

Visitors' report

Name of education provider	University of Glamorgan
Programme name	Supplementary Prescribing
Mode of delivery	Part Time
Relevant part of HPC register	Physiotherapy Podiatry/Chiropody Radiography
Relevant entitlement(s)	Supplementary Prescribing
Date of visit	Tuesday 21 October 2008

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Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

As well as approving educational programmes for people who want to join the Register, the HPC also approve a small number of programmes for those already on the Register. The post-registration programmes we currently approve are supplementary prescribing programmes (for chiropodists / podiatrists, radiographers and physiotherapists) and programmes in local anaesthetics and prescription-only medicine (for chiropodists / podiatrists).

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. The education provider has until Friday 5 December 2008 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee on Monday 2 February 2009. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by Friday 12 December 2008. The visitors will consider this response and make a separate recommendation to the Education and Training Committee on the approval of the programme. It is anticipated that this recommendation will be made to the Education and Training Committee on Monday 2 February 2009.

Introduction

The HPC visited the programme at the education provider as it was a new programme which was seeking HPC approval for the first time. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was an HPC only visit. The education provider did not validate or review the programme at the visit and the professional body did not consider their accreditation of the programme. The education provider supplied an independent chair and secretary for the visit.

Visit details

Name of HPC visitors and profession	Dr Jean Mooney (Chiropodist/Podiatrist) Mr Gordon Pollard (Paramedic)
HPC executive officer(s) (in attendance)	Miss Elisa Simeoni
Proposed student numbers	Maximum 30
Proposed start date of programme approval	Monday 2 March 2009
Chair	Mr Terry Kell (University of Glamorgan)
Secretary	Ms Alexia Attard (University of Glamorgan)

Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider.

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Prescribing for Physiotherapy, a position paper from the profession in Wales	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CD-Rom of Glamorgan Clinical Simulation Centre	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HPC did not review all curriculum vitae for relevant staff prior to the visit as the education provider did not submit all of them. However, they did table the missing CVs at the visit itself.

The HPC did not review the external examiners' reports from the last two years as the education provider did not submit them. However, they did table them at the visit itself.

The HPC did not review the mapping document providing evidence of how the education provider has met the SOPs prior to the visit as a mapping document was not required by the visitors as the programme is a post-registration qualification.

During the visit the HPC saw the following groups or facilities;

	Yes	No	N/A
Senior managers of the education 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/mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HPC met with previous students from the supplementary prescribing and independent prescribing programmes for nurses as the programme seeking approval currently does not have any students enrolled on it.

Recommended outcome

To recommend a programme for approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 43 of the SETs have been met and that conditions should be set on the remaining 20 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors have also made a number of recommendations for the programme. Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors have also made a commendation. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

2.1 The admissions 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 education provider must redraft the programme documentation to reflect that an HPC-registered Allied Health Professional (AHP) who successfully completes the programme will have the HPC register annotated with the Supplementary Prescribing entitlement.

Reason: In the programme documentation submitted prior to the visit, there were references made that on successful completion of the programme, people will require registration with HPC. However, as the students on the programme will already be HPC registered and in order to give applicants the information they require to make an informed choice about whether to make or take up the offer of a place on the programme, the visitors wish the education provider to amend the programme documentation to clearly state that HPC-registered AHPs who successfully complete the programme will have the HPC Register annotated with the Supplementary Prescribing entitlement.

2.1 The admissions 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 education provider must produce clear information to give applicants the information they require to make an informed choice about whether to make or take up the offer of a place on a programme.

Reason: In the documentation submitted and in discussion with the programme team, it was clear that information was not made available to applicants. Therefore, the visitors said that the education provider must produce this information in order for applicants to have all the information they require to make an informed choice about whether to make or take up the offer of a place on a programme.

2.1 The admissions 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 education provider must ensure that references to the roles and requirements of professional bodies and regulatory bodies are accurate and up-to-date.

Reason: The documentation currently fails to distinguish the different roles and requirements of the regulatory and professional bodies of the different

professions that will have access to the programme. This information must be updated so that applicants have the correct information they require to take up a place on the programme.

2.1 The admissions 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 education provider must redraft the programme documentation to include references to AHPs.

Reason: The documentation provided prior to the visit did not reflect the inclusion of AHPs on the programme and sometimes only referred to nurses and pharmacists. Therefore the programme documentation, in particular the student handbook, must be updated to also reflect that Physiotherapists, Radiographers and Podiatrists/Chiropodists will enrol onto the programme.

2.2.1 The admissions procedures must apply selection and entry criteria, including evidence of a good command of written and spoken English.

Condition: The education provider must submit evidence that the programme documentation includes reference to the required English Level for registered AHPs.

Reason: The documentation that was submitted to the visitors prior to the visit did not include a statement on the level of English required for the programme. Whilst the prospective students will be registered AHPs and the standard of proficiency regarding the level of English will be met, there was no mention of this in the student handbook. Students on this programme need to be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System with no element below 6.5.

2.2.2 The admission procedures must apply selection and entry criteria, including criminal conviction checks.

Condition: The education provider must submit evidence that the programme documentation includes information that applicants will be required to show evidence that they have undertaken a recent Enhanced Criminal Record Bureau (CRB) check prior to enrolment on the programme.

Reason: The documentation that was submitted to the visitors prior to the visit did not include any information about enhanced CRB checks carried out prior to admission to the programme. The application form for admission only asked applicants to answer the following closed questions "Do you have any relevant criminal convictions" and stated "If you tick yes, you may be required to provide further details". In particular, pre-programme information for students must include detail on the need for an enhanced CRB check and the procedures in

place should the applicant receive a positive identification. The visitors wish also to remind the education provider that for overseas students, CRB checks need to be undertaken 3 months after arrival in the UK in order to be effective.

2.2.3 The admissions procedures must apply selection and entry criteria, including compliance with any health requirements.

Condition: The education provider must submit evidence that the programme documentation includes information about any health requirements.

Reason: The documentation submitted to the visitors prior to the visit did not contain information about health requirements. In discussion with the senior team, it was clear that the education provider did not ask students to bring evidence of recent health checks to the start of the programme. The programme team explained that until recently, people were coming from solely an NHS background and therefore did not have any particular concern about health requirements for their students. However, with the inclusion of AHPs on the programme, an outline of pre-programme enrolment health requirements, in particular within the student handbook, needs to be produced to better inform students of any programme-related health requirements.

2.2.4 The admission procedures must apply selection and entry criteria, including appropriate academic and/or professional entry standards.

Condition: The education provider needs to resubmit the programme documentation, including the documentation available to students on the programme, to include which registered AHPs can enrol onto the programme and to update the documents accordingly.

Reason: The programme documentation only stated that Physiotherapists could enrol onto the programme. The senior team confirmed during the visit that they wish Radiographers and Podiatrists/Chiropodists also to have access to the programme. Therefore the programme documentation needs to clearly state that Physiotherapists, Radiographers and Podiatrists/Chiropodists can be accepted on the programme. Moreover, necessary modification in the programme documentation must be made accordingly.

3.2 The programme must be managed effectively.

Condition: The education provider needs to provide evidence that student feedback is taken into consideration in the delivery of the programme.

Reason: During the visit, the visitors reviewed some module evaluations but they did not have a chance to see how student feedback is considered in the subsequent delivery of the programme. Therefore they wish to see evidence of the mechanism that is in place to take enrolled students' feedback into consideration in the subsequent delivery of the programme to be assured this standard is appropriately met.

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

Condition: The education provider must assure of the inclusion of AHPs input into the development and delivery of the programme.

Reason: During the meeting with the senior team, the visitors were told that the programme team is currently in contact with a physiotherapist to obtain advice from the profession and that there is an intention to recruit new staff with specific knowledge of AHP-requirements if the programme is approved by HPC. Therefore, the visitors want the education provider to produce a statement of assurance of the inclusion of AHPs and AHP-requirements input into the development and delivery of the programme to make sure this standard is met.

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 education provider must provide information about the protocols used to obtain consent where students participate as patients or clients in practical and clinical teaching.

Reason: In discussion with the programme team, it was clear that there is a form used to obtain consent from students. However, the visitors did not have an opportunity to review the protocols and therefore require documentary evidence to assist them in determining how this standard is met.

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 programme team must redraft the programme documentation, including the student handbook, to include information about where attendance is mandatory and more detail on the sickness/absence policy.

Reason: The documentation submitted neither specified where attendance is mandatory nor the sickness/absence policy throughout the course of the programme. Therefore in order for this standard to be met, the education provider must include this information in the programme documentation, including the student handbook.

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

Condition: The education provider must include pharmacokinetics in the module descriptor document.

Reason: In the module descriptor, pharmacodynamics is stated under therapeutics but pharmacokinetics is not. The student handbook however refers to both. Therefore, in order the information to be consistent, pharmacokinetics must be included also in the module descriptor document.

4.4 The curriculum must remain relevant to current practice.

Condition: The education provider must assure of the inclusion of AHPs in the development of the programme.

Reason: In the documentation submitted, there was no evidence of how the education provider ensures that the curriculum remains relevant to current AHP practice. Therefore, with the inclusion of AHPs in the programme, the visitors require evidence of how the education provider ensures that this standard is met.

4.7 Where there is inter-professional learning, the profession-specific skills and knowledge of each professional group must be adequately addressed.

Condition: The education provider must assure of the inclusion of AHPs input into the delivery of the programme.

Reason: In the documentation submitted, there was no evidence that where there is inter-professional learning, the skills and knowledge of each professional group is considered and adequately addressed. Therefore, with the inclusion of AHPs in the programme, the visitors want to be assured of the inclusion of AHPs input into the delivery of the programme.

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

Condition: The education provider must formulate a process to maintain a thorough and effective system for approving and monitoring all placements.

Reason: In the documentation supplied by the programme team, information about placement audits, and therefore how the programme team ensures that placement environments are suitable, was not provided. During the visit, the programme team was not able to assure the visitors that a thorough and effective system for approving and monitoring all placements was in place. In order to meet this standard, the education provider must formulate a process to maintain a thorough and effective system for approving and monitoring all placements. The audit process must include approval of new placements, and their future monitoring.

5.7.2 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the timings and the duration of any placement experience and associated records to be maintained.

Condition: The education provider must include information on the exact timing of placements in relation to the theory programme in the student handbook and practice placement handbook.

Reason: The documentation submitted did not clearly state the exact timing of placements in relation to the theory programme in the student handbook and practice placement handbook. Therefore the programme documentation must be updated to clearly reflect this information.

5.10 The education provider must ensure necessary information is supplied to practice placement providers.

Condition: The programme team must redraft the practice placement handbook to include where attendance is mandatory and the sickness/absence policy when students are at placement.

Reason: The documentation submitted neither specified where attendance is mandatory nor the sickness/absence policy. Therefore in order practice placement providers obtain necessary information, the education provider must include this information in the practice placement handbook.

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

Condition: The programme team must update the programme documentation, including the student handbook, to include the numeracy assessments.

Reason: During the meeting with the programme team, the visitors were told that numeracy assessments formed part of the overall course assessment. Since they were not mentioned in the documentation provided prior to the visit, the programme documentation, including the student handbook, needs to be updated to reflect the inclusion of numeracy assessments.

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.

Condition: The programme documentation must clearly articulate the pass marks and marking criteria for all assessed elements and make this information accessible in the documentation.

Reason: In the documentation provided prior to the visit, there was some information about the pass marks and marking criteria however it was not easily accessible and was not provided for all assessed elements. Therefore the visitors

want to see a document clearly articulating the pass marks and marking criteria for all assessed elements to make sure this standard is met.

6.7.1 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.

Condition: The student handbook must be updated to clearly articulate the pass marks and marking criteria for all assessed elements and make this information accessible to students.

Reason: In the documentation provided prior to the visit, there was some information about the pass marks and marking criteria however it was not easily accessible and was not provided for all assessed elements. Therefore the student handbook must be updated to clearly articulate this information in order students can understand what is expected of them at each stage of the programme.

6.7.3 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.

Condition: The education provider must redraft and resubmit the programme assessment regulations to clearly state that students who are awarded an aegrotat award will not have the HPC register annotated with the Supplementary Prescribing entitlement.

Reason: The submitted documentation did not state clearly state that an aegrotat Award will not lead to eligibility to the HPC register annotated with the Supplementary Prescribing entitlement. The visitors wish the programme documentation to be updated to include this caveat.

6.7.4 Assessment regulations must clearly specify requirements for a procedure for the right of appeal for students.

Condition: The education provider must include the procedure for the right of appeal for students in the programme documentation.

Reason: The procedure for the right of appeal for students was not included in the submitted programme documentation. The visitors wish this procedure to be made available to students. Therefore this document or a web-site reference to this document must be included in the student handbook.

Recommendations

3.2 The programme must be managed effectively.

Recommendation: The education provider should consider the recruitment of a new member of staff appointed to a role in support of the programme leader.

Reason: The education provider expects an increasing number of students in the near future and in order to assure that the workload of the programme leader is manageable, the visitors would recommend the senior team to consider the recruitment of a new member of staff appointed to a role in support of the programme leader.

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

Recommendation: The education provider should review the list of useful websites which is included in the student handbook in order to include reference to the British National Formulary website as well as to any AHP related websites.

Reason: The list of useful websites which is included in the student handbook did not include any references neither to the British National Formulary website (<http://www.bnf.org>) nor to any AHPs related websites. As they may be useful to students, the visitors would recommend the education provider to include these websites in the list.

Commendations

The visitors wish to commend the following aspects of the programme:

Commendation: The visitors wish to commend the education provider for the investment in an interactive mannequin with 'human' responses and that is accessible to students in the clinical simulation centre.

Reason: An interactive mannequin with 'human' responses is available to students in the clinical simulation centre. This mannequin is capable of a range of human reactions which include, but is not limited to, crying, sweating, trembling, bleeding, blood pressure changes, shock reactions and therefore helps students to practice in more realistic conditions. Therefore the visitors wish to commend the education provider for having invested in such a mannequin to benefit and enhance students learning.

Dr Jean Mooney
Mr Gordon Pollard

Visitors' report

Name of education provider	Isle of Wight NHS PCT Ambulance Service
Programme name	IHCD Paramedic Award
Validating body/awarding body	IHCD (part of Edexcel)
Mode of delivery	Full time
Relevant part of HPC register	Paramedic
Date of visit	28-29 October 2008

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Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Paramedic' must be registered with us. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. The education provider has until 24 December 2008 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee on Monday 2 February 2009. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 8 May 2009. The visitors will consider this response and make a separate recommendation to the Education and Training Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Education and Training Committee on 25 August 2009.

Introduction

The HPC visited the programme at the education provider as it was an approved programme which had not been approved since the publication of the QAA subject benchmark statements. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was an HPC only visit. The education provider and validating/awarding body did not validate or review the programme at the visit and the professional body did not consider their accreditation of the programme. The education provider supplied an independent chair and secretary for the visit.

Visit details

Name of HPC visitors and profession	James Petter (Paramedic) Jane Topham (Paramedic) Shaaron Pratt (Radiographer)
HPC executive officer(s) (in attendance)	Paula Lescott
Proposed student numbers	Maximum 12 per cohort
Initial approval	September 2000
Effective date that programme approval reconfirmed from	1 September 2009
Chair	Danny Fisher (Isle of Wight PCT)
Secretary	Joanne Caddy (Isle of Wight PCT)

Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider.

	Yes	No	N/A
Programme specification	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The HPC did not review a programme specification, practice placement handbook or external examiners' reports prior to the visit as these documents do not exist.

During the visit the HPC saw the following groups or facilities;

	Yes	No	N/A
Senior managers of the education 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/mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommended outcome

To recommend a programme for ongoing approval the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the ongoing approval of the programme is reconfirmed.

The visitors agreed that twenty of the SETs have been met and that conditions should be set on the remaining forty three SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors agreed that the education provider may wish to discuss some of these conditions with the validating/awarding body before attempting to respond to the conditions.

The visitors have also made a number of recommendations for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for ongoing approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

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 education provider must review the programme documentation and the advertising materials to detail the information supplied to applicants for entry on to the programme.

Reason: From the documentation submitted by the education provider the visitors could not fully determine the information that is communicated to applicants to the programme. In particular the visitors felt that information on selection criteria and entry requirements should be clearly stated in programme documentation in order to ensure that all applicants understand any expectations of them and are fully prepared for participation in the programme.

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 education provider must review the programme documentation and the advertising materials to demonstrate that all candidates are subject to the same processes, requirements and policies throughout the course of the programme.

Reason: From the documentation submitted by the education provider the visitors could not fully determine the information that is communicated to applicants to the programme. In particular the visitors felt that information must be provided to applicants to clarify that all candidates no matter which Trust they work for are required to follow the same procedures and will be dealt with in the same way by the education provider in order to prevent any confusion amongst students on the programme.

2.2.1 The admission procedures must apply selection and entry criteria, including evidence of a good command of written and spoken English.

Condition: The education provider must review the programme documentation to provide evidence of how the required level of English of all applicants is established in the selection process.

Reason: From the programme documentation submitted it was not clear how evidence of a good command of English is established for applicants and how this information is communicated to applicants to the programme. The visitors need to see evidence of the policy applied and how this information is clearly conveyed to applicants in order to ensure that this standard is being met.

2.2.2 The admission procedures must apply selection and entry criteria, including criminal conviction checks.

Condition: The education provider must detail the criminal conviction check policy in place and demonstrate that information on these requirements is supplied to applicants for entry on to the programme.

Reason: From the documentation submitted by the education provider the visitors could not fully determine the Criminal Records Bureau check requirement and how this information is communicated to applicants to the programme. The visitors need to see evidence of the policy applied and how this information is clearly conveyed to applicants in order to ensure that this standard is being met.

2.2.3 The admission procedures must apply selection and entry criteria, including compliance with any health requirements.

Condition: The education provider must detail the health requirements necessary for entry on to the programme and demonstrate that information on these requirements is supplied to applicants.

Reason: From the documentation submitted by the education provider the visitors could not fully determine the health requirements criteria and how this information is communicated to applicants to the programme. The visitors need to see evidence of the policy applied and how this information is clearly conveyed to applicants in order to ensure that this standard is being met.

2.2.4 The admission procedures must apply selection and entry criteria, including appropriate academic and/or professional entry standards.

Condition: The education provider must detail the entry standards applicable for the programme and demonstrate that information supplied to applicants on these standards is clearly articulated within the programme documentation.

Reason: From the documentation submitted by the education provider the visitors could not fully determine the entry criteria for the programme and how this information is communicated to applicants. The information on the academic and/or professional entry standards must be clearly stated so that applicants can make an informed choice about whether to apply to the programme.

2.2.5 The admission procedures must apply selection and entry criteria, including accreditation of prior learning and other inclusion mechanisms.

Condition: The education provider must demonstrate how information on the Accreditation of Prior Learning (APEL) policy utilised is supplied to applicants to the programme.

Reason: From discussions with the programme team it was clear that there is an APEL policy in place for the programme. The visitors felt that the information on this policy must be clearly stated in the programme documentation so that it is clear to applicants.

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

Condition: The education provider must provide evidence of the business plan for the programme to ensure that the programme has a secure place.

Reason: From discussions with the senior team it was clear that there were no current plans to run the programme and that programmes would only run as required. In order to ensure that this standard is being met the visitors require evidence to demonstrate that there is appropriate security to ensure that any cohort will be able to complete once a programme commences.

The visitors felt that by stating the maximum number of programmes that the education provider would consider running in a year and the maximum number of students that this would help them assess that there are appropriate resources.

3.2 The programme must be managed effectively.

Condition: The education provider must demonstrate the systems that are in place to manage the programme effectively.

Reason: From the programme documentation and discussions at the visit the visitors felt that they had not received enough evidence to demonstrate that key systems for the programme were established. In particular, the visitors wish to see evidence that illustrates that the following are in place and copies of documents relating to these processes:

- formal programme review processes, such as the student feedback process and the action plans resulting from this (possible documents could include recent minutes of steering committee meetings and annual reports which could detail items such as attrition rates and student satisfaction);
- practice placement audits and placement feedback process, evaluations and partnership meetings; and
- service level agreements or memoranda of understanding with placement providers.

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

Condition: The education provider must review their programme documentation to demonstrate the process in place that ensures that visiting lecturers and tutors are appropriately qualified.

Reason: From the programme documentation supplied the visitors could not determine the policy in place regarding the qualifications and experience required for all visiting lecturers and tutors. Further evidence is required for the visitors to be able to determine if this standard is being met.

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 education provider must provide the policy on student consent and ensure that the protocols used to gain consent are clearly articulated to students on the programme.

Reason: From the programme documentation and the information supplied at the visit the policy for obtaining consent from students was unclear. The visitors need to receive further evidence in the form of a consent policy and the method of obtaining consent (such as a consent form) to ensure that this standard is being met.

3.10 A system of academic and pastoral student support must be in place.

Condition: The education provider must revisit the programme documentation to clearly state the academic and pastoral support policy for the programme.

Reason: From the documentation submitted by the education provider the visitors felt that whilst there was information relating to the support for students on the programme, information regarding the policy and processes was not clear. The visitors require evidence of the support policy for the programme such as for students with dyslexia and demonstration that this information and guidance is clearly conveyed to students.

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 education provider must provide the attendance policy for the programme and demonstrate how this is clearly communicated to the students.

Reason: From the documentation and discussions with the programme team it was clear that there was an expectation for the students to attend 100% of the programme but in instances where this did not occur that cases would be assessed individually. In order to ensure clear guidelines are provided to students and to ensure that all students receive parity of treatment the visitors require evidence of a standardised attendance policy to ensure that this standard is being met.

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 education provider must submit documentation to show how HPC standards of proficiency are delivered in the programme (this may include an amended HPC standards of proficiency mapping to assist the visitors).

Reason: In the documentation submitted by the education provider the visitors found it difficult to see how the HPC standards of proficiency were clearly being delivered in the curriculum and learning outcomes of the programme modules. They were assured that the HPC standards of proficiency are considered in the programme however this needs to be made more explicit within the documentation so that the visitors can verify that this standard is being met. In particular the visitors would benefit from the following to be included in the mapping:

- all standards of proficiency to be included in referencing; and
- specific guidance of where standards of proficiency are met currently in the programme.

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 education provider must revisit the learning outcomes for the programme modules to clearly reflect the following standards of proficiency and demonstrate how these learning outcomes are addressed and assessed.

1a.1 Registrant paramedics must be able to practise within the legal and ethical boundaries of their profession

- understand what is required of them by the Health Professions Council
- be aware of current UK legislation applicable to the work of their profession
- be able to practice in accordance with current legislation governing the use of prescription-only medicines by paramedics

1a.2 Registrant paramedics must be able to practice in a non-discriminatory manner

1a.3 Registrant paramedics must understand the importance of and be able to maintain confidentiality

1a.5 Registrant paramedics must be able to exercise a professional duty of care

1a.8 Registrant paramedics must understand the obligation to maintain fitness to practice

- understand both the need to keep skills and knowledge up to date and the importance of career-long learning
- be able to maintain a high standard of professional effectiveness by adopting strategies for physical and psychological self-care, critical self-awareness, and by being able to maintain a safe working environment

1b.1 Registrant paramedics must be able to work, where appropriate, in partnership with other professionals, support staff, service users and their relatives and carers

- be able to make appropriate referrals

1b.3 Registrant paramedics must be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users, their relatives and carers

- be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5
- understand how communication skills affect the assessment of service users and how the means of communication should be

modified to address and take account of factors such as age, physical ability and learning ability

- be able to select, move between and use appropriate forms of verbal and non-verbal communication with service users and others
- be aware of the characteristics and consequences of non-verbal communication and how this can be affected by culture, age, ethnicity, gender, religious beliefs and socio-economic status
- understand the need to provide service users (or people acting on their behalf) with the information necessary to enable them to make informed decisions
- understand the need to use an appropriate interpreter to assist service users whose first language is not English, wherever possible
- recognise that relationships with service users should be based on mutual respect and trust, and be able to maintain high standards of care even in situations of personal incompatibility
- be able to identify anxiety and stress in patients, carers and others and recognise the potential impact upon communication

1b.4 Registrant paramedics must understand the need for effective communication throughout the care of the service user

- recognise the need to use interpersonal skills to encourage the active participation of service users

2a.4 Registrant paramedics must be able to analyse and critically evaluate the information collected

2b.1 Registrant paramedics must be able to use research, reasoning and problem-solving skills to determine appropriate actions

- recognise the value of research to the critical evaluation of practice
- be able to engage in evidence-based practice, evaluate practice systematically and participate in audit procedures
- be aware of a range of research methodologies
- be able to demonstrate a logical and systematic approach to problem solving
- be able to evaluate research and other evidence to inform their own practice

2b.2 Registrant paramedics must be able to draw on appropriate knowledge and skills in order to make professional judgements

- be able to change their practice as needed to take account of new developments
- be able to demonstrate a level of skill in the use of information technology appropriate to their practice

2b.3 Registrant paramedics must be able to formulate specific and appropriate management plans including the setting of timescales

- understand the requirement to adapt practice to meet the needs of different groups distinguished by, for example, physical, psychological, environmental, cultural or socio-economic factors
- understand the need to demonstrate sensitivity to the factors which shape lifestyle that may impact on the individual's health and affect the interaction between the patient and paramedic

2b.5 Registrant paramedics must be able to maintain records appropriately

- be able to keep accurate, legible records and recognise the need to handle these records and all other information in accordance with applicable legislation, protocols and guidelines
- understand the need to use only accepted terminology in making records

2c.1 Registrant paramedics must be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly

- be able to gather information, including qualitative and quantitative data, that helps to evaluate the responses of service users to their care
- be able to evaluate intervention plans using recognised outcome measures and revise the plans as necessary in conjunction with the service user
- recognise the need to monitor and evaluate the quality of practice and the value of contributing to the generation of data for quality assurance and improvement programmes
- be able to make reasoned decisions to initiate, continue, modify or cease treatment or the use of techniques or procedures, and record the decisions and reasoning appropriately

2c.2 Registrant paramedics must be able to audit, reflect on and review practice

- understand the principles of quality control and quality assurance
- be aware of the role of audit and review in quality management, including quality control, quality assurance and the use of appropriate outcome measures
- be able to maintain an effective audit trail and work towards continual improvement
- participate in quality assurance programmes, where appropriate
- understand the value of reflection on practice and the need to record the outcome of such reflection
- recognise the value of case conferences and other methods of review

3a.1 Registrant paramedics must know and understand the key concepts of the bodies of knowledge which are relevant to their profession-specific practice

- be aware of the principles and applications of scientific enquiry, including the evaluation of treatment efficacy and the research process

- understand the theoretical basis of, and the variety of approaches to, assessment and intervention
- understand the following aspects of biological science:
 - how the application of paramedic practice may cause physiological and behavioural change
 - human growth and development across the lifespan
 - the main sequential stages of normal development, including cognitive, emotional and social measures of maturation through the human lifespan
 - normal and altered anatomy and physiology throughout the human lifespan
 - the factors influencing individual variations in human function
- understand the following aspects of behavioural science:
 - psychological and social factors that influence an individual in health and illness
 - how psychology and sociology can inform an understanding of physical and mental health, illness and health care in the context of paramedic practice and the incorporation of this knowledge into paramedic practice
 - how aspects of psychology and sociology are fundamental to the role of the paramedic in developing and maintaining effective relationships
- understand the following aspects of clinical science:
 - pathological changes and related clinical features of conditions commonly encountered by paramedics
 - the changes that result from paramedic practice, including physiological, pharmacological, behavioural and functional
 - the theoretical basis of assessment and treatment and the scientific evaluation of effectiveness
 - principles of evaluation and research methodologies which enable the integration of theoretical perspectives and research evidence into the design and implementation of effective paramedic practice
 - the theories supporting problem solving and clinical reasoning
- understand relevant pharmacology, including pharmacodynamics and pharmacokinetics

Reason: From the discussions with the education provider and a review of the documents the visitors felt that the programme did not clearly link all of the learning outcomes to successful attainment of the standards of proficiency. The visitors felt that the programme documentation must clearly articulate where the above standards of proficiency are met in the programme to ensure that those who complete the programme are safe and effective practitioners.

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

Condition: The education provider must submit evidence to show where the philosophy, knowledge and values of the College of Paramedics (CoP) curriculum guidance are implemented and assessed in the programme.

Reason: It was not clear from the documentation submitted where issues of law, ethics, professional aspects of practice and research were taught within the programme. The education provider must demonstrate where HPC standards of proficiency that relate to the philosophy and values in the curriculum guidance are covered in the programme.

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

Condition: The education provider must provide evidence of how theory and practice is integrated in the programme.

Reason: From the information provided, the visitors are currently unable to determine that the curriculum integrates all of the necessary theory elements with practical experience on placements. In particular it was clear that students do not undertake an ambulance placement under the supervision of a paramedic in the programme. The visitors were concerned that without supervision by a paramedic on an ambulance the knowledge students gained during the theory element of the programme could stay as theory and not be translated into practice.

The visitors therefore require further evidence to ensure that this standard is being met. Further information detailed in the conditions under SET 4.1 and 5.5 is required.

4.4 The curriculum must remain relevant to current practice.

Condition: The education provider must review the programme documentation to demonstrate that the curriculum is relevant to current practice.

Reason: From the documentation and discussions with the programme team the visitors could not identify the processes in place to ensure the programme remains relevant to current practice. The visitors therefore require further evidence to ensure that this standard is being met.

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

Condition: The education provider must clearly articulate how autonomous practice, reflective thinking and evidence based practice are developed in students within the programme.

Reason: From the documentation submitted by the education provider it was not clear how students develop autonomous practice, reflective thinking and evidence based practice within the programme. The visitors therefore require further evidence to ensure that this standard is being met.

5.1 Practice placements must be integral to the programme.

Condition: The education provider must demonstrate that there are key systems in place to ensure that practice placements are managed effectively in the programme and learning outcomes on placements are in line with the rest of the programme.

Reason: From the documentation provided and discussions with the programme team and placement providers the systems and processes surrounding practice placements on the programme were unclear. In order to determine that this standard is met the visitors need evidence of these systems, in particular details are required regarding:

- placement audits;
- training for practice placement staff; and
- service level agreements or memoranda of understanding with practice placements.

The visitors also require evidence that demonstrates that practice placement learning outcomes are in line with the rest of the programme. As the placement learning outcomes are not currently clearly defined the visitors can not determine if this standard is being met. Providing further information as detailed in the condition under SET 5.5 is required.

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

Condition: The education provider must provide evidence of the audits that practice placements on the programme are subject to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits and therefore how the programme team ensures that staff numbers and qualifications are adequate was not clear. The visitors wish to see evidence of the audits in order to ensure that the education provider has mechanisms in place to assure the sufficiency of placement staff. Therefore providing further information as detailed in the condition under SET 5.6 is required.

5.3.1 The practice placement settings must provide a safe environment.

Condition: The education provider must provide evidence of the audits that practice placements on the programme are subject to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits and therefore how the programme team ensures that practice placement settings offer a safe environment to students was not clear. The visitors wish to see evidence of the audits in order to ensure that the education provider has mechanisms to assure practice placements provide a safe environment. Therefore providing further information as detailed in the condition under SET 5.6 is required.

5.3.2 The practice placement settings must provide safe and effective practice.

Condition: The education provider must provide evidence of the audits that practice placements on the programme are subject to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits and therefore how the programme team ensures that practice placement settings provide a safe and effective practice environment for students was not clear. The visitors wish to see evidence of the audits in order to ensure that the education provider has mechanisms in place to assure safe and effective practice in the practice environment. Therefore providing further information as detailed in the condition under SET 5.6 is required.

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

Condition: The education provider must demonstrate how learning, teaching and supervision at practice placements is designed to encourage safe and effective practice, independent learning and professional conduct.

Reason: From the documentation supplied by the education provider the visitors could not establish how students are made aware about the conduct expected of them at practice placements. The visitors require further evidence in order to ensure that this standard is being met.

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

Condition: The education provider must provide evidence of the learning outcomes that are required to be achieved at each practice placement.

Reason: From the documentation provided and discussions with students and placement educators the visitors could not determine which learning outcomes were required for the placements. There were two programme documents that contained learning outcomes for placements, the IHCD Ambulance Service Paramedic Training record and the Student handbook and progress record. There was confusion over whether the learning outcomes listed in the student handbook were required or assessed elements on the programme. The visitors require clarification of which learning outcomes are required and assessed at each specific placement, and if learning outcomes are not assessed clarification is required of how it is assured that these learning outcomes are achieved.

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

Condition: The education provider must provide evidence of how the number and range of placements are appropriate to the learning outcomes.

Reason: From the information provided, it was clear that students do not undertake an ambulance placement under the supervision of a paramedic in the programme. The visitors were worried that without supervision by a paramedic on an ambulance the knowledge students gained during the theory element of the programme could stay as theory and not be translated into practice. The visitors are currently unable to determine that the number and range of placements are appropriate to the learning outcomes.

The visitors therefore require further evidence to ensure that this standard is being met.

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

Condition: The education provider must provide evidence that demonstrates that the duration of placements is standardised on the programme.

Reason: From discussions with the students it was apparent that placement durations could vary depending on which trust the student works for and therefore where the placements were attended. The education provider must provide evidence that demonstrates that all placement experience, irrespective of location will be standardised in the programme.

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

Condition: The education provider must provide evidence of the audits that practice placements on the programme are subject to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: From a review of the documentation supplied by the education provider and discussions with the programme team information about placement audits and therefore how the programme team ensures that placement environments are suitable was not clear. It was apparent that currently audits carried out by other HEIs were being utilised and that the education provider had plans to develop their own audits. The visitors require further evidence to demonstrate the processes and policies in place regarding audits and confirmation that if utilising other HEIs audits that the education provider maintains full responsibility for this information and that there are formal agreements in place to ensure this.

From discussions with the students at the visit it became apparent that candidates from other trusts participated in the theory elements of the programme but carried out the placements in their own trusts. The visitors need evidence to show how the education provider approves and monitors these placement environments.

5.7.1 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the learning outcomes to be achieved.

Condition: The education provider must provide evidence of the learning outcomes to be achieved at practice placements and demonstrate that this information is communicated effectively to both students and practice placement educators.

Reason: From the documentation provided and discussions with students and placement educators the visitors could not determine which learning outcomes were required for the placements. There were two programme documents that contained learning outcomes for placements, the IHCD Ambulance Service Paramedic Training record and the Student handbook and progress record. There was confusion over whether the learning outcomes listed in the student handbook were required or assessed elements on the programme. The visitors require clarification which learning outcomes are required and assessed at each specific placement and evidence to demonstrate that these are clearly communicated to students and practice placement educators.

5.7.2 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the timings and the duration of any placement experience and associated records to be maintained.

Condition: The education provider must provide evidence of how information regarding the timings and duration of practice placements are communicated effectively to both students and practice placement educators.

Reason: From discussions with the students it was apparent that placement durations could vary depending on which trust the student works for and therefore where the placements were attended. The education provider must provide evidence that demonstrates that all placement experience, irrespective of location will be standardised in the programme and how this information is clearly communicated to students and practice placement educators.

5.7.3 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the expectations of professional conduct.

Condition: The education provider must demonstrate where students are informed about HPC Standards of conduct, performance and ethics and the expectations of their conduct as part of the programme.

Reason: From the documentation submitted by the education provider it was unclear where information is given to students around professional conduct within the programme and specifically the requirement as a student to follow the HPC Standards of conduct, performance and ethics. The visitors require further evidence to ensure that this standard is being met.

5.7.4 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the assessment procedures including the implications of, and any action to be taken in the case of failure.

Condition: The education provider must demonstrate how the assessment and failure policy for the programme is clearly communicated to students and practice placement educators.

Reason: From the documentation provided by the education provider the communication of the assessment and failure policy was not always clear. The visitors require evidence that demonstrates that information on assessment and failure is conveyed to students and practice placement providers to demonstrate that this standard is being met.

5.8.1 Unless other arrangements are agreed, practice placement educators must have relevant qualifications and experience.

Condition: The education provider must provide evidence of the audits that practice placements on the programme are subject to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits and therefore how the programme team ensures that practice placement educators have the relevant qualifications and experience was not clear. The visitors wish to see evidence of the audits in order to ensure that the education provider has mechanisms in place to assure the standards of knowledge, skills and experience of placement staff. Therefore providing further information as detailed in the condition under SET 5.6 is required.

5.8.2 Unless other arrangements are agreed, practice placement educators must be appropriately registered.

Condition: The education provider must provide evidence of the audits that practice placements on the programme are subject to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits and therefore how the programme team ensures that practice placement educators are appropriately registered was not clear. The visitors wish to see evidence of the audits in order to ensure that the education provider has mechanisms in place to assure the required standards of placement staff. Therefore providing further information as detailed in the condition under SET 5.6 is required.

5.8.3 Unless other arrangements are agreed, practice placement educators must undertake appropriate practice placement educator training.

Condition: The education provider must clearly articulate the mechanisms which ensure the practice placement educators have received appropriate training.

Reason: In the documentation supplied by the education provider information about placements and how the programme team ensures that practice placement educators have received appropriate mentor training was not clear. The visitors wish to see evidence of the mechanisms in place to ensure the required standards of placement staff.

5.9 There must be collaboration between the education provider and practice placement providers.

Condition: The education provider must provide evidence of the collaboration that occurs between the education provider and the practice placement providers.

Reason: From the documentation submitted by the education provider and discussions with the programme team and placement providers there was no evidence to show that formal collaboration between the two parties occurred. The visitors require further information (such as recent minutes of meetings between the two parties) to demonstrate that this standard is being met.

5.10 The education provider must ensure necessary information is supplied to practice placement providers.

Condition: The education provider must provide evidence of the information sharing that occurs between the education provider and the practice placement providers.

Reason: From the documentation submitted by the education provider evidence regarding the transfer of information between the education provider and placement providers was not supplied. In discussions with the placement providers there was some confusion regarding the responsibilities of placement educators and their role in the programme and the learning outcomes that require achievement in each environment. The visitors require further evidence, including the nature of information communicated and the format of this communication (such as a practice placement handbook) to demonstrate that this standard is being met across all placement environments.

5.11 Practice placement providers must ensure necessary information is available at the appropriate time for both the education provider and students.

Condition: The education provider must provide evidence of the information sharing processes in place between the practice placement providers and the education provider and students.

Reason: From the documentation submitted and discussions with the programme team and placement providers the process in place for the transfer of information between placement providers and the education provider and students was not clear. The visitors were therefore unable to determine when and what information was provided to the students and the education provider. The visitors require further information around these areas to demonstrate that this standard is being met.

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.

Condition: The education provider must provide evidence of how the learning and teaching methods used during the practice placements respect the rights and needs of patients, clients and colleagues.

Reason: From the documentation submitted the demonstration of how the learning and teaching methods of the practice placements respect the needs of patients, clients or colleagues was not supplied. The visitors require further evidence relating to this, including how patient confidentiality is protected, to ensure that this standard is being met.

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: The education provider must provide evidence of the audits that practice placements on the programme are subject to. This should include details of the processes for initial approval and the systems for ongoing monitoring and assessment of placements.

Reason: In the documentation supplied by the education provider information about placement audits and therefore how the programme team ensures that practice placements have the required policies in place was not clear. The visitors wish to see evidence of the audits in order to ensure that the education provider has mechanisms in place to assure the required standards of placement providers. Therefore providing further information as detailed in the condition under SET 5.6 is required.

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

Condition: The education provider must clearly articulate how the assessment design and procedures assure that students can demonstrate fitness to practice.

Reason: From the documentation provided, including the standards of proficiency mapping and module descriptors, the visitors found it difficult to determine whether through the learning outcomes and associated assessment methods all the standards of proficiency would be met. As this provides a direct link to fitness to practice, the visitors were unable to determine whether a student on completion of the programme would be able to demonstrate fitness to practice. The visitors therefore require further evidence (which could include standards of proficiency mapping) to ensure that this standard is being met.

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

Condition: The education provider must revisit the student performance ratings for grading practical skills to ensure that students who achieve the pass level will be fit to practice upon completion of the programme.

Reason: In the programme documentation submitted by the education provider the performance ratings for practical skills in the programme indicated that a score of 4 would result in a pass with the following wording: Candidate performs

the skill to the required standard on a consistent basis with only minimal input or advice from instructional staff. Without further guidance the visitors felt that there was no indication of what levels of input and advice were appropriate and acceptable. The visitors felt that the ratings must be revisited to effectively measure student performance, to ensure that anyone performing at the pass level must have demonstrated that they are capable of autonomous practice.

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

Condition: The education provider must clearly articulate the assessment methods that are employed to measure the learning outcomes and skills required to practice safely and effectively.

Reason: From the documentation provided the visitors found it difficult to determine whether through the learning outcomes and associated assessment methods all the standards of proficiency would be met. The visitors therefore require further evidence (which could include HPC standards of proficiency mapping) to determine whether the assessment methods measure the learning outcomes and skills that are required to practise safely and effectively.

6.3 All assessments must provide a rigorous and effective process by which compliance with external reference frameworks can be measured.

Condition: The education provider must submit evidence to show how the programme demonstrates that all assessments provide a rigorous and effective process by which compliance with external reference frameworks can be measured.

Reason: From the documentation and discussions with the programme team it appeared that the only assessments used were that of the awarding/validating body. The visitors require evidence which shows how compliance with other external reference frameworks, such as the curriculum guidance from the CoP, can be measured.

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.

Condition: The education provider must provide information to demonstrate that they monitor student performance and to show that objective criteria to assess students are in place.

Reason: From the documentation submitted the visitors could not fully determine how student performance is measured during the programme and the criteria used to assess students. The visitors felt that it was unclear how assessment standards were monitored particularly within the practice area and how student performance and progression are monitored. Therefore the visitors felt that the education provider must provide evidence to demonstrate that this standard is being met.

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.

Condition: The education provider must provide evidence of the assessment criteria for the programme and demonstrate how this information is communicated to the students.

Reason: From a review of the programme documentation, specifically the Information for students undertaking courses at The Isle of Wight Ambulance Service Education and Training Unit, the visitors saw that the assessment criteria supplied to the students is generic to all programmes that are offered. The visitors need to receive evidence that the assessment criteria for the programme, including the policy for offering vivas in the programme, is clearly communicated to students within the programme documentation.

6.5 There must be effective mechanisms in place to assure appropriate standards in the assessment.

Condition: The education provider must provide evidence of the mechanisms in place to moderate the assessments for the programme.

Reason: From the documentation submitted the visitors could not determine the mechanisms in place to assure appropriate standards in the programme assessments outside of the validating/awarding body's verification visit and report process. The visitors require evidence of the other processes in place to ensure that this standard is fully met.

6.6 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement.

Condition: The education provider must clearly articulate how professional aspects of practice are assessed in the programme.

Reason: From the documentation the visitors were unable to clearly link professional aspects of practice with the learning outcomes and assessment procedures of the programme. The visitors therefore require further evidence to determine whether professional aspects of practice are integral to the assessment.

6.7.5 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner from the relevant part of the HPC Register unless other arrangements are agreed.

Condition: The programme team must provide evidence that an external examiner has been appointed to assess this programme. In order to meet this standard the external examiner must be from the relevant part of the Register unless alternative arrangements are made with the HPC. The programme documentation must be revisited to state this policy requirement.

Reason: In discussions with the programme team it was apparent that there was no external examiner for the programme. The visitors recognise that the

validating/awarding body visits the education provider every year to assess the programme against their rules and regulations. However, the visitors did not feel this was the equivalent of an external examiner's review. The programme team must appoint an appropriate external examiner and clearly state in the documentation that this standard is being followed on the programme.

Recommendations

2.1 The admission procedures must give both 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: The visitors recommend that the education provider amend the guidance for applicants to the programme regarding the information on HPC registration.

Reason: The visitors felt that the information for students attending programmes with the education provider could be amended in order to prevent potential confusion. Therefore the visitors wished to recommend that the words “pre-hospital environment” are removed in relation to paramedic registration.

3.7 The resources to support student learning in all settings must be used effectively.

Recommendation: The visitors wished to recommend that the programme team produce a practice placement handbook for students and for practice placement educators that would aid understanding of the practice placements, and give all parties involved further information to guide them through the placement elements of the programme.

Reason: The visitors felt that the students and practice placement educators would benefit from receiving a placement handbook containing information such as the learning outcomes to be achieved, timings and duration of any placement experience, expectations of professional conduct and assessment regulations to enhance the understanding of all parties involved in placements on the programme.

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.

Recommendation: The visitors recommend that the education provider amend the programme guidance regarding the information on programme content.

Reason: The visitors felt that the information for students attending programmes with the education provider could be amended in order to prevent potential confusion. Therefore the visitors wished to recommend that the programme team revisit the wording around programme content to clearly reflect that the programme follows HPC standards.

4.4 The curriculum must remain relevant to current practice.

Recommendation: The visitors recommend that the education provider review the programme curriculum regularly to adapt to changes in clinical practice in the profession.

Reason: The visitors felt that the programme would benefit from a regular review process in order for the curriculum to remain relevant to changes in the profession.

James Petter
Shaaron Pratt
Jane Topham

Visitors' report

Name of education provider	Glasgow Caledonian University
Programme name	BSc (Hons) Occupational Therapy BSc (Hons) Occupational Therapy with Psychology BSc (Hons) Occupational Therapy with Sociology BSc (Hons) Occupational Therapy with Health Ergonomics
Mode of delivery	Full time
Relevant part of HPC register	Occupational Therapy
Date of visit	29 and 30 October 2008

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Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'occupational therapist' must be registered with us. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. The education provider has until Friday 5 December 2008 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee on Monday 2 February 2008. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by Friday 19 December 2008. The visitors will consider this response and make a separate recommendation to the Education and Training Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Education and Training Committee on Monday 2 February 2008.

Introduction

The HPC visited the programme at the education provider to consider issues raised by the previous year's annual monitoring process. The issues raised by annual monitoring affected the following standards - programme admissions standards, programme management and resources standards, curriculum standards, practice placements standards and assessment standards. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was an HPC only visit. The education provider did not review the programme at the visit and the professional body did not consider their accreditation of the programme. The education provider supplied an independent chair and secretary for the visit. The visit also considered a different programme – MSc Occupational Therapy (Pre-registration). A separate visitor report exists for this programme.

Visit details

Name of HPC visitors and profession	Dr Nicola Spalding (Occupational Therapist) Ms Vivien Kilgour (Occupational Therapist)
HPC executive officer(s) (in attendance)	Abigail Creighton
Proposed student numbers	70 (across all degrees)
Initial approval (single honours degree)	January 1996
Initial approval (joint honours degrees)	September 2000
Effective date that programme approval reconfirmed from	September 2008
Chair	Ms Karen Thomson (Glasgow Caledonian University)
Secretary	Ms Moira MacAskill (Glasgow Caledonian University)

Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider.

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HPC did not review a mapping document providing evidence of how the education provider meets the SOPs prior to the visit as a mapping document was not submitted as part of the previous year's annual monitoring process.

During the visit the HPC saw the following groups or facilities;

	Yes	No	N/A
Senior managers of the education 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/mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a condition is set on the programme, which must be met before the ongoing approval of the programme is reconfirmed.

The visitors agreed that 62 of the SETs have been met and that a condition should be set on the remaining SET.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors have also made a recommendation for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for ongoing approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors have also made a number of commendations. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

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

Condition: The education provider must revisit the guidance for grading placements to ensure that students who achieve the threshold 40% pass mark will be fit to practice upon completion of the programme.

Reason: The halfway and final assessment reports used in all three placement modules are based on graded criteria (A+ – F), and are completed by placement educators. The external examiners reports from 2005-2006 and 2006-2007 highlighted the varying interpretations made by placement educators of these grades and the resultant inconsistency in marking. The programme team explained that they had updated the assessment reports and included one line descriptors for each numerical grade. In the meeting with the placement educators, they described how the grading was covered in their two day training sessions and how any difficulties were talked through with other placement educators or members of the programme team as they arose. Although the students and external examiners were concerned with the varying interpretations at the higher end of the grading range (i.e. the difference between an A+, A or a B) the visitors were concerned that there could also be varying interpretations at the lower end of the grading range. In particular, they had concerns with the statement for the D grade (45%) which read 'A student who meets the learning outcomes for the placement level but has required support and guidance to do so'. Without further guidance the visitors felt that there was no indication of what levels of support and guidance were appropriate and acceptable. In the meeting with the placement educators, they described examples of what kind of support was acceptable and said that a student would always require some level of supervision. The visitors accepted that there was always a degree of subjectivity in the assessment process, but agreed that further guidance was needed to act as a safeguard, so that threshold/borderline pass marks were only awarded to those students who demonstrated that they were capable of working autonomously at the end of their programme.

Recommendations

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

Recommendation: The education provider should consider formulating how they inform applicants that they will be required to participate in practical and clinical teaching whilst on the programme.

Reason: The education provider has sound systems in place for obtaining consent from students and the students were familiar with the protocols. The programme team explained that they introduced the protocols formally once the students had enrolled on the programme, although they were verbally discussed during the interview and selection procedure. The visitors suggested that the requirements of participation in practical and clinical teaching and the consent protocols were included in the formal programme admissions information so that applicants were aware of the levels of participation that were expected from the onset.

Commendations

The visitors wish to commend the following aspects of the programme,

Commendation: The visitors would like to commend the learning resources and welfare facilities available through the Saltire Centre.

Reason: The Saltire Centre offers a wide range of learning resources and welfare services in a flexible and supportive space, which is accessible to all staff and students. The visitors were particularly impressed with both the size and design of the space. The building is modern, very well equipped and well designed to facilitate student learning in a broad range of scenarios (e.g. traditional library seating, group rooms, movable arches and pods, electronic learning). The visitors also wished to praise the range of face-to-face and electronic services available to students which provide academic and welfare advice. Even though the space and services are modern and commended by staff and students, the education provider continues to obtain and respond to feedback from students and staff to continually improve the space and services.

Commendation: The visitors would like to commend the role emerging placements model used in the programme.

Reason: This education provider was the first in the UK to introduce role emerging placements, and although the concept of them is more widespread today, the visitors wished to commend the continuing creative thinking behind their model and the significance given to them by the programme team. The role emerging placements allow students to work in an area not typically occupied by an Occupational Therapist. This helps considerably to develop students' clinical reasoning, their observation and social entrepreneurship skills as well as helping them to define what occupational therapy is and how it can be used. This in turn helps produce students who are extremely capable of working autonomously after graduation. Even though the role emerging placement model is resource intensive (e.g. students have two placement educators – an onsite supervisor and an off site occupational therapist supervisor) and requires complex and robust quality assurance mechanisms, the education provider continues to prioritise them due to their educational value.

Dr Nicola Spalding
Ms Vivien Kilgour

Visitors' report

Name of education provider	Glasgow Caledonian University
Programme name	MSc Occupational Therapy (Pre-registration)
Mode of delivery	Full time
Relevant part of HPC register	Occupational Therapy
Date of visit	29 and 30 October 2008

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Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'occupational therapist' must be registered with us. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. The education provider has until Friday 5 December 2008 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee on Monday 2 February 2008. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by Friday 19 December 2008. The visitors will consider this response and make a separate recommendation to the Education and Training Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Education and Training Committee on Monday 2 February 2008.

Introduction

The HPC visited the programme at the education provider to consider issues raised by the previous year's annual monitoring process. The issues raised by annual monitoring affected the following standards - programme admissions standards, programme management and resources standards, curriculum standards, practice placements standards and assessment standards. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was an HPC only visit. The education provider did not review the programme at the visit and the professional body did not consider their accreditation of the programme. The education provider supplied an independent chair and secretary for the visit. The visit also considered a different programme – BSc (Hons) Occupational Therapy. A separate visitor report exists for this programme.

Visit details

Name of HPC visitors and profession	Dr Nicola Spalding (Occupational Therapist) Ms Vivien Kilgour (Occupational Therapist)
HPC executive officer(s) (in attendance)	Abigail Creighton
Proposed student numbers	15 - 20
Initial approval	August 2004
Effective date that programme approval reconfirmed from	September 2008
Chair	Ms Karen Thomson (Glasgow Caledonian University)
Secretary	Ms Moira MacAskill (Glasgow Caledonian University)

Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider.

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HPC did not review a mapping document providing evidence of how the education provider meets the SOPs prior to the visit as a mapping document was not submitted as part of the previous year's annual monitoring process.

During the visit the HPC saw the following groups or facilities;

	Yes	No	N/A
Senior managers of the education 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/mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a condition is set on the programme, which must be met before the ongoing approval of the programme is reconfirmed.

The visitors agreed that 62 of the SETs have been met and that a condition should be set on the remaining SET.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors have also made a recommendation for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for ongoing approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors have also made a number of commendations. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

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

Condition: The education provider must revisit the guidance for grading placements to ensure that students who achieve the threshold 40% pass mark will be fit to practice upon completion of the programme.

Reason: The halfway and final assessment reports used in all three placement modules are based on graded criteria (A+ – F), and are completed by placement educators. The external examiners reports from 2005-2006 and 2006-2007 highlighted the varying interpretations made by placement educators of these grades and the resultant inconsistency in marking. The programme team explained that they had updated the assessment reports and included one line descriptors for each numerical grade. In the meeting with the placement educators, they described how the grading was covered in their two day training sessions and how any difficulties were talked through with other placement educators or members of the programme team as they arose. Although the students and external examiners were concerned with the varying interpretations at the higher end of the grading range (i.e. the difference between an A+, A or a B) the visitors were concerned that there could also be varying interpretations at the lower end of the grading range. In particular, they had concerns with the statement for the D grade (45%) which read 'A student who meets the learning outcomes for the placement level but has required support and guidance to do so'. Without further guidance the visitors felt that there was no indication of what levels of support and guidance were appropriate and acceptable. In the meeting with the placement educators, they described examples of what kind of support was acceptable and said that a student would always require some level of supervision. The visitors accepted that there was always a degree of subjectivity in the assessment process, but agreed that further guidance was needed to act as a safeguard, so that threshold/borderline pass marks were only awarded to those students who demonstrated that they were capable of working autonomously at the end of their programme.

Recommendations

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

Recommendation: The education provider should consider formulating how they inform applicants that they will be required to participate in practical and clinical teaching whilst on the programme.

Reason: The education provider has sound systems in place for obtaining consent from students and the students were familiar with the protocols. The programme team explained that they introduced the protocols formally once the students had enrolled on the programme, although they were verbally discussed during the interview and selection procedure. The visitors suggested that the requirements of participation in practical and clinical teaching and the consent protocols were included in the formal programme admissions information so that applicants were aware of the levels of participation that were expected from the onset.

Commendations

The visitors wish to commend the following aspects of the programme,

Commendation: The visitors would like to commend the pre entry module.

Reason: The visitors were impressed with the flexibility and design of the pre entry module and the supportive nature in which it is delivered. The module is offered in various formats (independent learning, work-based learning, distance learning or directed study) which provides an excellent choice to applicants who are normally in full time employment at this stage. Students can focus on psychology, sociology or physiology during the pre entry module and are guided by the programme team as to which subject area is most appropriate for them, given their prior experience and the masters programme content. Student feedback on the module was very positive. They said that it prepared them for studying at masters level, in terms of the type of learning and assessment and the advice and support from the programme team was timely and of good quality. The visitors wished to recognise the innovative admissions route that it provided onto a pre-registration training programme at masters level.

Commendation: The visitors would like to commend the learning resources and welfare facilities available through the Saltire Centre.

Reason: The Saltire Centre offers a wide range of learning resources and welfare services in a flexible and supportive space, which is accessible to all staff and students. The visitors were particularly impressed with both the size and design of the space. The building is modern, very well equipped and well designed to facilitate student learning in a broad range of scenarios (e.g. traditional library seating, group rooms, movable arches and pods, electronic learning). The visitors also wished to praise the range of face-to-face and electronic services available to students which provide academic and welfare advice. Even though the space and services are modern and commended by staff and students, the education provider continues to obtain and respond to feedback from students and staff to continually improve the space and services.

Commendation: The visitors would like to commend the role emerging placements model used in the programme.

Reason: This education provider was the first in the UK to introduce role emerging placements, and although the concept of them is more widespread today, the visitors wished to commend the continuing creative thinking behind their model and the significance given to them by the programme team. The role emerging placements allow students to work in an area not typically occupied by an Occupational Therapist. This helps considerably to develop students' clinical reasoning, their observation and social entrepreneurship skills as well as helping them to define what occupational therapy is and how it can be used. This in turn helps produce students who are extremely capable of working autonomously after graduation. Even though the role emerging placement model is resource intensive (e.g. students have two placement educators – an onsite supervisor and an off site occupational therapist supervisor) and requires complex and robust quality

assurance mechanisms, the education provider continues to prioritise them due to their educational value.

Dr Nicola Spalding
Ms Vivien Kilgour

Visitors' report

Name of education provider	Cardiff University (Prifysgol Caerdydd)
Programme name	Postgraduate Certificate in Independent (Non-Medical) Prescribing
Mode of delivery	Part time
Relevant part of HPC register	Physiotherapy Podiatry/Chiropody Radiography
Relevant entitlement(s)	Supplementary Prescribing
Date of visit	20 November 2008

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Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

As well as approving educational programmes for people who want to join the Register, the HPC also approve a small number of programmes for those already on the Register. The post-registration programmes we currently approve are supplementary prescribing programmes (for chiropodists / podiatrists, radiographers and physiotherapists) and programmes in local anaesthetics and prescription-only medicine (for chiropodists / podiatrists).

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. The education provider has until 26 December 2008 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee on 2 February 2009. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 30 January 2009. The visitors will consider this response and make a separate recommendation to the Education and Training Committee on the approval of the programme. It is anticipated that this recommendation will be made to the Education and Training Committee on 25 March 2009.

Introduction

The HPC visited the programme at the education provider as it was a new programme which was seeking HPC approval for the first time. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was an HPC only visit. The education provider did not validate or review the programme at the visit and the professional body did not consider their accreditation of the programme. The education provider supplied an independent chair and secretary for the visit.

Visit details

Name of HPC visitors and profession	David Whitmore (Paramedic) Emma Supple (Podiatrist)
HPC executive officer(s) (in attendance)	Paula Lescott
HPC observer	John Archibald
Proposed student numbers	35
Proposed start date of programme approval	September 2009
Chair	David Lloyd (Cardiff University)
Secretary	Karen Moore (Cardiff University)

Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider.

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Application pack	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum document	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School and assessment strategy handbooks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HPC did not review the mapping document providing evidence of how the education provider has met the SOPs prior to the visit as a mapping document was not required by the visitors as the programme is a post-registration qualification.

During the visit the HPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education 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/mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HPC met with previous and current students from the supplementary prescribing and independent prescribing programmes for nurses and pharmacists as the programme seeking approval currently does not have any AHP students enrolled on it.

Recommended outcome

To recommend a programme for approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 57 of the SETs have been met and that conditions should be set on the remaining 6 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors did not make any recommendations for the programme. Recommendations are normally set to encourage further enhancements to the programme and are often suggested when it is felt that the standards of education and training have been met at the threshold level.

The visitors have also made a commendation. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

2.1 The admissions 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 education provider must amend the programme documentation to reflect that an HPC-registered Allied Health Professional (AHP) who successfully completes the programme will have the HPC register annotated with the Supplementary Prescribing entitlement.

Reason: In the programme documentation submitted it was not always clear that HPC-registered AHPs who successfully complete the programme will have the HPC Register annotated with the Supplementary Prescribing entitlement rather than the entitlement allowing access to the relevant HPC register. It was also not clear across all of the documentation that AHPs would only be able to supplementary prescribe and not independently prescribe on successful completion of the programme. This information must be clearly stated in the documentation to prevent confusion amongst applicants that apply to the programme.

2.1 The admissions 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 education provider must ensure that references to the roles and requirements of professional bodies and regulatory bodies are accurate and up-to-date.

Reason: The documentation currently fails to distinguish between the different roles and requirements of the regulatory and professional bodies of the different professions that will have access to the programme. In particular, the HPC is not a professional body and should not be referred to as such in any materials related to an HPC approved programme. The visitors felt that the programme documentation must also be updated to reference the current Standards of proficiency, Standards of education and training and Standards of conduct, performance and ethics in order to reflect current practice and guidelines. This information must be updated so that applicants have the correct information they require to take up a place on the programme.

5.3.1 The practice placement settings must provide a safe environment.

Condition: The education provider must formulate a process to ensure a safe environment is provided for students at placement.

Reason: From the submitted documentation information about placement audits and therefore how the education provider ensures that placement environments are safe was not provided. During the visit the senior team was not able to assure the visitors that a thorough and effective system for approving all

placements was in place. As the education provider must take responsibility for placement management further evidence is required to ensure that this standard is being met.

5.3.2 The practice placement settings must provide safe and effective practice.

Condition: The education provider must formulate a process to ensure provision of safe and effective practice.

Reason: From the submitted documentation information about placement audits and therefore how the education provider ensures that placement environments enable safe and effective practice was not provided. During the visit the senior team was not able to assure the visitors that a thorough and effective system for approving all placements was in place. As the education provider must take responsibility for placement management further evidence is required to ensure that this standard is being met.

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

Condition: The education provider must formulate a process to maintain a thorough and effective system for approving all placements.

Reason: From the submitted documentation information about placement audits and therefore how the education provider ensures that placement environments are suitable was not provided. During the visit the senior team was not able to assure the visitors that a thorough and effective system for approving all placements was in place. As the education provider must take responsibility for placement management further evidence is required to ensure that this standard is being met.

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

Condition: The education provider must formulate a process to ensure an equal opportunity and anti-discriminatory policy is in place when auditing placements.

Reason: From the submitted documentation information about placement audits and therefore how the education provider ensures that placement environments have suitable policies in place was not provided. During the visit the senior team was not able to assure the visitors that a thorough and effective system for approving all placements was in place. As the education provider must take responsibility for placement management further evidence is required to ensure that this standard is being met.

6.7.5 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner from the relevant part of the HPC Register unless other arrangements are agreed.

Condition: The education provider must revisit the programme documentation to clearly articulate that external examiners appointed to the programme must be HPC registered unless alternate arrangements have been agreed with the HPC.

Reason: In the documentation submitted by the education provider there was insufficient detail in the external examiner recruitment policy. The visitors were happy with the current external examiner arrangements for the programme but need to see evidence that HPC requirements regarding the external examiner on the programme have been included in the documentation to demonstrate the recognition of this requirement.

Commendations

The visitors wish to commend the following aspects of the programme,

Commendation: The visitors wished to commend the education provider on the use of electronic resources in the programme.

Reason: At the visit the visitors were shown the electronic resources that were available to students on the programme within the clinical skills laboratories. The visitors felt that the recording facilities and the extensive use of these to support student learning, portfolios and continued professional development demonstrated innovation and an example of best practice.

David Whitmore
Emma Supple

Visitors' report

Name of education provider	Sheffield Hallam University
Programme name	Diploma of Higher Education Operating Department Practice
Mode of delivery	Full time
Relevant part of HPC register	Operating Department Practitioner
Date of visit	2 - 4 December 2008

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Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Operating Department Practitioner' must be registered with us. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. The education provider has until 16 January 2009 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee on 2 February 2009. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 1 May 2009. The visitors will consider this response and make a separate recommendation to the Education and Training Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Education and Training Committee on 11 June 2009.

Introduction

The HPC visited the programme at the education provider to consider major changes proposed to the programme. The major change affected the following standards - curriculum standards and assessment standards. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider reviewed the programme and the professional body considered their accreditation of the programme. The visit also considered the following programmes – Diploma of Higher Education Paramedic Practice, BSc (Hons) Diagnostic Radiography, BSc (Hons) Radiotherapy and Oncology, BSc (Hons) Physiotherapy and BSc (Hons) Occupational Therapy. The education provider, the professional bodies and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. Separate reports exist for the other programmes. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. Separate reports, produced by the education provider and the professional body, outline their decisions on the programmes' status.

Visit details

Name of HPC visitors and profession	Penny Joyce (Operating Department Practitioner) James Petter (Paramedic)
HPC executive officer(s) (in attendance)	Osama Ammar
Proposed student numbers	62
Initial approval	28 May 2002
Effective date that programme approval reconfirmed from	September 2009
Chair	Roger New (Sheffield Hallam University)
Secretary	Laraine Cookson (Sheffield Hallam University)
Members of the joint panel	Mick Harper (College of Operating Department Practice) Mike McManus (Internal Panel Member) Ranald Macdonald (Internal Panel Member) Jenny Shelton (Internal Panel Member)

Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advertising materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HPC did not review a practice placement handbook prior to the visit as the education provider did not submit it. However, they did table it at the visit itself.

During the visit the HPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education 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/mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the ongoing approval of the programme is reconfirmed.

The visitors agreed that 57 of the SETs have been met and that conditions should be set on the remaining 6 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors have also made a recommendation for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for ongoing approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

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 education provider must revisit all the submitted programme documentation and any other documents to ensure that the terminology in use is reflective of the current landscape of statutory regulation.

Reason: In the submitted documentation, there were instances of out-of-date terminology in reference to the registered status of individuals such as “licence to practice”, “state registered”. There are also occasions when the relationship between completion of the programme and registration is unclear owing to the implication that registration is automatic upon completion. The visitors considered the terminology could be misleading to applicants and students and therefore require the documentation to be thoroughly reviewed to remove any instance of incorrect or out of date terminology.

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

Condition: The education provider must provide detailed information on the number and role of associate or visiting lecturers and on the appointment and quality assurance mechanisms in place for this type of employee.

Reason: The programme documentation made reference to the role of associate or visiting lecturers on the programme, but in discussion with the programme team it became clear that some information was missing from the programme documentation. In order to ensure that the number of experienced and qualified individuals contributing the programme is appropriate the visitors require information on those currently involved with the programme and on the mechanisms used to appoint and manage the quality this type of employee.

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

Condition: The education provider must provide detailed information on the number and role of associate or visiting lecturers and on the appointment and quality assurance mechanisms in place for this type of employee.

Reason: The programme documentation made reference to the role of associate or visiting lecturers on the programme, but in discussion with the programme team it became clear that some information was missing from the programme documentation. In order to ensure that the programme is taught by staff with relevant expertise and knowledge the visitors require information on those currently involved with the programme and on the mechanisms used to appoint and manage the quality this type of employee.

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 education provider must revisit the protocols used to obtain consent to ensure that there is a coherent mechanism appropriate to all situations requiring consent and that there are clearly articulated opt-out pathways.

Reason: The education provider submitted two consent forms for scrutiny. One form did not contain an opt-out clause and the other was very specific to one particular instance requiring consent. The visitors considered that a more coherent protocol was required that ensured all situations requiring consent were stipulated for and that the pathway for opt-out was clear to the students.

4.7 Where there is inter-professional learning, the profession-specific skills and knowledge of each professional group must be adequately addressed.

Condition: The education provider must provide the final validated versions of the new inter-professional education modules and these should not indicate that they are separately approved by HPC.

Reason: The revalidation event arose from changes to the common inter-professional education modules that feature in all undergraduate health and social care programmes offered by the Faculty of Health and Wellbeing. The education provider was required to take into account the views of not only the HPC and relevant professional bodies, but also those of the Nursing and Midwifery Council and General Social Care Council. As a result of this, the revalidation is a multi-staged event taking place across two weeks. In order for the visitors to be confident that they have reviewed the programmes in their complete form, the visitors will require oversight of the final version of the module descriptors after all bodies have applied their requirements to them.

Additionally, the modules indicated that HPC would be separately approving the inter-professional education programme. These modules contribute to a portion of the courses being validated and do not in themselves lead to eligibility for applying for registration with HPC. The visitors stated, therefore, that this reference must be removed.

6.7.5 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner from the relevant part of the HPC Register unless other arrangements are agreed.

Condition: The education provider must revisit the policy it has in place for external examiner appointments and amend it to reflect that the requirements of the regulator will be followed.

Reason: The education provider wide *Nomination for an initial appointment of a subject external examiner for a taught course programme* form indicated that external examiner appointments will be made taking into account the requirements of “professional bodies”. As the HPC is not a professional body, but a statutory regulatory body, the visitors were unable to see how the specific requirements of this standard are articulated in the documentation. Therefore the visitors felt the documentation required updating to reflect the requirements of the regulator as well as those of other professional, statutory or regulatory bodies (PSRBs).

Recommendations

6.5 There must be effective mechanisms in place to assure appropriate standards in the assessment.

Recommendation: The education provider should consider accelerating plans to moderate practice assessment across all the professions through the office of the Placement Learning Director.

Reason: In discussion with the programme team it was apparent that plans existed to develop the process of moderation for all practice assessments. The intention is to moderate all assessment conducted in placement through the office of the Placement Learning Director to ensure that marks are appropriate to descriptions of the assessed proficiency. The visitors recognised how this practice would improve the consistency of the placement assessment process and wished to support the ongoing work with this recommendation.

Penny Joyce
James Petter

Visitors' report

Name of education provider	Sheffield Hallam University
Programme name	Diploma of Higher Education Paramedic Practice
Mode of delivery	Full time
Relevant part of HPC register	Paramedic
Date of visit	2 - 4 December 2008

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Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Paramedic' must be registered with us. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. The education provider has until 16 January 2009 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee on 2 February 2009. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 1 May 2009. The visitors will consider this response and make a separate recommendation to the Education and Training Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Education and Training Committee on 11 June 2009.

Introduction

The HPC visited the programme at the education provider to consider major changes proposed to the programme. The major change affected the following standards - curriculum standards and assessment standards. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider reviewed the programme and the professional body considered their accreditation of the programme. The visit also considered the following programmes – Diploma of Higher Education Operating Department Practice, BSc (Hons) Diagnostic Radiography, BSc (Hons) Radiotherapy and Oncology, BSc (Hons) Physiotherapy and BSc (Hons) Occupational Therapy. The education provider, the professional bodies and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. Separate reports exist for the other programmes. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. Separate reports, produced by the education provider and the professional body, outline their decisions on the programmes' status.

Visit details

Name of HPC visitors and profession	James Petter (Paramedic) Penny Joyce (Operating Department Practitioner)
HPC executive officer(s) (in attendance)	Osama Ammar
Proposed student numbers	30 – Year 1 40 – Year 2 (direct entry)
Initial approval	28 April 2004
Effective date that programme approval reconfirmed from	September 2009
Chair	Roger New (Sheffield Hallam University)
Secretary	Laraine Cookson (Sheffield Hallam University)
Members of the joint panel	John Martin (College of Paramedics) Mike McManus (Internal Panel Member) Ranald Macdonald (Internal Panel Member) Jenny Shelton (Internal Panel Member)

Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advertising materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the visit the HPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education 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/mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the ongoing approval of the programme is reconfirmed.

The visitors agreed that 50 of the SETs have been met and that conditions should be set on the remaining 13 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors have also made a number of recommendations for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for ongoing approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

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 education provider must revisit all the submitted programme documentation and any other documents to ensure that the terminology in use is reflective of the current landscape of statutory regulation.

Reason: In the submitted documentation, there were instances of out-of-date terminology in reference to the registered status of individuals such as “licence to practice”, “state registered”. There are also occasions when the relationship between completion of the programme and registration is unclear owing to the implication that registration is automatic upon completion. The visitors considered the terminology could be misleading to applicants and students and therefore require the documentation to be thoroughly reviewed to remove any instance of incorrect or out of date terminology.

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 education provider must review the information made available to applicants and students to ensure that it accurately represents the likely range of placement experiences a student may undergo.

Reason: From discussion with students on the programme it was apparent that there was an expectation to experience a greater range of placement environments than was actually available. In order to manage the expectations of students and accurately reflect the likely range of placements, the visitors require the documentation made available to applicants and students to be updated accordingly.

3.2 The programme must be managed effectively.

Condition: The education provider must ensure consistency in the placement experience of students through explicit management procedures for placement management, allocation and quality assurance.

Reason: It was clear from discussions with placement providers and the programme team that procedures were in place to regulate the placement experience of students. However, the documentation submitted did not reflect the full extent of these control mechanisms and from the discussions with students and placement providers it was apparent that there was some disparity between placements in the two strategic health authority regions commissioning this programme. The visitors require evidence to demonstrate how the education

provider ensures consistency between the placement experience of students commissioned by either strategic health authority through clearly articulated placement management, allocation and quality assurance mechanisms.

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

Condition: The education provider must provide detailed information on the number and role of associate or visiting lecturers and on the appointment and quality assurance mechanisms in place for this type of employee.

Reason: The programme documentation made reference to the role of associate or visiting lecturers on the programme, but in discussion with the programme team it became clear that some information was missing from the programme documentation. In order to ensure that the number of experienced and qualified individuals contributing the programme is appropriate the visitors require information on those currently involved with the programme and on the mechanisms used to appoint and manage the quality this type of employee.

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

Condition: The education provider must provide detailed information on the number and role of associate or visiting lecturers and on the appointment and quality assurance mechanisms in place for this type of employee.

Reason: The programme documentation made reference to the role of associate or visiting lecturers on the programme, but in discussion with the programme team it became clear that some information was missing from the programme documentation. In order to ensure that the programme is taught by staff with relevant expertise and knowledge the visitors require information on those currently involved with the programme and on the mechanisms used to appoint and manage the quality this type of employee.

3.7 The resources to support student learning in all settings must be used effectively.

Condition: The education provider must provide evidence of how resources in placement are assessed on a regular basis to assure adequacy.

Reason: In discussion with the programme team it was apparent that resources in placement in relation to Information Technology (IT), may be limited to one terminal per ambulance station and that the operating speed may be limited. In order to assure the visitors that resources are appropriate to the needs of students on placements, the visitors require evidence of the regular processes enacted to measure the appropriateness of resources at placement. This information should clearly indicate that IT resources are sufficient in number, accessible and operate sufficiently well to be of benefit to the students in placement.

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 education provider must provide a mapping document for the programme that evidences how the learning outcomes of particular modules relate to the standards of proficiency.

Reason: At the visit it was apparent that the education provider had provided a mapping document for the standards of proficiency prior to November 2007 and therefore to an older version of the standards. An updated version of the standards of proficiency mapping was provided at the end of the last HPC private meeting but this did not allow the visitors sufficient time to assess the mapping document against the modules for the programme. Therefore, the visitors require an updated version of the mapping document relating to the latest version of the standards of proficiency to be submitted for detailed scrutiny.

4.7 Where there is inter-professional learning, the profession-specific skills and knowledge of each professional group must be adequately addressed.

Condition: The education provider must provide the final validated versions of the new inter-professional education modules and these should not indicate that they are separately approved by HPC.

Reason: The revalidation event arose from changes to the common inter-professional education modules that feature in all undergraduate health and social care programmes offered by the Faculty of Health and Wellbeing. The education provider was required to take into account the views of not only the HPC and relevant professional bodies, but also those of the Nursing and Midwifery Council and General Social Care Council. As a result of this, the revalidation is a multi-staged event taking place across two weeks. In order for the visitors to be confident that they have reviewed the programmes in their complete form, the visitors will require oversight of the final version of the module descriptors after all bodies have applied their requirements to them.

Additionally, the modules indicated that HPC would be separately approving the inter-professional education programme. These modules contribute to a portion of the courses being validated and do not in themselves lead to eligibility for applying for registration with HPC. The visitors stated, therefore, that this reference must be removed.

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

Condition: The education provider must provide information to evidence how there are sufficient numbers of placement mentors who are appropriately qualified and experienced and that students are not placed unless an appropriate mentor has been identified.

Reason: In the discussion with the programme team it was apparent that not all practice mentors had undertaken the education provider's credited mentor training module. The visitors were advised that all mentors were trained but it was not explicit what kind of training was provided. The visitors require additional information to make explicit that a student will not be placed unless there are a sufficient number of appropriately trained mentors in placement.

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

Condition: The education provider must provide evidence to demonstrate how placement approval and monitoring is conducted consistently across all placements in both strategic health authority regions.

Reason: In discussion with the programme team it was apparent that the task of monitoring placements was conducted by the programme team but fed into the placement quality assurance mechanisms of the Placement Learning Director. Across the range of placements both in and out of the hospital environment and in both strategic health authority regions, it was not clear in the documentation submitted how the placement audits were conducted consistently. Accordingly, the visitors require documentary evidence to articulate the role of the programme team, the Placement Learning Director and the placement providers in the regular audit of placements in all environments and in both strategic health authority regions.

5.8.3 Unless other arrangements are agreed, practice placement educators must undertake appropriate practice placement educator training.

Condition: The education provider must state the training given to all practice mentors before a student can be allocated.

Reason: In the discussion with the programme team it was apparent that not all practice mentors had undertaken the education provider's credited mentor training module. The visitors were advised that all mentors were trained but it was not explicit what kind of training was provided. The visitors require additional information to make explicit what training is provided to practice mentors before a student is placed.

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

Condition: The education provider must articulate how assessments are carried out in situations where ambulance trust clinical governance protocols restrict student practice and assessment in the live clinical environment.

Reason: In the programme documentation it was stated that clinical governance restrictions exist for students in practice. The visitors require information to demonstrate how the education provider will ensure that all students are appropriately assessed in all standards of proficiency in instances when clinical governance restrictions are in place.

6.7.5 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner from the relevant part of the HPC Register unless other arrangements are agreed.

Condition: The education provider must revisit the policy it has in place for external examiner appointments and amend it to reflect that the requirements of the regulator will be followed.

Reason: The education provider wide *Nomination for an initial appointment of a subject external examiner for a taught course programme* form indicated that external examiner appointments will be made taking into account the requirements of “professional bodies”. As the HPC is not a professional body, but a statutory regulatory body, the visitors were unable to see how the specific requirements of this standard are articulated in the documentation. Therefore the visitors felt the documentation required updating to reflect the requirements of the regulator as well as those of other professional, statutory or regulatory bodies (PSRBs).

Recommendations

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

Recommendation: The education provider should consider increasing the opportunity for members of the programme team to engage in research related to the clinical science related to the paramedic profession.

Reason: The visitors noted that the members of the programme team were engaged in developmental research in education as part of working towards Fellowship with the Higher Education Academy. The visitors recognised the importance of this developmental activity and support it. However, the visitors also felt it was important to encourage staff development particularly in areas of clinical science related to the paramedic profession to assist in the development of the curriculum of the programme.

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

Recommendation: The education provider should consider referring to the curriculum guidance issued by the College of Paramedics in relation to the number, duration and range of placements and supernumerary status of students.

Reason: The visitors recognised the number, duration and range of placements were appropriate to the achievement of the learning outcomes and that students were afforded appropriate opportunity for teaching in learning in practice. However, the visitors felt that students would benefit from a range of placement experience that reflected the curriculum guidance of the professional body. The visitors also considered the different student status between the strategic health authority regions may lead to inconsistencies in student experience and felt that following the curriculum guidance position on the supernumerary status of students would be beneficial to students.

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

Recommendation: The education provider should continue negotiations with ambulance trusts providing placements to amend clinical governance restrictions on student practice in placement.

Reason: The visitors noted the ongoing negotiations with relevant ambulance trusts regarding the specific restrictions on student practice in placements. The visitors wished to support the negotiations with this recommendation as it was considered important for students to gain experience and be assessed in as many as possible proficiencies in the live clinical environment.

6.5 There must be effective mechanisms in place to assure appropriate standards in the assessment.

Recommendation: The education provider should consider accelerating plans to moderate practice assessment across all the professions through the office of the Placement Learning Director.

Reason: In discussion with the programme team it was apparent that plans existed to develop the process of moderation for all practice assessments. The intention is to moderate all assessment conducted in placement through the office of the Placement Learning Director to ensure that marks are appropriate to descriptions of the assessed proficiency. The visitors recognised how this practice would improve the consistency of the placement assessment process and wished to support the ongoing work with this recommendation.

James Petter
Penny Joyce

Visitors' report

Name of education provider	Sheffield Hallam University
Programme name	BSc (Hons) Occupational Therapy
Mode of delivery	Full time
Relevant part of HPC register	Occupational therapist
Date of visit	2-4 December 2008

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Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Occupational therapist' must be registered with us. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. The education provider has until 16 January 2009 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee on 2 February 2009. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 1 May 2009. The visitors will consider this response and make a separate recommendation to the Education and Training Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Education and Training Committee on 11 June 2009.

Introduction

The HPC visited the programme at the education provider to consider major changes proposed to the programme. The major change affected the following standards - curriculum standards and assessment standards. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider reviewed the programme and the professional body considered their accreditation of the programme. The visit also considered the following programmes – BSc (Hons) Physiotherapy, Diploma of Higher Education Operating Department Practice, Diploma of Higher Education Paramedic Practice, BSc (Hons) Diagnostic Radiography, BSc (Hons) Radiotherapy and Oncology. The education provider, the professional bodies and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. Separate reports exist for the other programmes. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. Separate reports, produced by the education provider and the professional body, outline their decisions on the programmes' status.

Visit details

Name of HPC visitors and profession	Wendy Fraser (Occupational Therapist) Kathryn Heathcote (Physiotherapist)
HPC executive officer(s) (in attendance)	Elisa Simeoni
Proposed student numbers	65
Initial approval	January 1994
Effective date that programme approval reconfirmed from	September 2009
Chair	Rod Apps (Sheffield Hallam University)
Secretary	Barbara Mainland (Sheffield Hallam University)
Members of the joint panel	Remy Rees (College of Occupational Therapists) Clair Parkin (College of Occupational Therapists) Jackie Taylor (College of Occupational Therapists) Catriona Khamisha (College of Occupational Therapists)

	Angela Rees (Sheffield Hallam University, Internal Panel Member) Tim Mulroy (Sheffield Hallam University, Internal Panel Member) Mike Purdy (Sheffield Hallam University, Internal Panel Member)
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Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advertising materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the visit the HPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education 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/mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 55 of the SETs have been met and that conditions should be set on the remaining 8 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors did not make any recommendations for the programme. Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for ongoing approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

2.1 The admissions 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 education provider must revisit all the submitted programme documentation and any other documents to ensure that the terminology in use is reflective of the current landscape of statutory regulation.

Reason: In the documentation submitted, the terminology used regarding HPC was not always accurate. In particular, the programme documentation must be amended to clearly state that successful completion of the programme will lead to eligibility to apply for registration with the Health Professions Council. Moreover, the protected title “Occupational therapist” is sometimes misused in the programme documentation. For example references are made such as “to develop occupational therapists who are fit for practice” or “HPC registered occupational therapist”. However, people who use the protected title are systematically HPC registered and therefore fit for practice. The visitors considered the terminology could be misleading to applicants and students and therefore require the documentation to be thoroughly reviewed to remove any instance of incorrect terminology.

2.2.1 The admissions procedures must apply selection and entry criteria, including evidence of a good command of written and spoken English.

Condition: The education provider must revisit the programme documentation to clearly refer to the International English Learning Testing System (IELTS) level for international students who want to apply to the programme.

Reason: In the programme documentation, there was a reference to IETLS instead of IELTS. The visitors wish the documentation to be amended to prevent confusion amongst applicants to the programme.

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

Condition: The education provider must confirm the prospective student cohort number as well as the commissioning number.

Reason: In the documentation submitted and in discussion with the programme team, it was clear that the student cohort number and the commissioning numbers for the programme were not confirmed for the academic year starting in September 2009. It was indicated that this number would be available early in 2009, therefore the visitors request that the education provider provides a statement with the confirmed numbers in order to be assured this standard is met.

3.2 The programme must be managed effectively.

Condition: The programme team must provide the correct version of the programme documentation relating to the academic year starting in September 2009.

Reason: The programme documentation provided prior to the visit did not always clearly state whether it was referring to the current programme or to the programme starting in September 2009. Whereas more documentation was provided at the visit, some documents were still confusing on this matter and the visitors had little time to review all documents provided at the visit. Therefore, the visitors wish the education provider to submit the correct version of all programme documentation and to make sure that the documents refer to the programme starting in September 2009 and not to the current programme.

4.7 Where there is inter-professional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.

Condition: The education provider must provide the final validated versions of the new inter-professional education modules and these should not indicate that they are separately approved by HPC.

Reason: The revalidation event arose from changes to the common inter-professional education modules that feature in all undergraduate health and social care programmes offered by the Faculty of Health and Wellbeing. The education provider was required to take into account the views of not only the HPC and relevant professional bodies, but also those of the Nursing and Midwifery Council and General Social Care Council. As a result of this, the revalidation is a multi-staged event taking place across two weeks. In order for the visitors to be confident that they have reviewed the programmes in their complete form, the visitors will require oversight of the final version of the module descriptors after all bodies have applied their requirements to them.

Additionally, the modules indicated that HPC would be separately approving the inter-professional education programme. These modules contribute to a portion of the courses being validated and do not in themselves lead to eligibility for applying for registration with HPC. The visitors stated, therefore, that this reference must be removed.

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

Condition: The programme team must revisit the programme documentation to provide evidence of a consistent audit process that all practice placements are subjected to before students commence the practice-based element of the programme.

Reason: The information supplied by the programme team in the programme documentation prior to the visit about placement audits, and therefore how the

programme team ensures that placement environments are suitable, was not clear to the visitors. Although at the visit the visitors had a chance to review more information about the placement audit mechanism in place, they were still unclear about its actual implementation and review. Therefore the visitors wish the audit process that all placements are subjected to before students commence the practice-based element of the programme to be clarified by the education provider and wish to review a completed assessment form “audit tool” in order to ensure that this standard is appropriately met.

6.6 Professional aspects of practice must be integral to the assessment procedures in both the education setting and practice placement.

Condition: The education provider must review the programme documentation to include reference to HPC’s Standards of conduct, performance and ethics.

Reason: In the programme documentation submitted, there was reference made to the Code of Ethics and Professional Conduct provided by the College of Occupational Therapists but reference was not always made to the Health Professions Council Standards of conduct, performance and ethics. Therefore the visitors wish the programme documentation to be updated to also always refer to the HPC Standards of conduct, performance and ethics in order to direct students to the standards that HPC expects of them once they have joined the profession.

6.7.5 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner from the relevant part of the HPC Register unless other arrangements are agreed.

Condition: The education provider must revisit the policy it has in place for external examiner appointments and amend it to reflect that the requirements of the regulator will be followed.

Reason: The education provider wide *Nomination for an initial appointment of a subject external examiner for a taught course programme* form indicated that external examiner appointments will be made taking into account the requirements of “professional bodies”. As the HPC is not a professional body, but a statutory regulatory body, the visitors were unable to see how the specific requirements of this standard are articulated in the documentation. Therefore the visitors felt the documentation required updating to reflect the requirements of the regulator as well as those of other professional, statutory or regulatory bodies (PSRBs).

Wendy Fraser
Kathryn Heathcote

Visitors' report

Name of education provider	Sheffield Hallam University
Programme name	BSc (Hons) Physiotherapy
Mode of delivery	Full time
Relevant part of HPC register	Physiotherapist
Date of visit	2-4 December 2008

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Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Physiotherapist' or 'Physical therapist' must be registered with us. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. The education provider has until 16 January 2009 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee on 2 February 2009. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 1 May 2009. The visitors will consider this response and make a separate recommendation to the Education and Training Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Education and Training Committee on 11 June 2009.

Introduction

The HPC visited the programme at the education provider to consider major changes proposed to the programme. The major change affected the following standards - curriculum standards and assessment standards. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider reviewed the programme and the professional body considered their accreditation of the programme. The visit also considered the following programmes – BSc (Hons) Occupational Therapy, Diploma of Higher Education Operating Department Practice, Diploma of Higher Education Paramedic Practice, BSc (Hons) Diagnostic Radiography, BSc (Hons) Radiotherapy and Oncology. The education provider, the professional bodies and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. Separate reports exist for the other programmes. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. Separate reports, produced by the education provider and the professional body, outline their decisions on the programmes' status.

Visit details

Name of HPC visitors and profession	Kathryn Heathcote (Physiotherapist) Wendy Fraser (Occupational Therapist)
HPC executive officer(s) (in attendance)	Elisa Simeoni
Proposed student numbers	105
Initial approval	January 1996
Effective date that programme approval reconfirmed from	September 2009
Chair	Rod Apps (Sheffield Hallam University)
Secretary	Barbara Mainland (Sheffield Hallam University)
Members of the joint panel	Karen Beeton (The Chartered Society of Physiotherapy) Nina Thomson (The Chartered Society of Physiotherapy) Angela Rees (Sheffield Hallam University, Internal Panel Member) Tim Mulroy (Sheffield Hallam University, Internal Panel Member)

	Mike Purdy (Sheffield Hallam University, Internal Panel Member)
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Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advertising materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the visit the HPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education 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/mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 54 of the SETs have been met and that conditions should be set on the remaining 9 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors have also made a recommendation for the programme. Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for ongoing approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

2.1 The admissions 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 education provider must revisit all the submitted programme documentation and any other documents to ensure that the terminology in use is reflective of the current landscape of statutory regulation.

Reason: In the documentation submitted, the terminology used regarding HPC was not always accurate. In particular, the programme documentation must be amended to clearly state that successful completion of the programme will lead to eligibility to apply for registration with the Health Professions Council. Moreover, there are instances of out-of-date terminology in reference to the registered status of individuals such as “state registered”. The visitors considered that the terminology could be misleading to applicants and students and therefore require the documentation to be thoroughly reviewed to remove any instance of incorrect or out-of-date terminology.

2.2.1 The admissions procedures must apply selection and entry criteria, including evidence of a good command of written and spoken English.

Condition: The education provider must revisit the programme documentation to clearly refer to the International English Learning Testing System (IELTS) level for international students who want to apply to the programme.

Reason: In the programme documentation, there was a reference to IETLS instead of IELTS. The visitors wish the documentation to be amended to prevent confusion amongst applicants to the programme.

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

Condition: The education provider must confirm the prospective student cohort number as well as the commissioning number.

Reason: In the documentation submitted and in discussion with the programme team, it was clear that the student cohort number for the full time programme and the commissioning numbers were not confirmed for the academic year starting in September 2009. Therefore the visitors wish the education provider to provide a statement with the confirmed numbers in order to be assured this standard is met.

3.2 The programme must be managed effectively.

Condition: The programme team must provide the correct version of the programme documentation relating to the academic year starting in September 2009.

Reason: The programme documentation provided prior to the visit did not always clearly state whether it was referring to the current programme or to the programme starting in September 2009. Moreover, it was not always made clear whether the documents were referring to the full time programme, part time programme or both programmes. Whereas more documentation was provided at the visit, some documents were still confusing on this matter and the visitors had little time to review all documents provided at the visit. Therefore, the visitors wish the education provider to submit the correct version of all programme documentation and to make sure that the documents refer to the programme starting in September 2009 and not to the current programme. Moreover, the visitors wish the mode of study to be clearly reflected in the documentation in order to avoid any confusion.

3.3 There must be a named programme leader who has overall responsibility for the programme and who should be either on the relevant part of the HPC Register or otherwise appropriately qualified and experienced.

Condition: The education provider must clarify the name of the programme leader for the full time programme and provide their CV.

Reason: In the documentation submitted prior to the visit, the visitors found that it was not made clear who the programme leader for the full time programme was. As the information provided was not clear, the visitors wish the programme specification to be updated to clearly reflect the name of the programme leader. Moreover, the visitors wish to review the CV of the programme leader in order to be assured that this person is either on the relevant part of the HPC register or otherwise appropriately qualified and experienced.

4.7 Where there is inter-professional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.

Condition: The education provider must provide the final validated versions of the new inter-professional education modules and these should not indicate that they are separately approved by HPC.

Reason: The revalidation event arose from changes to the common inter-professional education modules that feature in all undergraduate health and social care programmes offered by the Faculty of Health and Wellbeing. The education provider was required to take into account the views of not only the HPC and relevant professional bodies, but also those of the Nursing and Midwifery Council and General Social Care Council. As a result of this, the revalidation is a multi-staged event taking place across two weeks. In order for

the visitors to be confident that they have reviewed the programmes in their complete form, the visitors will require oversight of the final version of the module descriptors after all bodies have applied their requirements to them.

Additionally, the modules indicated that HPC would be separately approving the inter-professional education programme. These modules contribute to a portion of the courses being validated and do not in themselves lead to eligibility for applying to registration with HPC. The visitors stated, therefore, that this reference must be removed.

5.11 Practice placement providers must ensure necessary information is available at the appropriate time for both the education provider and students.

Condition: The education provider must provide evidence of a practice placement co-ordination policy.

Reason: From the documentation submitted and in discussion with the practice placement providers, it was not clear how the practice placement providers ensure that necessary information is available at the appropriate time for both the education provider and students. Therefore the visitors wish the education provider to show evidence of a practice placement co-ordination policy in place ensuring that students and the education provider receive the information they need from the various placement providers at the appropriate time.

6.7.2 Assessment regulations must clearly specify requirements 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 education provider must revisit the programme documentation to clearly articulate that intermediate awards do not lead to eligibility to apply for HPC registration.

Reason: In the documentation submitted it was clear that the education provider offered various intermediate awards. However it was not made clear in the documentation that these intermediate awards do not lead to eligibility to apply for HPC registration. Therefore the visitors wish the programme documentation to be updated to clarify for each intermediate award that it does not lead to eligibility to apply for HPC registration in order to avoid any confusion for applicants and graduates applying for HPC Registration.

6.7.5 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner from the relevant part of the HPC Register unless other arrangements are agreed.

Condition: The education provider must revisit the policy it has in place for external examiner appointments and amend it to reflect that the requirements of the regulator will be followed.

Reason: The education provider wide *Nomination for an initial appointment of a subject external examiner for a taught course programme* form indicated that external examiner appointments will be made taking into account the requirements of “professional bodies”. As the HPC is not a professional body, but a statutory regulatory body, the visitors were unable to see how the specific requirements of this standard are articulated in the documentation. Therefore the visitors felt the documentation required updating to reflect the requirements of the regulator as well as those of other professional, statutory or regulatory bodies (PSRBs).

Recommendations

6.7.2 Assessment regulations must clearly specify requirements 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.

Recommendation: The visitors wish to recommend that the programme team reconsiders the title of the following intermediate awards which do not lead to eligibility to apply for HPC Registration: BSc Physiotherapy Support Work, Dip Higher Education in Physiotherapy Support Work and Cert Higher Education in Physiotherapy Support Work.

Reason: In the documentation submitted it was clear that the education provider offered various intermediate awards. The visitors felt that the titles of these intermediate awards using the term “Physiotherapy” and which do not lead to eligibility to apply for HPC registration as a “Physiotherapist” could lead to confusion for potential applicants to the programme and for graduates applying for HPC Registration. Therefore, in order to avoid any confusion the visitors recommend that the programme team reconsiders the title of the exit awards which do not lead to eligibility to apply for HPC Registration.

Kathryn Heathcote
Wendy Fraser

Visitors' report

Name of education provider	Sheffield Hallam University
Programme name	BSc (Hons) Physiotherapy
Mode of delivery	Part time
Relevant part of HPC register	Physiotherapist
Date of visit	2-4 December 2008

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Recommendations	Error! Bookmark not defined.

Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Physiotherapist' or 'Physical therapist' must be registered with us. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. The education provider has until 16 January 2009 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee on 2 February 2009. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 1 May 2009. The visitors will consider this response and make a separate recommendation to the Education and Training Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Education and Training Committee on 11 June 2009.

Introduction

The HPC visited the programme at the education provider to consider major changes proposed to the programme. The major change affected the following standards - curriculum standards and assessment standards. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider reviewed the programme and the professional body considered their accreditation of the programme. The visit also considered the following programmes – BSc (Hons) Occupational Therapy, Diploma of Higher Education Operating Department Practice, Diploma of Higher Education Paramedic Practice, BSc (Hons) Diagnostic Radiography, BSc (Hons) Radiotherapy and Oncology. The education provider, the professional bodies and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. Separate reports exist for the other programmes. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. Separate reports, produced by the education provider and the professional body, outline their decisions on the programmes' status.

Visit details

Name of HPC visitors and profession	Kathryn Heathcote (Physiotherapist) Wendy Fraser (Occupational Therapist)
HPC executive officer(s) (in attendance)	Elisa Simeoni
Proposed student numbers	There is no commissioned numbers for the part-time course in 09/10. The course remains open should the Workforce Deanery wish to commission in 10/11. The current cohort student numbers is 18. The proposed student numbers is 20.
Initial approval	January 1996
Effective date that programme approval reconfirmed from	September 2009
Chair	Rod Apps (Sheffield Hallam University)
Secretary	Barbara Mainland (Sheffield Hallam University)
Members of the joint panel	Karen Beeton (The Chartered

	Society of Physiotherapy) Nina Thomson (The Chartered Society of Physiotherapy) Angela Rees (Sheffield Hallam University, Internal Panel Member) Tim Mulroy (Sheffield Hallam University, Internal Panel Member) Mike Purdy (Sheffield Hallam University, Internal Panel Member)
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Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advertising materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the visit the HPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education 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/mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 54 of the SETs have been met and that conditions should be set on the remaining 9 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors have also made a recommendation for the programme. Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for ongoing approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

2.1 The admissions 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 education provider must revisit all the submitted programme documentation and any other documents to ensure that the terminology in use is reflective of the current landscape of statutory regulation.

Reason: In the documentation submitted, the terminology used regarding HPC was not always accurate. In particular, the programme documentation must be amended to clearly state that successful completion of the programme will lead to eligibility to apply for registration with the Health Professions Council. Moreover, there are instances of out-of-date terminology in reference to the registered status of individuals such as “state registered”. Therefore the visitors considered that the terminology could be misleading to applicants and students and therefore require the documentation to be thoroughly reviewed to remove any instance of incorrect or out-of-date terminology.

2.2.1 The admissions procedures must apply selection and entry criteria, including evidence of a good command of written and spoken English.

Condition: The education provider must revisit the programme documentation to clearly refer to the International English Learning Testing System (IELTS) level for international students who want to apply to the programme.

Reason: In the programme documentation, there was a reference to IETLS instead of IELTS. The visitors wish the documentation to be amended to prevent confusion amongst applicants to the programme.

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

Condition: The education provider must confirm the prospective student cohort number as well as the commissioning number.

Reason: In the documentation submitted and in discussion with the programme team, it was clear that the student cohort number for the part time programme and the commissioning numbers were not confirmed for the academic year starting in September 2009. Therefore the visitors wish the education provider to provide a statement with the confirmed numbers in order to be assured this standard is met.

3.2 The programme must be managed effectively.

Condition: The programme team must provide the programme documentation for the BSc (Hons) part time programme.

Reason: The programme documentation provided prior to the visit and at the visit did not always clearly refer to the mode of study of the programme and therefore the visitors were unclear whether the education provider was seeking approval for the full time and/or the part time programmes. At the visit the programme team confirmed that they want a part time programme to be approved. However, since the visitors considered that there was a lack of information about the part time programme as some documents were referring only to the full time programme, the programme team must submit all programme documentation relating to the BSc (Hons) Physiotherapy part time programme September 2009 in order for the visitors to review it.

3.3 There must be a named programme leader who has overall responsibility for the programme and who should be either on the relevant part of the HPC Register or otherwise appropriately qualified and experienced.

Condition: The education provider must clarify the name of the programme leader for the part time programme and provide their CV.

Reason: In the documentation submitted prior to the visit, the visitors found that it was not made clear who the programme leader for the part time programme was. As the information provided was not clear, the visitors wish the programme specification to be updated to clearly reflect the name of the programme leader. Moreover, the visitors wish to review the CV of the programme leader in order to be assured that this person is either on the relevant part of the HPC register or otherwise appropriately qualified and experienced.

4.7 Where there is inter-professional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.

Condition: The education provider must provide the final validated versions of the new inter-professional education modules and these should not indicate that they are separately approved by HPC.

Reason: The revalidation event arose from changes to the common inter-professional education modules that feature in all undergraduate health and social care programmes offered by the Faculty of Health and Wellbeing. The education provider was required to take into account the views of not only the HPC and relevant professional bodies, but also those of the Nursing and Midwifery Council and General Social Care Council. As a result of this, the revalidation is a multi-staged event taking place across two weeks. In order for the visitors to be confident that they have reviewed the programmes in their complete form, the visitors will require oversight of the final version of the module descriptors after all bodies have applied their requirements to them.

Additionally, the modules indicated that HPC would be separately approving the inter-professional education programme. These modules contribute to a portion of the courses being validated and do not in themselves lead to eligibility for applying to registration with HPC. The visitors stated, therefore, that this reference must be removed.

5.11 Practice placement providers must ensure necessary information is available at the appropriate time for both the education provider and students.

Condition: The education provider must provide evidence of a practice placement co-ordination policy.

Reason: From the documentation submitted and in discussion with the practice placement providers, it was not clear how the practice placement providers ensure that necessary information is available at the appropriate time for both the education provider and students. Therefore the visitors wish the education provider to show evidence of a practice placement co-ordination policy in place ensuring that students and the education provider receive the information they need from the various placement providers at the appropriate time.

6.7.2 Assessment regulations must clearly specify requirements 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 education provider must revisit the programme documentation to clearly articulate that exit awards do not lead to eligibility to apply for HPC registration.

Reason: In the documentation submitted it was clear that the education provider offered various intermediate awards. However it was not made clear in the documentation that these intermediate awards do not lead to eligibility to apply for HPC registration. Therefore the visitors wish the programme documentation to be updated to clarify for each intermediate awards that it does not lead to eligibility to apply for HPC registration in order to avoid any confusion for the potential applicants and for graduates applying for HPC Registration.

6.7.5 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner from the relevant part of the HPC Register unless other arrangements are agreed.

Condition: The education provider must revisit the policy it has in place for external examiner appointments and amend it to reflect that the requirements of the regulator will be followed.

Reason: The education provider wide *Nomination for an initial appointment of a subject external examiner for a taught course programme* form indicated that external examiner appointments will be made taking into account the

requirements of “professional bodies”. As the HPC is not a professional body, but a statutory regulatory body, the visitors were unable to see how the specific requirements of this standard are articulated in the documentation. Therefore the visitors felt the documentation required updating to reflect the requirements of the regulator as well as those of other professional, statutory or regulatory bodies (PSRBs).

Recommendations

6.7.2 Assessment regulations must clearly specify requirements 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.

Recommendation: The visitors wish to recommend that the programme team reconsiders the title of the following intermediate awards which do not lead to eligibility to apply for HPC Registration: BSc Physiotherapy Support Work, Dip Higher Education in Physiotherapy Support Work and Cert Higher Education in Physiotherapy Support Work.

Reason: In the documentation submitted it was clear that the education provider offered various intermediate awards. The visitors felt that the titles of these intermediate awards using the term “Physiotherapy” and which do not lead to eligibility to apply for HPC registration as a “Physiotherapist” could lead to confusion for potential applicants to the programme and for graduates applying for HPC Registration. Therefore, in order to avoid any confusion the visitors recommend that the programme team reconsiders the title of the exit awards which do not lead to eligibility to apply for HPC Registration.

Kathryn Heathcote
Wendy Fraser

Visitors' report

Name of education provider	Sheffield Hallam University
Programme name	BSc (Hons) Radiotherapy and Oncology
Mode of delivery	Full time
Relevant part of HPC register	Radiographer
Date of visit	2-4 December 2008

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Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'radiographer', 'diagnostic radiographer' and 'therapeutic radiographer' must be registered with us. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. The education provider has until 16 January 2009 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee on 2 February 2009. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 1 May 2009. The visitors will consider this response and make a separate recommendation to the Education and Training Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Education and Training Committee on 11 June 2009.

Introduction

The HPC visited the programme at the education provider to consider major changes proposed to the programme. The major change affected the following standards - curriculum standards and assessment standards. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider reviewed the programme and the professional body considered their accreditation of the programme. The visit also considered the following programmes – Diploma of Higher Education Paramedic Practice, Diploma of Higher Education Operating Department Practice, BSc (Hons) Diagnostic Radiography, BSc (Hons) Physiotherapy and BSc (Hons) Occupational Therapy. The education provider, the professional bodies and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. Separate reports exist for the other programmes. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. Separate reports, produced by the education provider and the professional body, outline their decisions on the programmes' status.

Visit details

Name of HPC visitors and profession	Derek Adrian-Harris (Radiographer) Jane Day (Radiographer)
HPC executive officer(s) (in attendance)	Paula Lescott
Proposed student numbers	70
Initial approval	18 April 2002
Effective date that programme approval reconfirmed from	September 2009
Chair	Clive Woodman (Sheffield Hallam University)
Secretary	Eleanor Willcocks (Sheffield Hallam University)
Members of the joint panel	Elaine Gannon (College of Radiographers) Neil Bricklebank (Sheffield Hallam University, Internal Panel Member) Murray Clark (Sheffield Hallam University, Internal Panel Member) Doug Emery (Sheffield Hallam University, Internal Panel Member)

Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the visit the HPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education 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/mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommended outcome

To recommend a programme for ongoing approval the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the ongoing approval of the programme is reconfirmed.

The visitors agreed that 55 of the SETs have been met and that conditions should be set on the remaining 8 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors have also made a number of recommendations for the programme. Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for ongoing approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors have also made a number of commendations. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

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 education provider must revisit all the submitted programme documentation and any other documents to ensure that the terminology in use is reflective of the current landscape of statutory regulation.

Reason: In the submitted documentation, there are instances of out-of-date terminology in reference to the role of HPC in approving or endorsing specific practice placements. The visitors considered the terminology could be misleading to applicants and students and therefore require the documentation to be thoroughly reviewed to remove any instance of incorrect or out-of-date terminology.

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 education provider must review the programme documentation to ensure there is consistency in the information provided regarding the length of programme.

Reason: From a review of the documentation there was conflicting information regarding the length of the programme. In order to prevent confusion amongst applicants and students the visitors require the documentation to be updated.

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

Condition: The education provider must provide information on the current programme staff and associate lecturers accompanied with their CVs.

Reason: From the documentation submitted by the education provider it was difficult to exactly determine the staff and associate lecturers contributing to the programme and their qualifications and experience. At the visit further CVs were provided on request however there wasn't sufficient time for the visitors to thoroughly read through this documentation. In order to ensure that this standard is met the visitors require further evidence.

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

Condition: The education provider must provide information on the current programme staff and associate lecturers accompanied with their CVs.

Reason: From the documentation submitted by the education provider it was difficult to exactly determine the staff and associate lecturers contributing to the

programme and their relevant specialist experience. At the visit further CVs were provided on request however there wasn't sufficient time for the visitors to thoroughly read through this documentation. In order to ensure that this standard is met the visitors require further evidence.

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 education provider must provide the protocols used to obtain consent to demonstrate that there is a coherent mechanism appropriate to all situations requiring consent and that there are clearly articulated opt-out pathways.

Reason: From the programme documentation the visitors could not determine the full process for obtaining consent and the guidelines for student participation in the programme. The visitors require further evidence that demonstrates the protocol in place to ensure that all situations requiring consent are stipulated for and that the pathway for opt-out is clear to the students throughout the programme.

4.7 Where there is inter-professional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.

Condition: The education provider must provide the final validated versions of the new inter-professional education modules and these should not indicate that they are separately approved by HPC.

Reason: The revalidation event arose from changes to the common inter-professional education modules that feature in all undergraduate health and social care programmes offered by the Faculty of Health and Wellbeing. The education provider was required to take into account the views of not only the HPC and relevant professional bodies, but also those of the Nursing and Midwifery Council and General Social Care Council. As a result of this, the revalidation is a multi-staged event taking place across two weeks. In order for the visitors to be confident that they have reviewed the programmes in their complete form, the visitors will require oversight of the final version of the module descriptors after all bodies have applied their requirements to them.

Additionally, the modules indicated that HPC would be separately approving the inter-professional education programme. These modules contribute to a portion of the courses being validated and do not in themselves lead to eligibility for applying for registration with HPC. The visitors stated, therefore, that this reference must be removed.

5.10 The education provider must ensure necessary information is supplied to practice placement providers.

Condition: The education provider must provide evidence of the policy in place to ensure that information regarding Criminal Records Bureau and health checks is communicated to practice placement providers.

Reason: From a review of the documentation and discussions with the placement providers there was confusion regarding the policy in place about communicating positive Criminal Records Bureau and health check information to placement providers. The visitors require further evidence to demonstrate the policy and process for this aspect of information submission between the education provider and placement providers.

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.

Condition: The education provider must articulate the policy regarding acquiring electronic data for use in the programme.

Reason: The visitors require evidence that demonstrates the protocol that is applied to the attainment of electronic data for use in the programme, including the methods of obtaining patient consent, for PACS, VERT and Treatment Planning. The visitors also request clarification in relation to agreements that are in place with teaching hospitals for obtaining this information.

6.7.5 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner from the relevant part of the HPC Register unless other arrangements are agreed.

Condition: The education provider must revisit the policy it has in place for external examiner appointments and amend it to reflect that the requirements of the regulator will be followed.

Reason: The education provider wide *Nomination for an initial appointment of a subject external examiner for a taught course programme* form indicated that external examiner appointments will be made taking into account the requirements of “professional bodies”. As the HPC is not a professional body, but a statutory regulatory body, the visitors were unable to see how the specific requirements of this standard are articulated in the documentation. Therefore the visitors felt the documentation required updating to reflect the requirements of the regulator as well as those of other professional, statutory or regulatory bodies (PSRBs).

Recommendations

2.2.4 The admissions procedures must apply selection and entry criteria, including appropriate academic and/or professional entry standards.

Recommendation: The visitors wish to recommend that the programme team considers applying equitable entry criteria with the BSc (Hons) Diagnostic Radiography programme.

Reason: From a review of the programme documentation it was apparent that the entry criteria between the programme and the BSc (Hons) Diagnostic Radiography programme were different. The visitors felt that, in line with other institutions, the programme team could consider implementing equitable standards.

3.7 The resources to support student learning in all settings must be used effectively.

Recommendation: The visitors wish to recommend that the assessment criteria contained in the programme module descriptors is updated to show consistency in the information they contain.

Reason: From a review of the module descriptors the visitors noticed that some contained more detail of the assessment criteria than others. In some cases the learning outcomes for the module were matched against the pass criteria whereas in others they were also matched against mark classifications. The visitors wished to recommend that the latter approach is utilised across all module descriptors for the benefit of the students.

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 to students and staff.

Recommendation: The visitors wish to recommend that the programme team update the programme documentation to widen the use of current texts.

Reason: The visitors felt that the unit descriptors contained texts covering subjects such as anatomy and physiology, communication skills, and reflective practice that were not the most recent editions and recommend that these are updated.

Commendations

The visitors wish to commend the following aspects of the programme:

Commendation: The visitors wished to commend the programme team for the extensive use of service users in the programme.

Reason: At the visit the programme team demonstrated how they had utilised service users including patients and carers in the design and delivery of the programme. The visitors felt that the level of input of service users to enhance the programme and student learning was of a level not seen by them at other institutions and therefore demonstrated innovation and best practice.

Commendation: The visitors wished to commend the programme team for the Clinical Liaison Officer website resource.

Reason: At the visit the visitors were shown the Clinical Liaison Officer website. The visitors felt that this was an excellent resource for students and in particular for clinical staff, and the inclusivity and extensive nature of the information on the site demonstrated a level of resource and access that was innovative and best practice for supporting placement staff.

Derek Adrian-Harris
Jane Day

Visitors' report

Name of education provider	Sheffield Hallam University
Programme name	BSc (Hons) Diagnostic Radiography
Mode of delivery	Full time
Relevant part of HPC register	Radiographer
Date of visit	2-4 December 2008

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Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'radiographer', 'diagnostic radiographer' and 'therapeutic radiographer' must be registered with us. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. The education provider has until 16 January 2009 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee on 2 February 2009. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 1 May 2009. The visitors will consider this response and make a separate recommendation to the Education and Training Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Education and Training Committee on 11 June 2009.

Introduction

The HPC visited the programme at the education provider to consider major changes proposed to the programme. The major change affected the following standards - curriculum standards and assessment standards. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider reviewed the programme and the professional body considered their accreditation of the programme. The visit also considered the following programmes – Diploma of Higher Education Paramedic Practice, Diploma of Higher Education Operating Department Practice, BSc (Hons) Radiotherapy and Oncology, BSc (Hons) Physiotherapy and BSc (Hons) Occupational Therapy. The education provider, the professional bodies and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. Separate reports exist for the other programmes. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. Separate reports, produced by the education provider and the professional body, outline their decisions on the programmes' status.

Visit details

Name of HPC visitors and profession	Derek Adrian-Harris (Radiographer) Jane Day (Radiographer)
HPC executive officer(s) (in attendance)	Paula Lescott
Proposed student numbers	45
Initial approval	29 March 2004
Effective date that programme approval reconfirmed from	September 2009
Chair	Clive Woodman (Sheffield Hallam University)
Secretary	Eleanor Willcocks (Sheffield Hallam University)
Members of the joint panel	Ian Henderson (College of Radiographers) Neil Bricklebank (Sheffield Hallam University, Internal Panel Member) Murray Clark (Sheffield Hallam University, Internal Panel Member) Doug Emery (Sheffield Hallam University, Internal Panel Member)

Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the visit the HPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education 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/mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommended outcome

To recommend a programme for ongoing approval the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the ongoing approval of the programme is reconfirmed.

The visitors agreed that 57 of the SETs have been met and that conditions should be set on the remaining 6 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors have also made a number of recommendations for the programme. Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for ongoing approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors have also made a commendation. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

2.1 The admissions 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 education provider must revisit all the submitted programme documentation and any other documents to ensure that the terminology in use is reflective of the current landscape of statutory regulation.

Reason: In the submitted documentation, there are instances of out-of-date terminology in reference to the registered status of individuals such as “state registered”. There are also occasions when the relationship between completion of the exit awards on the programme and registration is unclear owing to the implication that registration is applicable for these awards. The visitors considered the terminology could be misleading to applicants and students and therefore require the documentation (including website information) to be thoroughly reviewed to remove any instance of incorrect or out-of-date terminology.

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 education provider must revisit the protocols used to obtain consent to ensure that there is a coherent mechanism appropriate to all situations requiring consent and that there are clearly articulated opt-out pathways.

Reason: From discussions with the students at the visit there was confusion regarding the process for obtaining consent and the guidelines for student participation in the programme. The visitors considered that further evidence is required that demonstrates a coherent protocol to ensure that all situations requiring consent were stipulated for and that the pathway for opt-out was clear to the students throughout the programme.

4.7 Where there is inter-professional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.

Condition: The education provider must provide the final validated versions of the new inter-professional education modules and these should not indicate that they are separately approved by HPC.

Reason: The revalidation event arose from changes to the common inter-professional education modules that feature in all undergraduate health and social care programmes offered by the Faculty of Health and Wellbeing. The education provider was required to take into account the views of not only the HPC and relevant professional bodies, but also those of the Nursing and Midwifery Council and General Social Care Council. As a result of this, the revalidation is a multi-staged event taking place across two weeks. In order for

the visitors to be confident that they have reviewed the programmes in their complete form, the visitors will require oversight of the final version of the module descriptors after all bodies have applied their requirements to them.

Additionally, the modules indicated that HPC would be separately approving the inter-professional education programme. These modules contribute to a portion of the courses being validated and do not in themselves lead to eligibility for applying for registration with HPC. The visitors stated, therefore, that this reference must be removed.

5.10 The education provider must ensure necessary information is supplied to practice placement providers.

Condition: The education provider must provide evidence of the policy in place to ensure that information regarding Criminal Records Bureau and health checks is communicated to practice placement providers.

Reason: From a review of the documentation and discussions with the placement providers there was confusion regarding the policy in place about communicating positive Criminal Records Bureau and health check information to placement providers. The visitors require further evidence to demonstrate the policy and process for this aspect of information submission between the education provider and placement providers.

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.

Condition: The education provider must articulate the policy regarding acquiring electronic data for use in the programme.

Reason: The visitors require evidence that demonstrates the protocol that is applied to the attainment of electronic data for use in the programme, including the methods of obtaining patient consent, for PACS, VERT and Treatment Planning. The visitors also request clarification in relation to agreements that are in place with teaching hospitals for obtaining this information.

6.7.5 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner from the relevant part of the HPC Register unless other arrangements are agreed.

Condition: The education provider must revisit the policy it has in place for external examiner appointments and amend it to reflect that the requirements of the regulator will be followed.

Reason: The education provider wide *Nomination for an initial appointment of a subject external examiner for a taught course programme* form indicated that external examiner appointments will be made taking into account the requirements of “professional bodies”. As the HPC is not a professional body, but a statutory regulatory body, the visitors were unable to see how the specific requirements of this standard are articulated in the documentation. Therefore the visitors felt the documentation required updating to reflect the requirements of the

regulator as well as those of other professional, statutory or regulatory bodies (PSRBs).

Recommendations

2.2.1 The admissions procedures must apply selection and entry criteria, including evidence of a good command of written and spoken English.

Recommendation: The visitors wish to recommend that the IELTS standard that is accepted for entry to the programme is included in the programme documentation.

Reason: From discussions with the programme team it was apparent that the IELTS standard was applicable for entry on to the programme. The visitors felt that this information would be helpful to applicants and could be included in the programme documentation.

2.2.4 The admissions procedures must apply selection and entry criteria, including appropriate academic and/or professional entry standards.

Recommendation: The visitors wish to recommend that the programme team considers applying equitable entry criteria with the BSc (Hons) Radiotherapy and Oncology programme.

Reason: From a review of the programme documentation it was apparent that the entry criteria between the programme and the BSc (Hons) Radiotherapy and Oncology programme were different. The visitors felt that, in line with other institutions, the programme team could consider implementing equitable standards.

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

Recommendation: The visitors wish to recommend that the education provider considers widening access to the library facilities during the extended academic year.

Reason: From discussions with the students the visitors were made aware that access to the library facilities when students were undertaking clinical placements could be difficult at certain times of the year. The visitors wished to recommend that access to these facilities is reviewed during the extended academic year to allow greater accessibility. The visitors also recommend that the alternate library provision that is available is communicated to the students so that they are aware of alternative learning resource options.

Commendations

The visitors wish to commend the following aspects of the programme:

Commendation: The visitors wished to commend the programme team for the Clinical Liaison Officer website resource.

Reason: At the visit the visitors were shown the Clinical Liaison Officer website. The visitors felt that this was an excellent resource for students and in particular for clinical staff, and the inclusivity and extensive nature of the information on the site demonstrated a level of resource and access that was innovative and best practice for supporting placement staff.

Derek Adrian-Harris
Jane Day