

**Health Professions Council
Approvals Panel – 6 July 2006**

VISITORS' REPORTS

Executive Summary and Recommendations

Introduction

The attached Visitors' reports for the following programmes have been sent to the education providers and following a 28 day period no representations have been received. The education providers are in the process of meeting the conditions recommended by the HPC Visitors.

Education Provider	Programme Name	Delivery mode
Edge Hill University	Certificate in Non-medical prescribing	PT
University of Hertfordshire	BSc (Hons) Dietetics	FT
University of Lincoln	BSc(Hons) Applied Biomedical Sciences	FT
Oxford Brookes University	Allied Health Professions Supplementary Prescribing (Level 3) (U00000) Allied Health Professions Supplementary Prescribing (Postgraduate Level) (P00000)	PT
Southampton University	BSc(Hons) Occupational Therapy	PT
Southampton University	BSc(Hons) Physiotherapy	PT
University of Sunderland	BSc(Hons) Biomedical Sciences	FT
University of Wolverhampton	Supplementary Prescribing fro Allied Health Professionals	PT

Decision

The Panel is asked to –

accept the Visitors' report for the above named programmes, including the conditions recommended by the Visitors

or

accept the Visitors' report for the above named programmes, and vary the conditions recommended by the Visitors

Background information

None

Resource implications

None

Financial implications

Date
2006-06-20

Ver.
a

Dept/Cmte
EDU

Doc Type
PPR

Title
Visitors Report for Approval

Status
Final
DD: None

Int. Aud.
Public
RD: None

None

Appendices

Visitors Reports (8)

Date of paper

23 June 2006

Health Professions Council

Visitors report

Name of education provider	Edge Hill University
Name and titles of programme(s)	Certificate in Non-medical prescribing Modules: HEA 790 Non Medical Prescribing HEA 9074 Non Medical Prescribing
Date of event	11 May 2006
Proposed date of approval to commence	September 2006
Name of HPC visitors attending (including member type and professional area)	James Pickard (Podiatry) Patricia Fillis (Radiography)
HPC Executive officer(s) (in attendance)	Karen Scott Mandy Hargood – observing
Joint panel members in attendance (name and delegation):	Wendy Cooke – Chair Sue Roberts – Edge Hill Michelle Jones – Edge Hill Mike Bronsell - External University of Chester Alison Bardsley – Visitor NMC Edmund Harrison – Quality Officer Edge Hill Ruth Williams – Edge Hill Mair Ning – Edge Hill Gill Hall - Edge Hill Paul Warburton – Edge Hill Debbie Meah – Edge Hill David Jones – SHA Representative

Scope of visit (please tick)

New programme	<input checked="" type="checkbox"/>
Major change to existing programme	<input type="checkbox"/>
Visit initiated through Annual Monitoring	<input type="checkbox"/>

Part 1.

1.1 Confirmation of meetings held

	Yes	No	n/a
Senior personnel of provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme planning team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators Note: Discussion took place with three providers, including a mentor. The effectiveness of placement teaching was confirmed through meeting with past and current students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Confirmation of facilities inspected

	Yes	No
Library learning centre	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IT facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>

1.3 Confirmation that particular requirements/specific instructions (if any) of the Education and Training Committee have been explored e.g. specific aspects arising from annual monitoring reports.

Note: These are new modules that have not been previously approved by the Health Professions Council

Requirement (please insert detail)	Yes	No	N/a
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Proposed student cohort intake number please state	Three cohorts per year of 35 students
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The following summarises the key outcomes of the approvals event and provides reasons for the decision.

CONDITIONS:

SET 2 Programme admissions

The admission procedures must:

2.1 give both the applicant and the education provider the information they require to make an informed choice about whether to make, or take up the offer of a place on a programme

Condition 1: The course team must revise all documentation provided for potential applicants and students undertaking the modules (including the Programme Specification, Student Handbooks and Course Fact sheet) to clearly differentiate between level 3 and level 4 modes of study available within the taught element of the programme. This information must address the differences in the teaching and learning strategies and its assessment.

Reason: The programme enables students to be able to undertake level 3 or level 4 study to obtain the same award. The difference between the levels of study is not clear in the documentation provided to students prior to commencement and must be clearly articulated in order for students to be able to make an informed choice about the level of study they wish to undertake.

2.2.2 criminal convictions checks;

Condition 2: The HEI admissions procedure must make explicit within the programme specification and all pre-admissions material that the procedures ensure that all applicants have been subject to a CRB (enhanced disclosure) check.

Reason: The process to ensure that all entrants to the programme have been subject to a CRB (enhanced disclosure) check was not evident within the programme specification. Other documentation refers to CRB but does not indicate consistently that this is an essential aspect of the admissions process.

2.2.3 compliance with any health requirements;

Condition 3: The HEI admissions procedure must make its procedure for ensuring that all applicants have been subject to a positive health check explicit in the documentation.

Reason: The process for ensuring that all entrants to the programme have demonstrated that they have been subject to a positive health check was not evident in the programme specification. The documentation does not indicate consistently that this is an essential aspect of the admissions process.

2.2.5 accreditation of prior learning and other inclusion mechanisms

Condition 4: The programme documentation and application information must clearly articulate how the accreditation of prior and experiential learning is considered in the admissions process. The applicant must also be made aware of the timescale for the application to be made and at what point before joining their programme of study they will be informed of the level of credit exemption awarded to them.

Reason: Potential students need clear guidance to inform them of how the University policy applies to this course. The documentation should be explicit to applicants that credit may not always be awarded.

SET 3. Programme management and resource standards

3.4 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

3.5 Subject areas must be taught by staff with relevant specialist expertise and knowledge

Condition 5: The programme must provide details of the number of staff teaching on the programme and their qualifications/specialist teaching areas.

Reason: The panel were provided with two staff CVs. This however was insufficient to demonstrate that the staffing levels and expertise of the programme team were appropriate to the background and numbers of the expected cohort.

3.11 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.

Condition 6: The programme and module documentation provided must make explicit those elements of the programme and module, both academic and in practice, where attendance is mandatory.

Reason: The documentation did not specify those aspects of the programme where attendance is mandatory.

SET 5. Practice placements standards

5.6 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

Condition 7: The programme documentation must make explicit the processes involved in the approval and monitoring of practice placements.

Reason: Through discussion with the course team and students it was clear that a rigorous process for approval and monitoring of practice placements in place. However, this was not articulated fully within the programme documentation reviewed.

5.7.4 the assessment procedures including the implications of, and any action to be taken in the case of failure; and

Condition 8: The programme and module documentation must make explicit to academic staff, students and mentors, the processes in place to identify and support those students who may be a cause for concern either in the academic setting and clinical practice setting.

Reason: The documentation did not articulate the processes in place to identify and support a student who may be experiencing difficulty either in the academic or clinical practice element of the programme or module.

SET 6. Assessment standards

Assessment regulations must clearly specify requirements for:

6.7.5 for the appointment of at least one external examiner from the relevant part of the Register.

Condition 9: The HEI must ensure that one external examiner of the programme is an AHP from the relevant part of the HPC register.

Reason: It is a requirement of the HPC that AHP students must be examined by an Allied Health Profession whose name is included within the relevant area of the HPC register. The documentation did state that an external examiner had been appointed but it was not explicit as to which area of the HPC register the examiner has been appointed from.

Deadline for *Conditions* to be met: 14 June 2006

To be submitted to Approvals Committee on: 4 July 2006

The nature and quality of instruction and facilities meets the Standards of Education and Training.

We recommend to the Education and Training Committee of the HPC that they approve this programme (subject to any conditions being met).

Visitors' signatures:

**Patricia Fillis
James Pickard**

Date: 16 May 2006

RECOMMENDATIONS:

SET 2 Programme admissions

The admission procedures must:

2.1 give both the applicant and the education provider the information they require to make an informed choice about whether to make, or take up the offer of a place on a programme

Recommendation 1: The course team consider producing a pre-course study guide that will enable students of all professional backgrounds to undertake a through clinical history and examination to a consistent standard.

Reason: In discussions with past and current students this aspect of pre-course study was raised by them and it was felt that they would have benefited from such a study guide before commencing the programme.

SET 5 Practice placement standards

5.5 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.

Recommendation 2: The course team should articulate to students and mentors the appropriate timings of placements and practice assessments so that they reflect the level of knowledge to successfully undertake the placement and associated assessments.

Reason: The documentation reviewed did not specify the timings of the practice placements and thus a student could potentially attempt a placement and associated assessment in advance of them studying the underpinning theory.

5.8.3 undertake appropriate practice placement educator training.

Recommendation 3: The programme team to consider implementing a system of networking for mentors.

Reason: The documentation did not articulate how mentors across placements shared good practice or comment about the programme and a networking scheme was raised by mentors during the meeting with placement providers and mentors as a means of achieving this.

COMMENDATIONS

We would like to thank the Faculty and programme team for their helpful responses and for providing additional information and the Visitors wish to make the following commendations;

1. There is an impressive practice placement approval and monitoring process in operation,
2. The implementation of a research project to investigate inter-rater reliability in practice.
3. The implementation of web-CT and use of a DVD package produced in conjunction with HEI's across the North West of England and the SHA.

Health Professions Council

Visitors' report

Name of education provider	University of Hertfordshire
Name and titles of programme(s)	BSc (Hons) Dietetics
Mode of Delivery (FT/PT)	Full Time
Date of Visit	4 th /5 th May 2006
Proposed date of approval to commence	Sept 2006
Name of HPC visitors attending (including member type and professional area)	Gill Pearson Alison Nicholls
HPC Executive officer(s) (in attendance)	Abigail Creighton
Joint panel members in attendance (name and delegation):	Edwina Byass (Chair) Jan Turner (Internal validation panel member) Helen Barker (External validation panel member – Coventry University) Sue Kellie (External validation panel member – British Dietetic Association) Claire Hanley (Secretary)

Scope of visit *(please tick)*

New programme	<input checked="" type="checkbox"/>
Major change to existing programme	<input type="checkbox"/>
Visit initiated through Annual Monitoring	<input type="checkbox"/>

Confirmation of meetings held

	Yes	No	N/A
Senior personnel of provider with responsibility for resources for the programme	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	X	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	X	<input type="checkbox"/>	<input type="checkbox"/>
Students (current or past as appropriate)	X	<input type="checkbox"/>	<input type="checkbox"/>

Confirmation of facilities inspected

	Yes	No	N/A
Library learning centre	X	<input type="checkbox"/>	<input type="checkbox"/>
IT facilities	X	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation	X	<input type="checkbox"/>	<input type="checkbox"/>

Confirmation that particular requirements/specific instructions (if any) of the Education and Training Committee that have been explored e.g. specific aspects arising from annual monitoring reports.

Requirement (please insert detail)	Yes	No	N/A
1	<input type="checkbox"/>	<input type="checkbox"/>	X
2	<input type="checkbox"/>	<input type="checkbox"/>	X
3	<input type="checkbox"/>	<input type="checkbox"/>	X

Proposed student cohort intake number please state	24
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The following summarises the key outcomes of the Approvals event and provides reasons for the decision.

CONDITIONS

SET 2 Programme admissions

The admission procedures must:

2.1 give both the applicant and the education provider the information they require to make an informed choice about whether to make, or take up the offer of a place on a programme

Condition: Evidence must be provided to show that the applicants are given information about the placement provision, including information about timing, location and travel and how this is funded.

Reason: Applicants will need this information in order to make an informed choice about whether to accept an offer of a place on the programme.

SET 3. Programme management and resource standards

3.2 The programme must be managed effectively.

Condition: Evidence of a partnership agreement with North Hertfordshire College must be provided.

Reason: The partnership agreement should include information about which learning outcomes the partner institution is delivering, and under whose regulations and disciplinary procedures both students and staff exist. This will make clear individual responsibilities and identify, should any problems arise, the procedures for dealing with these problems.

3.4 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Condition: Evidence of the appointment of the Senior Lecturer/Clinical co-ordinator, and her/his CV must be provided by the start of the programme.

Reason: An additional dietitian is required to both deliver the programme, and to support the practice placement educators.

3.5 Subject areas must be taught by staff with relevant specialist expertise and knowledge.

Condition: Evidence that the University has both a Nutrition Scientist and Public Health specialist to deliver these subject areas must be provided in the form of a CV for each.

Reason: Specialist expertise is required to deliver both these core subject areas. There is no evidence that University currently has these relevant staff members, or access to them.

SET 4. Curriculum Standards

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.

Condition: The learning outcomes must make it clear how the programme meets the following standards of proficiency:-

2b.1

2b.2

2b.3

3a.1

Reason: It is not evident from the existing learning outcomes and module content that the graduates will have the necessary skills and knowledge in the area of research and menu planning to meet the Standard of Proficiency 2b.

The subject areas that require explicit learning outcomes included to meet the Standard of Proficiency 3a.1 are food science, genetics, immunology, microbiology, nutrition, catering, public health, and educational methods.

4.2 The programme must reflect the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession.

Condition: The learning outcomes must make it clear how the curriculum reflects the knowledge base articulated by the profession

Reason: The current learning outcomes and module content do not show that the knowledge base of the students meet either the Dietetic Subject Benchmark Statements or the profession specific guidelines. There is no evidence of sufficient development or progression of learning in certain core areas; these are food science, genetics, immunology, microbiology, nutrition, including nutritional research methodology and skills, catering, public health and educational methods (particularly group education).

4.5 The delivery of the programme must assist autonomous and reflective thinking, and evidence based practice.

Condition: It must be made evident in the programme how the students will develop the skills in, and knowledge of nutritional research to critically assess nutritional research evidence.

Reason: Being able to undertake and interpret nutrition research is a core skill for dietitians; it is not clear from the programme documents how this is met.

SET 6. *Assessment standards*

6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practise.

Condition: The assessment tool criteria and/or the pass mark must be reviewed to ensure that students passing these modules meet the Standards of Proficiency.

Reason: Students who pass the clinical placement modules at Level 3 with a mark of 40 – 50% will not meet the Standards of Proficiency.

6.7.5 for the appointment of at least one external examiner from the relevant part of the Register.

Condition: Evidence must be provided of the appointment of an external examiner from the relevant part of the register.

Reason: The HPC must be assured that this Standard is met.

Deadline for Conditions to be met: 20 June 2006

To be submitted to Approvals Panel/Committee on: 3 August 2006

RECOMMENDATIONS

SET 2 *Programme admissions*

The admission procedures must:

2.2 apply selection and entry criteria, including:

Recommendation: The course team devise an interview scoring system.

Reason: This will aid in the objectivity and transparency of decisions about applicants suitability for the course.

SET 4. *Curriculum Standards*

4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.

Recommendation: The course team map the subject areas to be covered in the academic curriculum and in the clinical placements in a chronological order and across modules.

Reason: This will ensure that relevant areas are covered prior to each placement and the knowledge is built on in the placements.

SET 6. *Assessment standards*

6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practise safely and effectively.

Recommendation: More use of examinations is made in Level 1.

Reason: Examinations allow for evidence to be collected against a large number of learning outcomes, and can assess a broader range of knowledge which may be more appropriate at Level 1.

Commendations

It is clear from the visit and documentation that there was excellent collaboration and joint working with the practice placement providers.

The nature and quality of instruction and facilities meets the Standards of Education and Training.

We recommend to the Education and Training Committee of the HPC that they approve this programme (subject to any conditions being met).

Visitors' signatures:

Gill Pearson

Alison Nicholls

Date: 16 May 2006

Health Professions Council

Visitors report

Name of education provider	University of Lincoln
Name and titles of programme(s)	BSc (Hons) Applied Biomedical Science
Date of event	25-26 April 2006
Proposed date of approval to commence	September 2006
Name of HPC visitors attending (including member type and professional area)	Martin Nicholson, Biomedical Scientist Mary MacDonald, Biomedical Scientist HPC Partners
HPC Executive officer(s) (in attendance)	Jo Kemp
Joint panel members in attendance (name and delegation):	Don Blackburn – Chair Martin Pinnick – Quality Phillipa Dyson – University Library Dave Kenyon – Faculty of Media and Humanities Alan Wainwright – IBMS Jim Blackstock- IBMS

Scope of visit (please tick)

New programme	<input checked="" type="checkbox"/>
Major change to existing programme	<input type="checkbox"/>
Visit initiated through Annual Monitoring	<input type="checkbox"/>

1.1 Confirmation of meetings held

	Yes	No	n/a
Senior personnel of provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme planning team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Confirmation of facilities inspected

	Yes	No
Library learning centre	<input checked="" type="checkbox"/>	<input type="checkbox"/>
IT facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

1.3 Confirmation that particular requirements/specific instructions (if any) of the Education and Training Committee that have been explored e.g. specific aspects arising from annual monitoring reports.

Requirement (please insert detail)	Yes	No	n/a
1.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Proposed student cohort intake number please state	Intakes for 8
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The following summarises the key outcomes of the approvals event and provides reasons for the decision.

CONDITIONS

Condition 1

3.9 Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Condition: The University must have evidence that where student participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Reason: This was not cited by the Visitors in the documentary evidence.

Condition 2

6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practice.

6.2 Assessment methods must be employed that measure the learning outcomes and skills are required to practice safely and effectively.

Condition: The University ensures that the pass mark for all assessments ensures that students meet all Standards of Proficiency.

Reason: The current University regulations allow students to be Condoned in a module which does not guarantee that all the Standards of Proficiency are being met.

Condition 3:

6.7.2 for awards which do not provide eligibility for inclusion onto the Register not to contain any reference to an HPC protected title in their title.

Condition: The University must ensure that the documentation regarding the award of a BSc without the Applied Honours, clearly states that this award does not lead to direct registration with the HPC.

Reason: From the Visitors reading of the documentation, this was not clearly cited in the documents.

Condition 4:

6.7.5 the appointment of at least one external examiner from the relevant part of the Register.

Condition: The University must appoint an external examiner who is HPC registered.

Reason: The External Examiners currently being used are not on the HPC register.

Deadline for Conditions to be met: 15 June 2006

To be submitted to Approvals Committee on: 4 July 2006

RECOMMENDATIONS

Recommendation 1

3.13 The learning resources, including the stock of periodicals and subject books, and IT facilities, including internet access, must be appropriate to the curriculum and must be readily available.

Recommendation: The University should ensure consistent availability of books and journals.

Reason: The availability of books and journals on occasions was inadequate as indicated by the students.

Recommendation 2

5.6 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

Recommendation: The University should ensure that documentation clearly states the process for monitoring placements.

Reason: From the Visitors reading of the documentation, this was not clear.

Recommendation 3

5.7.4 the assessment procedures including the implications of, and any action to be taken in the case of failure.

Recommendation: The University should ensure that documentation clearly states the process in the event of a placement failure.

Reason: From the Visitors reading of the documentation, this was not clear.

COMMENDATIONS

1. The documentation has been well prepared in detail with excellent cross referencing to SETs and SOPs.

2. Cooperation between Education Providers, Commissioners and employers is an exemplar.

The nature and quality of instruction and facilities meets the Standards of Education and Training.

We recommend to the Education and Training Committee of the HPC that they approve this programme (subject to any conditions being met).

Visitors' signatures:

Martin Nicholson

Mary MacDonald

Date: 09/05/06

Health Professions Council

Visitors' report

Name of education provider	Oxford Brookes University
Name and titles of programme(s)	1) Allied Health Professions Supplementary Prescribing (Level 3) (U00000) 2) Allied Health Professions Supplementary Prescribing (Postgraduate Level) (P00000)
Mode of Delivery (FT/PT)	PT
Date of Visit	11.05.06
Proposed date of approval to commence	September 2006
Name of HPC visitors attending (including member type and professional area)	Ms Jennifer Morris (Radiographer) Dr Jean Mooney (Chiropodist/Podiatrist)
HPC Executive officer(s) (in attendance)	Ms Abigail Creighton
Joint panel members in attendance (name and delegation):	Peter Bradley (Director of Academic Development and Quality – Chair) Cathi Fredricks (Programme and Review Manager – Secretary) Ailsa Clarke (Quality Assurance Officer)

Scope of visit (please tick)

New programme	<input checked="" type="checkbox"/>
Major change to existing programme	<input type="checkbox"/>
Visit initiated through Annual Monitoring	<input type="checkbox"/>

Confirmation of meetings held

	yes	no	n/a
Senior personnel of provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme planning team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Confirmation of facilities inspected

	yes	no	n/a
Library learning centre	✓	<input type="checkbox"/>	<input type="checkbox"/>
IT facilities	✓	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation	✓	<input type="checkbox"/>	<input type="checkbox"/>

Confirmation that particular requirements/specific instructions (if any) of the Education and Training Committee that have been explored e.g. specific aspects arising from annual monitoring reports.

This is a new programme that has not been previously approved by HPC

Requirement (please insert detail)	yes	no	n/a
1.	<input type="checkbox"/>	<input type="checkbox"/>	✓
2.	<input type="checkbox"/>	<input type="checkbox"/>	✓
3.	<input type="checkbox"/>	<input type="checkbox"/>	✓

Proposed student cohort intake number please state	55 per cohort, to include up to 12 AHPs
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The following summarises the key outcomes of the approvals event and provides reasons for the decision.

Overall requirement; that the programme documentation is made consistent throughout and reflects the inclusion of AHPs to the programme

CONDITIONS

SET 2 Programme admissions

2.1 The admission procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to make, or take up the offer of a place on a programme

Condition: The information that is made available by the HEI to prospective applicants for the Supplementary Prescribing (SP) programme must

- Detail all entry criteria
- Detail the programme structure, length and modes of study
- Detail how the programme links to the recording of post-qualification Registration entitlements
- Detail the differences in the course work requirements and the disparity of assessment criteria between the two level of study at which the SP programme is offered

Reason: The documentation provided to the visitors was not explicit on these issues, and thus would not be available to prospective applicants and therefore would not give them the information they require to make an informed choice about whether to take up an offer of a place on the programmes

2.2 The admission procedures must apply selection and entry criteria, including:

2.2.1 evidence of a good command of written and spoken English

2.2.2 criminal convictions checks

2.2.3 compliance with any health requirements

Condition: The admissions procedure must detail the requirements that both NHS and non-NHS programme entrants:

- will have English Language at IELTS 7 by the completion of the programme
- have had a current enhanced CRB check before beginning the programme
- have had occupational health check before beginning the programme

Reason: As it is possible that non-NHS and staff, who do not have English as a first language, or who may not have undergone a recent enhanced CRB check, or do not have occupational or GP health clearance, may enrol to the programme, the HEI must undertake the same checks of post-registration student status as they would for applicants to their undergraduate health-related programmes.

SET 3. Programme management and resource standards

3.4 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Condition: The HEI must include an AHP, from one of the relevant section of the HPC Register, within the academic teaching team.

Reason: The inclusion of a relevant AHP to the academic teaching team will underpin, focus and enhance the AHP input to the programme. (e.g. by allowing profession specific input in the design of OSCE scenarios and tutorial sessions).

3.9 Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

Condition: The HEI must submit a copy of the consent form to the visitors, and also include a copy of this form in the student hand book.

Reason: It is essential that all students are aware of the need to give informed consent to participate in those areas of the programme that require them to act as model patients or participate in role play.

3.11 Throughout the course of the programme, the education provider must have identified where attendance is mandatory, and must have associated monitoring mechanisms in place.

Condition: The HEI must specify its attendance requirement, detail its mechanisms to monitor attendance on all parts of the programme (including the e-learning elements), and detail how student non-attendance is managed. This information must also be included within the student handbook, pre-programme information and the medical supervisor hand book.

Reason: The documentation supplied to the visitors did not demonstrate how the formal monitoring of attendance was undertaken, or how student non-attendance was managed by the HEI.

SET 5. Practice placements standards

5.6 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

Condition: The HEI must specify its formal and informal procedures to monitor and support practice-based learning. This information must be included within the student and medical supervisor handbooks.

Reason: It is essential to underpin the equity of the student placement experience, assure clinical learning, and support both the medical supervisor and the student during the placement period by establishing an ongoing dialogue that includes a programme of visits to the placement by HEI staff.

5.7 Students and practice placement educators must be fully prepared for placement

Condition: The medical supervisor hand book must be rewritten to focus its content to the target audience.

Reason: The medical supervisor handbook contained many textural errors that suggested it was directed to the student not the medical supervisor.

SET 6. *Assessment standards*

6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practise.

Condition: The HEI must rewrite its assessment procedures so that they are detailed, clear and unambiguous. The details of the assessment procedures must be included in the pre-course information, student hand book and medical supervisor handbook.

Reason: The documentation provided to the visitors was unclear as to the exact requirements of all the assessment requirements, procedures and processes.

Condition: The HEI must annotate the requirements of a pass mark at 40% at Level 3, in the light of professional requirements.

Reason: The HEI criteria for a pass mark at 40% indicates that the student's 'work is only just satisfactory and may also include cases where the student has underperformed in one element of the short course'. Professional requirements and public safety require that the HEI should specify criteria that demonstrate that a student who is awarded a pass at 40% in the Level 3 SP programme has demonstrated safe practice in all assessed elements of the programme.

6.7.5 Assessment regulations clearly specify requirements for the appointment of at least one external examiner from the relevant part of the Register.

Condition: The HEI must nominate at least one external examiner from the relevant part of the HPC Register.

Reason: Details of the external examiners to the Supplementary Prescribing programme were not included in the programme documentation.

Deadline for Conditions to be met: 30 June 2006
To be submitted to Approvals Panel on: 4 July 2006

RECOMMENDATIONS

SET 4. *Curriculum Standards*

4.5 The delivery of the programme must assist autonomous and reflective thinking, and evidence based practice.

Recommendation: It is recommended that the HEI review the learning outcomes of the level 3 programme to make explicit their relationship to evidence-based practice, reflection, analysis etc.

Reason: The documentation for the level 3 programme did not explicitly include these areas within the programme learning outcomes.

SET 6. *Assessment standards*

6.4 The measurement of student performance and progression must be an integral part of the wider process of monitoring and evaluation, and use objective criteria.

Recommendation: It is recommended that the HEI undertake formal evaluation of the inter-cohort experiences of the joint IP and SP cohort of students; that is the evaluation and comparison of the individual experience of the nurses, radiographers, physiotherapists and chiropodists/podiatrists following their completion of the combined IP & SP programme.

Reason: It is in the best interests of all sub-cohorts within the combined IP and SP cohort that the HEI evaluates the professionally-based issues within the students' experiences, as part of their overall QA process.

COMMENDATIONS

- The visitors were pleased to be able to commend the quality of the blended learning material offered to the student body.
- Nursing students who have already completed the programme were very enthusiastic about the opportunity to undertake blended learning.

The nature and quality of instruction and facilities meets the Standards of Education and Training.

We recommend to the Education and Training Committee of the HPC that they approve this programme (subject to any conditions being met).

Visitors' signatures:

Jennifer Morris

Jean Mooney

Date: 19 May 2006

Health Professionals Council
Department of Education and Policy

Visitors report

Name of education provider	Southampton University
Name and titles of programme(s)	BSc (Hons) Occupational Therapy P/T
Date of event	3/4 May 2006
Proposed date of approval to commence	September 2006
Name of HPC visitors attending (including member type and professional area)	Kathryn Heathcote (Physiotherapy) Judith Martin (Occupational Therapy) Carol Lloyd (Occupational Therapy)
HPC Executive officer(s) (in attendance)	Karen Scott
Joint panel members in attendance (name and delegation):	<u>Southampton University</u> Ian Giles (Chair) Bill Brooks Rosalynd Jowett George Lueddeke <u>College of Occupational Therapists</u> Remy Reyes (Education Officer) Karen Holmes (Observer) Jo-Anne Supyk Jennifer Caldwell <u>Chartered Society of Physiotherapists</u> Jenny Carey (Education Officer) Mairead O'Siochru

Scope of visit (*please tick*)

New programmes	X
Major change to existing programme	X
Visit initiated through Annual Monitoring	X

Part 1.

1.1 Confirmation of meetings held

	yes	no	n/a
Senior personnel of provider with responsibility for resources for the programme	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme planning team	X	<input type="checkbox"/>	<input type="checkbox"/>

Placements providers and educators	X	<input type="checkbox"/>	<input type="checkbox"/>
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1.2 Confirmation of facilities inspected

	yes	No
Library learning centre	X	<input type="checkbox"/>
IT facilities	X	<input type="checkbox"/>
Specialist teaching accommodation	<input type="checkbox"/>	X Previously seen

1.3 Confirmation that particular requirements/specific instructions (if any) of the Education and Training Committee that have been explored e.g. specific aspects arising from annual monitoring reports.

Requirement (please insert detail)	yes	No	n/a
1.	<input type="checkbox"/>	<input type="checkbox"/>	X
2.	<input type="checkbox"/>	<input type="checkbox"/>	X
3.	<input type="checkbox"/>	<input type="checkbox"/>	X

Proposed student cohort intake number please state	Total 45 Physiotherapy 20 Occupational Therapy 25
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The following summarises the key outcomes of the approvals event and provides reasons for the decision.

CONDITIONS

SET 2 *Programme admissions*

The admission procedures must:

2.2 apply selection and entry criteria, including:

2.2.2 criminal convictions checks;

Condition 1:

The documentation must clarify the policy and procedures that would be followed in the event of the disclosure of a criminal conviction.

Reason:

The information concerning the procedures that are to be put in place was not clear in the documentation.

SET 3. *Programme management and resource standards*

3.1 The programme must have a secure place in the education provider's business plan.

Condition 2:

The documentation must clearly state the minimum number of students that would ensure a viable cohort, below which the programme will not run.

Reason:

It is important that cohort numbers provide peer support and financial viability. While maximum numbers are identified in the documentation, the programme will start with smaller numbers, and thus minimum numbers must be identified in the section on proposed intakes.

SET 4. *Curriculum Standards*

4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.

Condition 3 (this condition is repeated at 5.1 below):

Clearly outline the conclusion to the programme, including timing, content and integration of practice with theory.

Reason:

The programme concludes with placement education that would be completed by students over different time scales. There was no indication as to how this placement would be integrated within the programme, or how students will conclude their studies. While this was clearly articulated by the programme team, it was not included in the documentation.

SET 5. *Practice placements standards*

5.1 Practice placements must be integral to the programme.

Condition 3 (repeated):

Clearly outline the conclusion to the programme, including timing, content and integration of practice with theory.

Reason:

The programme concludes with placement education that would be completed by students over different time scales. There was no indication as to how this placement would be integrated within the programme, or how students will conclude their studies. While this was clearly articulated by the programme team, it was not included in the documentation.

5.5. The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.

Condition 4:

The programme team must provide information about the current placement practice provision including geographical locations, staff skills, and professional work areas.

Reason:

There was no information about the present placement position upon which new provision will need to be built, to ensure range and numbers are appropriate.

5.7.4 the assessment procedures including the implications of, and any action to be taken in the case of failure;

Condition 5:

Develop and document a clear procedure for retrieval when there is failure in practice placement.

Reason:

There is no clear policy or format in place, particularly with regard to part time placements.

SET 6. *Assessment standards*

6.7 Assessment regulations clearly specify requirements:

6.7.1 for student progression and achievement within the programme.

Condition 6:

Develop and document a clear procedure for retrieval when there is failure in practice placement.

Reason:

There is no clear policy and format in place, particularly with regard to part time placements.

Deadline for *Conditions* to be met: 19 June 2006
To be submitted to Approvals Committee on: 4 July 2006

The nature and quality of instruction and facilities meets the Standards of Education and Training.

We recommend to the Education and Training Committee of the HPC that they approve this programme (subject to any conditions being met).

Visitors' signatures:

**Carol Lloyd
Kathryn Heathcote
Judith Martin**

Date: 17 May 2006

Recommendations

SET 3. *Programme management and resource standards*

3.11 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.

Recommendation 1:

Review and revise attendance policy in relation to the new learning and teaching strategies being put in place.

Reason:

The present policy relates to physical attendance at sessions, but an increasing amount of the curriculum will be delivered through e learning.

SET 4. *Curriculum Standards*

4.2 The programme must reflect the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the professions.

Recommendation 2:

The programme team should consider mapping the programme against the KSF and ensure that students are aware of the role of regulatory and professional bodies.

Reason:

Students need to be fully prepared for employment, and KSF is an increasingly important aspect within the NHS. For safe practice students must be fully aware of all guidance and standards that pertain to their profession.

SET 5. *Practice placements standards*

5.6 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

Recommendation 3:

Further develop and document the procedures for the initial approval of all elements of a new practice placement.

Reason:

The monitoring system is well developed, but the initial approval system has a limited system in place with few details.

Recommendation 4:

Monitor and review the effectiveness of part time placements from the perspective of students, academic staff and practice placement educators.

Reason:

The impact on students and programme provision of part time placements is unknown. To ensure that the all learning outcomes are achieved, an effective monitoring system should be in place to review the process.

Commendations

The Visitors would like to comment the programme team on the following:

The team has developed excellent collaboration with practitioners who have been pivotal to the programme development. Placement educators and colleagues actively support the development and are fully aware of the requirements of this particular programme.

The validation documentation and mapping exercise were clear and effective in providing necessary information for the Visitors. The mapping is detailed and provides an excellent format for following up information.

The library and information technology support provided, both on and off site, is excellent, with library staff having detailed knowledge of the particular needs of health programme students.

The e-learning strategy is clearly articulated with planned progression, including the need for both technical development and staff commitment.

Health Professionals Council
Department of Education and Policy

Visitors report

Name of education provider	Southampton University
Name and titles of programme(s)	BSc (Hons) Physiotherapy P/T
Date of event	3/4 May 2006
Proposed date of approval to commence	September 2006
Name of HPC visitors attending (including member type and professional area)	Kathryn Heathcote (Physiotherapy) Judith Martin (Occupational Therapy) Carol Lloyd (Occupational Therapy)
HPC Executive officer(s) (in attendance)	Karen Scott
Joint panel members in attendance (name and delegation):	<p><u>Southampton University</u> Ian Giles (Chair) Bill Brooks Rosalynd Jowett George Lueddeke</p> <p><u>College of Occupational Therapists</u> Remy Reyes (Education Officer) Karen Holmes (Observer) Jo-Anne Supyk Jennifer Caldwell</p> <p><u>Chartered Society of Physiotherapists</u> Jenny Carey (Education Officer) Mairead O'Siochru</p>

New programmes	X
Major change to existing programme	X
Visit initiated through Annual Monitoring	X

Part 1.

1.1 Confirmation of meetings held

	yes	no	n/a
Senior personnel of provider with responsibility for resources for the programme	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme planning team	X	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	X	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Confirmation of facilities inspected

	yes	No
Library learning centre	X	<input type="checkbox"/>
IT facilities	X	<input type="checkbox"/>
Specialist teaching accommodation	<input type="checkbox"/>	X Already seen

1.3 Confirmation that particular requirements/specific instructions (if any) of the Education and Training Committee that have been explored e.g. specific aspects arising from annual monitoring reports.

Requirement (please insert detail)	yes	No	n/a
1.	<input type="checkbox"/>	<input type="checkbox"/>	X
2.	<input type="checkbox"/>	<input type="checkbox"/>	X
3.	<input type="checkbox"/>	<input type="checkbox"/>	X

Proposed student cohort intake number please state	Total 45 Physiotherapy 20 Occupational Therapy 25
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The following summarises the key outcomes of the approvals event and provides reasons for the decision.

CONDITIONS

SET 2 *Programme admissions*

The admission procedures must:

2.2 apply selection and entry criteria, including:

2.2.2 criminal convictions checks;

Condition 1:

The documentation must clarify the policy and procedures that would be followed in the event of the disclosure of a criminal conviction.

Reason:

The information concerning the procedures that are to be put in place was not clear in the documentation.

SET 3. *Programme management and resource standards*

3.1 The programme must have a secure place in the education provider's business plan.

Condition 2:

The documentation must clearly state the minimum numbers of students that would ensure a viable cohort, below which the programme will not run.

Reason:

It is important that cohort numbers provide peer support and financial viability. While maximum numbers are identified in the documentation, the programme will start with smaller numbers, and thus minimum numbers must be identified in the section on proposed intakes.

SET 4. *Curriculum Standards*

4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.

Condition 3 (this condition is repeated at 5.1 below):

Clearly outline the conclusion to the programme, including timing, content and integration of practice with theory.

Reason:

The programme concludes with placement education that would be completed by students over different time scales. There was no indication as to how this placement would be integrated within the programme, or how students will conclude their studies. While this was clearly articulated by the programme team, it was not included in the documentation.

4.5 The delivery of the programme must assist autonomous and reflective thinking, and evidence based practice.

Condition 4:

The inclusion and progression of critical reflection and clinical reasoning must be clearly articulated within the documentation.

Reason

Although critical reflection and clinical reasoning are mentioned in the document, they are understated, and do not match present expectations.

SET 5. *Practice placements standards*

5.1 Practice placements must be integral to the programme.

Condition 3 (repeated):

Clearly outline the conclusion to the programme, including timing, content and integration of practice with theory.

Reason:

The programme concludes with placement education that would be completed by students over different time scales. There was no indication as to how this placement would be integrated within the programme, or how students will conclude their studies. While this was clearly articulated by the programme team, it was not included in the documentation.

5.5. The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.

Condition 5:

The programme team must provide information about the current placement practice provision including geographical locations, staff skills, and professional work areas.

Reason:

There was no information about the present placement position upon which new provision will need to be built, to ensure range and numbers are appropriate.

5.7.4 The assessment procedures including the implications of, and any action to be taken in the case of failure;

Condition 6:

Develop and document a clear procedure for retrieval when there is failure in practice placement.

Reason:

There is no clear policy or format in place, particularly with regard to part time placements.

SET 6. *Assessment standards*

6.7 Assessment regulations clearly specify requirements:

6.7.1 for student progression and achievement within the programme.

Condition 7:

Develop and document a clear procedure for retrieval when there is failure in practice placement.

Reason:

There is no clear policy and format in place, particularly with regard to part time placements.

**Deadline for *Conditions* to be met: 19 June 2006
To be submitted to Approvals Committee on: 4 July 2006**

The nature and quality of instruction and facilities meets the Standards of Education and Training.

We recommend to the Education and Training Committee of the HPC that they approve this programme (subject to any conditions being met).

Visitors' signatures:

**Carol Lloyd
Kathryn Heathcote
Judith Martin**

Date: 17 May 2006

Recommendations

SET 3. *Programme management and resource standards*

3.11 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.

Recommendation 1:

Review and revise attendance policy in relation to the new learning and teaching strategies being put in place.

Reason:

The present policy relates to physical attendance at sessions, but an increasing amount of the curriculum will be delivered through e learning.

SET 4. *Curriculum Standards*

4.2 The programme must reflect the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the professions.

Recommendation 2:

The programme team should consider mapping the programme against the KSF and ensure that students are aware of the role of regulatory and professional bodies.

Reason:

Students need to be fully prepared for employment, and KSF is an increasingly important aspect within the NHS. For safe practice students must be fully aware of all guidance and standards that pertain to their profession.

SET 5. *Practice placements standards*

5.6 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

Recommendation 3:

Further develop and document the procedures for the initial approval of all elements of a new practice placement.

Reason:

The monitoring system is well developed, but the initial approval system has a limited system in place with few details.

Recommendation 4:

Monitor and review the effectiveness of part time placements from the perspective of students, academic staff and practice placement educators.

Reason:

The impact on students and programme provision of part time placements is unknown. To ensure that all learning outcomes are achieved, an effective monitoring system should be in place to review the process.

Commendations

The Visitors would like to commend the programme team on the following:

The team has developed excellent collaboration with practitioners who have been pivotal to the programme development. Placement educators and colleagues actively support the development and are fully aware of the requirements of this particular programme.

The validation documentation and mapping exercise were clear and effective in providing necessary information for the Visitors. The mapping is detailed and provides an excellent format for following up information.

The library and information technology support provided, both on and off site, is excellent, with library staff having detailed knowledge of the particular needs of health programme students.

The e-learning strategy is clearly articulated with planned progression, including the need for both technical development and staff commitment.

Health Professions Council

Visitors' report

Name of education provider	University of Sunderland
Name and titles of programme(s)	BSc(Hons) Applied Biomedical Sciences
Mode of Delivery (FT/PT)	Full Time
Date of Visit	9 th and 10 th May 2006
Proposed date of approval to commence	September 2006
Name of HPC visitors attending (including member type and professional area)	Mary Popeck William Gilmore
HPC Executive officer(s) (in attendance)	Nicole Borg
Joint panel members in attendance (name and delegation):	<p>Chair Dr Chris Bloor Principal Lecturer School of Computing & Technology University of Sunderland</p> <p>IBMS Mr Neil Willis (<i>professional</i>) Medical Biochemistry Department University Hospital of Wales</p> <p>Mrs C M Murphy (<i>academic</i>) Lecturer University of Hull</p> <p>Internal Panel Members Dr Laurence Eagle Principal Lecturer Joint Honours School of Education & Lifelong Learning</p> <p>Harry Morris Senior Lecturer Dept of Engineering School of Computing & Technology</p> <p>School Representative Dr Alan Worsley Senior Lecturer Pharmacy Dept. School of Health, Natural & Social Sciences University of Sunderland</p> <p>QA Officer</p>

	Ms Jessica Borley Senior Quality Officer Quality Support Officer University of Sunderland In Attendance Mr Derek Bishop IBMS observer Scottish Pathology Network Manager Tayside University Hospitals
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Scope of visit (please tick)

New programme	<input checked="" type="checkbox"/>
Major change to existing programme	<input type="checkbox"/>
Visit initiated through Annual Monitoring	<input type="checkbox"/>

Confirmation of meetings held

	Yes	No	N/A
Senior personnel of 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students (current or past as appropriate)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Confirmation of facilities inspected

	Yes	No	N/A
Library learning centre	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IT facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Confirmation that particular requirements/specific instructions (if any) of the Education and Training Committee that have been explored e.g. specific aspects arising from annual monitoring reports.

Requirement (please insert detail)	Yes	No	N/A
1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Proposed student cohort intake number please state	15
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The following summarises the key outcomes of the Approvals event and provides reasons for the decision.

CONDITIONS

SET 2 Programme admissions

The admission procedures must:

2.1 give both the applicant and the education provider the information they require to make an informed choice about whether to make, or take up the offer of a place on a programme

Conditions: The education provider must submit the information they provided to potential students prior to entry to ensure applicant makes an informed choice.

Reason: This information is available, however was not submitted as part of the programme documentation.

2.2 apply selection and entry criteria, including:

2.2.1 evidence of a good command of written and spoken English;

Condition: The education provider must provide evidence that applicants have, before admission to the programme attained the appropriate English language skills (written and oral) to ensure that they are able to meet the HPC's requirements upon graduation

Reason: This information is not explicit in the documentation provided

2.2.2 criminal convictions checks;

Condition: The education provider must provide evidence that applicants have, before admission to the programme completed the relevant criminal conviction checks.

Reason: This information is not included in the documentation

SET 3. Programme management and resource standards

3.1 The programme must have a secure place in the education provider's business plan.

Condition: The education provider must clearly demonstrate that the programme has a secure place in the University's business plan.

Reason: The Senior staff member responsible for the resource allocation was unable to be present at the formal meetings of the panel and therefore will

need to indicate, in writing, that the programme has a secure place within the future plans of the institution.

3.4 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

3.5 Subject areas must be taught by staff with relevant specialist expertise and knowledge.

Condition: The education provider must clearly demonstrate, in the programme documentation, that there are an adequate number of appropriately qualified and experienced staff and visiting lectures, with relevant specialist expertise and knowledge to successfully deliver the programme.

Reason: It was generally felt that there should be more input from practising Biomedical Scientists to complement the full time teaching staff in the institution in order to deliver an effective programme. In particular, there is a seeming lack of expertise in cellular pathology and histopathology (SOP 3a.1) and that in Clinical Biochemistry there is evidence that SOP 2b.1 (application of SI units) may not have been met. These deficiencies could easily be redressed either by the involvement of part time staff or the appointment of appropriate full time staff.

SET 5. *Practice placements standards*

5.1 Practice placements must be integral to the programme.

5.2 There must be an adequate number of appropriately qualified and experienced staff at the placement.

5.3 The practice placement settings must provide:

5.3.1 a safe environment; and for

5.3.2 safe and effective practice.

5.4 Learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.

5.5 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.

5.6 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

5.7 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:

5.7.1 the learning outcomes to be achieved;

5.7.2 timings and the duration of any placement experience and associated records to be maintained;

5.7.3 expectations of professional conduct;

5.7.4 the assessment procedures including the implications of, and any action to be taken in the case of failure; and

5.7.5 communication and lines of responsibility.

5.8 Unless other arrangements are agreed, practice placement educators:

5.8.1 have relevant qualification and experience;

5.8.2 are appropriately registered; and

- 5.8.3 undertake appropriate practice placement educator training.
- 5.9 There must be collaboration between the education provider and practice placement providers.
- 5.10 The education provider must ensure necessary information is supplied to practice placement providers.
- 5.11 Practice placement providers must ensure necessary information is available at the appropriate time for both the education provider and students.
- 5.12 A range of learning and teaching methods that respect the rights and needs of patients or clients and colleagues must be in place throughout practice placements.
- 5.13 The placement providers must have an equal opportunities and anti-discriminatory policy in relation to candidates and students, together with an indication of how this will be implemented and monitored.

Condition: programme documentation for the practice placement standards needs to be further developed and rewritten to explicitly meet all the standards, 5.1 to 5.13, of SET 5.

Reason:

The documentation does not give clear advice on the how the objectives listed will be achieved. The documentation does not give clear advice on the communication channels for the student whilst on placement or the full role of the placement tutor in the placement and his/her time allocation for this role. The forms of support for the placement tutor at the workplace are not indicated in the documentation.

Detail on the workplace assessment of the student's work is not adequate to ascertain that the student will, on completion of the placement, have acquired the learning outcomes and the skills to practise safely and effectively.

There is insufficient detail on the preparation of the tutor in the workplace for the student.

SET 6. Assessment standards

- 6.7 Assessment regulations clearly specify requirements:
- 6.7.2 for awards which do not provide eligibility for inclusion onto the Register not to contain any reference to an HPC protected title in their title;
- 6.7.3 for an aegrotat award not to provide eligibility for admission to the Register; and

Condition: The education provider must clarify the award title and requirements, for those award(s) which do not lead to eligibility for inclusion onto the register.

Reason: The titles of the various forms of this degree need clarification to ensure that there is full comprehension of what the specific degree involves and which degree would lead to inclusion on the HPC register.

Commendations

The clinical diary is an innovative approach to the student's method of his documentation of the placement year. There is assistance on what is needed for good reflective practice and this should, over all, be helpful for the student but also a useful

means for the placement tutor and the workplace tutor to chart the students progress in the workplace.

The programme has an enthusiastic and committed leadership.

The nature and quality of instruction and facilities meets the Standards of Education and Training.

We recommend to the Education and Training Committee of the HPC that they approve this programme (subject to any conditions being met).

Visitors' signatures:

Mary Popeck

William Gilmore

Date: 22nd May 2006

Health Professions Council

Visitors report

Name of education provider	University of Wolverhampton		
Name and titles of programme(s)	Supplementary Prescribing for Allied Health Professionals		
Date of event	13.12.05		
Proposed date of approval to commence	February 2006		
Name of HPC visitors attending (including member type and professional area)	Dr. Jean Mooney, CH 7848; Podiatrist Mr. Marcus Bailey Paramedic		
HPC Executive officer(s) (in attendance)	Ms Joanna Kemp Mr Edward Crowe		
Joint panel members in attendance (name and delegation):	Alan Weale	Chair, Associate Dean, Quality and Standards	School of Health University of Wolverhampton
	Julie Hyde	NMC Visitor	Nursing and Midwifery Council
	Hilary Lumsden	Senior Lecturer, Midwifery	School of Health University of Wolverhampton
	Megan Tanner	Acting Subject Leader, Post-Qualifying Studies	School of Health University of Wolverhampton
	Pamela Worton	Walsall Campus Registrar	Registry, University of Wolverhampton
	Stella Walsh	Quality and Academic Standards Officer	University of Wolverhampton

Scope of visit (please tick)

New programme	<input checked="" type="checkbox"/>
Major change to existing programme	<input type="checkbox"/>
Visit initiated through Annual Monitoring	<input type="checkbox"/>

1.1 Confirmation of meetings held

	yes	no	n/a
Senior personnel of provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme planning team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Confirmation of facilities inspected

	yes	no
Library learning centre	✓	
IT facilities	✓	
Specialist teaching accommodation	✓	

1.3 Confirmation that particular requirements/specific instructions (if any) of the Education and Training Committee that have been explored e.g. specific aspects arising from annual monitoring reports.

Requirement (please insert detail)	yes	no	n/a
	<input type="checkbox"/>	<input type="checkbox"/>	✓ *

** This is a new programme that has not been previously approved by HPC*

Proposed AHP student cohort intake number please state	Unknown, but likely = < 10
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The following summarises the key outcomes of the approvals event and provides reasons for the decision.

CONDITIONS

SET 2 Programme admissions

2.2 The admission procedures must apply selection and entry criteria, including:

Condition 1: SET 2.2.2 criminal convictions checks

The HEI must ensure that current criminal conviction checks must have been made for all students, prior to their entry to the programme,

Reason: This SET was not visited within the Course Document or the student Application Form

Condition 2: SET 2.2.3 compliance with any health requirements

The HEI must ensure that all students comply with health requirements to practice, prior to their entry to the programme

Reason: This SET was neither covered nor explicitly asked for within the course documentation or student application form

Condition 3: SET 2.2.5 accreditation of Prior Learning and other inclusion mechanisms

The HEI must evidence the APL process in order to confirm student ability to access the course via this route

Reason: The course team explained the APL process verbally, but it was not referenced within course documentation

SET 3. Programme management and resource standards

Condition 4: SET 3.1 The programme must have a secure place in the education provider's business plan.

Reason: No business plan was submitted within the documentation to support this SET, with specific omission of the school plan and the Birmingham and Black Country SHA for Non-Medical Prescribing document.

Condition 5: SET 3.6 A programme for staff development must be in place to ensure continuing professional and research development.

The HEI must ensure that a programme for staff development forms part of its Business Plan

Reason: As in Condition 4 (above) no business plan was submitted with documentation to support this SET, with specific omission of the school plan and the Birmingham and Black Country SHA for Non-Medical Prescribing document.

Condition 6: SET 3.9 Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

The HEI must ensure that written consent is gained from students in order to allow them to participate in practical scenarios within the programme

Reason: Students are likely to undertake role-play as part of the teaching and learning programme

Condition 7: SET 3.11 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.

The HEI must ensure that the course and student documentation articulates the requirements of programme attendance, and describes exactly how any hours lost due to absence are to be made up

Reason: The programme requires that students attend for all elements of the course. Students must be made aware of the express need to undertake the required work in order to make up for any time lost due to absence from the taught and practical elements of the programme

SET 5. *Practice placements standards*

Condition 8: SET 5.2 There must be an adequate number of appropriately qualified and experienced staff at the placement.

Conditions 9 and 10: SET 5.3 (5.3.1 and 5.3.2) The practice placement settings must provide a safe environment and allow safe and effective practice

Condition 11: SET 5.4 Learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.

Condition 12: SET 5.13 The placement providers must have an equal opportunities and anti-discriminatory policy in relation to candidates and students, together with an indication of how this will be implemented and monitored.

The HEI should describe fully how Medical Mentors are recruited, and prepared for, the student placement. The HEI should delineate how the Medical Mentors are supported and monitored during the student placement. The HEI should describe its protocols to replace a medical mentor and also how it will identify the need to replace a medical mentor, focussing especially on the chance of this needing to occur during the placement period of an individual student

The HEI should describe fully how Medical Mentors are trained and supported in the objective assessment of students

The HEI should describe its protocols to ensure consistency of the students' placement experiences, and placement assessment consistency and objectivity throughout the placement-based learning element of the programme

Reason: The course documentation did not present any evidence of the quality assurance mechanisms that confirm the recruitment / replacement, preparation, support, and monitoring of medical mentors. It also did not describe how the consistency of the placement experience is achieved across the student cohort. It did not delineate the objectivity of the assessment of the practice-based element of the programme nor link the clinical assessment to externally referenced frameworks.

Condition 13: SET 5.6 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

The HEI must identify and document its protocols and processes to approve and audit placements

Reason: No reference was made to the HEI's protocols and processes to approve and audit student placements within the course documentation or discussions with the course team

Condition 14: SET 5.7 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:

SET 5.7.1 the learning outcomes to be achieved;

The HEI must ensure that it has appropriate protocols in place so that placement mentors are fully conversant with the learning outcomes of the programme

Reason: The Medical Mentors who attended the Approvals Event volunteered that they had a number of concerns around the consistency of teaching and learning strategies employed throughout the group of Medical Mentors who provided the practice-based teaching to the current (Supplementary Prescribing for Nurses) programme, particularly in terms of the learning outcomes that the student was expected to achieve, and the level of student achievement that was to be demonstrated during the assessment of this element of the programme

Condition 15: SET 5.7.4 the assessment procedures including the implications of, and any action to be taken in the case of failure

The HEI must document the failure and re-submission policy within the course documentation

Reason: The HEI's policy on failure and resubmission was explained verbally but was omitted from the course documentation

Condition 16: SET 5.7.5 communication and lines of responsibility.

The HEI must ensure the Medical Mentors are fully aware of lines of communication and their responsibility within the programme

Reason: There appeared to be confusion over this issue during the Visitors' discussion with the Medical Mentors, and issues around communication and lines of responsibility were not stated clearly within the documentation

Condition 17: SET 5.10 The education provider must ensure that necessary information is supplied to practice placement providers.

The HEI must ensure that all the Medical Mentors and placement providers are provided with all necessary information about the delivery and assessment of the clinical practice element of the programme

Reason: Discussion with the Medical Mentors demonstrated that they were unsure of their exact roles and responsibilities to the delivery and assessment of the programme

SET 6. Assessment standards

Condition 18: SET 6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practise.

The HEI must evolve a process to validate the OSCE clinical assessment, to ensure quality, consistency and objectivity

Reason: The Course Team and the presented documentation were unable to give any evidence of the HEI's quality assurance mechanisms as applied to the placement-assessed OSCE

Condition 19: SET 6.4 The measurement of student performance and progression must be an integral part of the wider process of monitoring and evaluation, and use objective criteria.

The HEI must give explicit evidence of the objective criteria within their protocols and processes that are used to monitor and evaluate student performance and progression

Reason: There was insufficient evidence of this provided in the discussion or documentation

Condition 20: SET 6.5 There must be effective mechanisms in place to assure appropriate standards in the assessment.

The HEI must give explicit evidence of the objective criteria within their protocols and processes that are used to monitor and evaluate student performance and progression

Reason: As in Condition 6.1 and 6.4 (above)

Condition 21: SET 6.7.5 for the appointment of at least one external examiner from the relevant part of the Register.

The HEI must appoint an external examiner to the programme from one of the contributing Allied Health Professions (Physiotherapy, Radiography, Podiatry / Chiropody)

Reason: The HEI had not made this appointment at the time of the Approvals event

Deadline for *Conditions* to be met: 24.02.06

To be submitted to Approvals Committee on: 2 March 2006

The nature and quality of instruction and facilities meets the Standards of Education and Training.

We recommend to the Education and Training Committee of the HPC that they approve this programme (subject to any conditions being met).

Visitors' signatures:

Dr Jean Mooney:



Marcus Bailey:

A handwritten signature in black ink, appearing to read 'Bailey', is centered within a light gray rectangular background.

Date: 15.12.05

Recommendations

Recommendation 1: SET 5.8.3 undertake appropriate practice placement educator training.

The HEI is recommended to ensure that appropriate placement educator training is conducted prior to the students entering the placement.

Reason: The HEI is advised to have robust mechanisms in place to ensure clarity within the course programme, and their expectations/responsibilities of the placement educator / medical mentor.

Recommendation 2: SET 5.9 There must be collaboration between the education provider and practice placement providers.

The HEI is strongly advised to develop a stronger network between it, placement educators and Prescribing Leads within contributing Trusts

Reason: The discussions with the Course Team indicated that although communication does take place network between it, placement educators and Prescribing Leads within contributing Trusts, communication networks should be developed, extended and strengthened in order to meet the needs of the students, patients, and the wider health care sector

Commendations

The Visitors are pleased to commend the Course Team in the following area:

- Commendation 1: The excellence of the range of learning resources that they were shown during their visit to University of Wolverhampton
- Commendation 2: The quality of the student facilities that they were shown during their visit to University of Wolverhampton