reliability of assessment e.g. parity of marking, moderation processes | | |
| Evidence of methods for student support, guidance and involvement, including failing students | | |
| Input from, and response to, professional body/bodies | | |

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| Academic guidance and tutorial support | | |
| Opportunities and timing for student feedback | | |
| Input and feedback from other stakeholders | | |
| Evidence of learning resources | | |
| Library services including appropriate induction process | | |
| Details of access information and vacation arrangements to library | | |
| Details of library budget allocation | | |
| Specialist equipment, including clinical skills labs, and IT, equitably available across student disciplines | | |
| Teaching and learning facilities for students (both campus based and online) | | |
| Technical and administrative support | | |
| Evidence of quality management and enhancement | | |
| Staff development in teaching, learning and assessment skills | | |
| Evidence of placement learning | | |
| Evidence of adequate placement provision | | |
| Evidence of pastoral support during placement | | |
| Evidence of method for audits of clinical placement in host departments | | |
| Records of professional training and CPD of teaching staff and placement staff | | |
| An adequate learning environment | | |
| Access to internet learning resources | | |
| Compliance with QAA requirements for the monitoring and enhancement of quality | | |
| Framework | | |
| Research active department with appropriate level of academic input | | |
| Teaching staff contribute to evidence-based learning within their discipline | | |
| Clinical core component taught by people who are registered practitioners, with appropriate skills, knowledge and experience | | |

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| Reference to appropriate competencies required for registration | | |
| The following also applies to Apprenticeship programmes | | |
| Standard contract, detailing relationship between the employer, employee and university (including information about responsibilities of all parties ensuring quality of clinical learning) | | |
| Training provided for the employer in terms of ensuring placement quality | | |
| Apprenticeship infrastructure support in the University | | |
| Information about the structure of the EPA (i.e. is it included in the degree programme) | | |