Approval and Accreditation Board Report

Assessors must copy this report, including parts 4 and 5, to the education provider so they can address conditions and comment on recommendations prior to Approval.

### Please complete a *separate* report for each programme.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of education provider |  | | | |
| Full title of programme/course/module(s) including step off awards |  | | | |
| AAB Assessor(s) |  | | | |
| Approval recommendation | Approve |  | Defer – further information needed |  |

## Type of programme. Please include credit pattern where applicable (click to tick)

|  |  |  |  |
| --- | --- | --- | --- |
| Type of programme |  | Credits | RQF/FHEQ/SCQF level |
| Programme leading to accreditation as an Assistant Practitioner |  |  |  |
| Pre-registration radiography programme |  |  |  |
| Pre-registration radiography programme (apprenticeship) |  |  |  |
| Programme leading to accreditation as a Practice Educator |  |  |  |
| Post registration programme |  |  |  |
| Post registration programme (apprenticeship) |  |  |  |
| Short course/individual module(s) |  |  |  |

## Scope of approval (click to tick)

|  |  |
| --- | --- |
| New programme |  |
| Re-approval of existing programme |  |
| Major change to existing programme |  |
| New placement provider or increase in placement numbers |  |
| Other - please state nature of approval |  |

# PART 1

## Confirmation of meetings/discussions (please include dates and type of meeting/discussion)

|  |  |  |
| --- | --- | --- |
| Senior personnel with responsibility for resources for the programme |  |  |
| Programme planning team |  |  |
| Placement providers and educators |  |  |
| Learners (current or previous as appropriate) |  |  |
| Employers (for apprenticeship programmes) |  |  |
| Programme delivery team |  |  |

## Confirmation of facilities reviewed/discussed (click to tick)

Facilities on campus and placements (where applicable) should be considered.

|  |  |
| --- | --- |
| Library/learning resources |  |
| IT facilities for learners including virtual learning environment, relevant e-books and journals |  |
| Specialist teaching resources (including software) |  |
| Practice placement(s) |  |
| Learner support |  |
| Others (please state) | |
|  |  |
|  |  |
|  |  |

## Confirmation of standards reflected in course documentation, where appropriate (click to tick)

|  |  |
| --- | --- |
| CoR Education and Career Framework (2013) – all programmes |  |
| Radiation protection - all programmes where ionising radiation is a component.  NOTE: Must include assessment of student-patient-supervisor discussion of radiation dose, protection and risk in order comply with the relevant regulations below.   * Ionising Radiation Regulations Great Britain (GB) 2017 * Ionising Radiation Regulation Northern Ireland (NI) 2017 * Ionising Radiation (Medical Exposure) Regulations GB 2017 * Ionising Radiation (Medical Exposure) Regulations NI 2018 |  |
| CoR Quality Standards for Practice Placements (2012) – all programmes where there is a practice placement requirement |  |
| CoR Research Strategy (2021 - 2026) – Pre-registration and above |  |
| CoR Scope of Practice (2013) – Pre-registration and above |  |
| CoR Scope of Practice of Assistant Practitioners (2012) – AP programmes |  |
| CoR Practice Educator Accreditation Scheme learning outcomes – PEAS programmes |  |
| Apprenticeship Standard - Diagnostic Radiographer (Integrated Degree) |  |
| Apprenticeship Standard - Therapeutic Radiographer (Integrated Degree) |  |
| Other CoR standards relevant to the programme being assessed (please state) | |
|  |  |
|  |  |
|  |  |

## PART 1 - ALL PROGRAMMES

## Please comment on the following:

Both campus and placements (where applicable) should be considered.

|  |  |
| --- | --- |
| 1.1 | Acknowledgements |
|  |  |
| 1.2 | Background to report |
|  |  |
| 1.3 | Quality assurance and course management |
|  |  |
| **1.4** | **Policies relating to equality, diversity and bullying (including how an inclusive learning experience is integrated into learning, teaching and assessment)** |
|  |  |
| 1.5 | Meetings/discussions with staff including senior programme and education institution personnel and programme delivery team |
|  |  |
| 1.6 | Meetings/discussions with learners present and/or past (or for new providers, learners from a similar healthcare programme). What are the highlights from learner feedback regarding their programme? How have learners been involved in the development of the programme? |
|  |  |

|  |  |
| --- | --- |
| **1.7** | **General campus facilities** |
|  |  |
| 1.8 | Library and learning resources |
|  |  |
| 1.9 | Specialist teaching facilities and resources including software |
|  |  |
| 1.10 | Course content and structure including rationale, aims and learning outcomes. Include interprofessional learning/education modules (it may be helpful to provide a diagram for the structure of the programme). |
|  |  |
| **1.11** | **Content specific to radiation protection and risk including radiosensitivity of children and other high-risk groups (where ionising radiation is a component of the programme).**  **See *Practice Standards for the Imaging of Children and Young People* (CoR, 2009):** <https://www.sor.org/learning/document-library/practice-standards-imaging-children-and-young-people> |
|  |  |
| **1.12** | **Mode/methods of delivery** |
|  |  |
| **1.13** | **Assessments and assessment processes** |
|  |  |
| **1.14** | **Learner support - education provider (including RePAIR Recommendations 5, 6 and 8)** |
|  |  |
| 1.15 | How are patients and public involved in the development of the programme, in learning and teaching, and recruitment? |
|  |  |
| **1.16** | **How are practice partners involved in the development of the programme, recruitment and teaching? (Including RePAIR Recommendations 4 and 6)** |
|  |  |
| **1.17** | **Staff experience** |
|  |  |
| **1.18** | **How is the development of digital literacy skills embedded in the programme?** |
|  |  |
| **1.19** | **Other comments not covered above** |
|  |  |

**PART 2 - PROGRAMMES WITH PLACEMENTS**

**If the programme is an apprenticeship, go straight to Part 3**

**Please comment on the following**

|  |  |
| --- | --- |
| **2.1** | **Partnership agreements with placement providers** |
|  |  |
| **2.2** | **Policies relating to equality, diversity and bullying - placement** |
|  |  |
| **2.3** | **Meetings/discussions with placement providers including manager(s) and practice educators/supervisors/mentors** |
|  |  |
| **2.4** | **Practice placements including learner supervision and number of learners placed** |
|  |  |
| **2.5** | **Learner support on placement (RePAIR Recommendation 8)** |
|  |  |
| **2.6** | **Other comments not mentioned above** |
|  |  |

**After completing Part 2, please go to Part 4 Outcome**

**PART 3 - APPRENTICESHIP PROGRAMMES**

**Please comment on the following**

|  |  |
| --- | --- |
| **3.1** | **Contractual agreements with employers including contract monitoring and apprenticeship contractual hours, terms and conditions in line with Working Time Regulations (1998).** |
|  | 1. **Does the programme achieve a minimum of 20% off the job (OTJ) training?** 2. **Is the apprenticeship achievable within the apprentices’ contracted hours, including independent learning?** |
| **3.2** | **Policies relating to equality, diversity and bullying - employer** |
|  |  |
| **3.3** | **Employer provision of mandatory training and radiation monitoring** |
|  |  |
| **3.4** | **Meetings/discussions with employers including manager(s) and practice educators/supervisors/mentors** |
|  |  |
| **3.5** | **IT provision including workplace access** |
|  |  |
| **3.6** | **Employer policy and monitoring arrangements for learner capacity, support, and supervision** |
|  |  |
| **3.7** | **Progress monitoring** |
|  |  |
| **3.8** | **Other comments not mentioned above** |
|  |  |

**PART 4 - OUTCOME**

## Please summarise the outcome of the approval process

|  |
| --- |
| Conditions - These *must* be met by the education provider before the programme can be approved |
|  |
| Recommendations – These *must* be considered and commented on by the education provider before the programme can be approved |
|  |
| Commendations/ identification of best /innovative practice |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessor’s name |  |  | Assessor’s name |  |
| Signed: |  |  | Signed: |  |
| Date: |  |  | Date: |  |

# PART 5 - RESPONSE TO CONDITIONS AND RECOMMENDATIONS

## To be completed on receipt of course team’s response to conditions and recommendations set by the assessors.

|  |
| --- |
| Please comment on the course team’s response to conditions and recommendations |
|  |

## Assessor(s)’ recommendations to the College of Radiographers Approval and Accreditation Board (click to tick)

|  |  |
| --- | --- |
| I/we recommend this programme for approval/re-approval |  |
| I/we have discussed the conditions, recommendations and the response with the course team. However, I/we recommend that the AAB request further supporting information before approving this programme due to the reasons stated in my/our comments above. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessor’s name |  |  | Assessor’s name |  |
| Signed: |  |  | Signed: |  |
| Date: |  |  | Date: |  |