# Health Professions Council

# Visitors' report

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|---|---|
| **Name of education provider** | Anglia Ruskin University |
| **Name and titles of programme(s)** | BSc(Hons) Radiography (Therapeutic) incorporating FdSc Radiotherapy and Oncology Practice<br><br>BSc(Hons) Radiography (Diagnostic) incorporating DipHE Medical Imaging Practice |
| **Mode of Delivery (FT/PT)** | PT |
| **Date of Visit** | 20<sup>th</sup> -21<sup>st</sup> February 2007 |
| **Proposed date of approval to commence** | September 2007 |
| **Name of HPC visitors attending (including member type and professional area)** | Miss Linda Mutema<br>Mrs Julie O'Boyle |
| **HPC Executive officer(s) (in attendance)** | Miss Daljit Mahoon |
| **Joint panel members in attendance (name and delegation):** | Dr Trevor Bolton – Associate Dean – Ashcroft Business School<br>Caroline Currer – Institute of Health & Social Care<br>Susan Hughes – Principle Lecturer, Ashcroft International Business School<br>David Flinton – Senior Lecturer – City University<br>Martin West – Deputy Director – Department of Radiography –Cardiff University<br>Professor Angela Duxbury – Discipline Lead – Sheffield Hallam University<br>Bev Snaith – Consultant Radiographer – Emergency, Pinderfields General Hospital<br>Libby Martin – Faculty Quality Assurance Officer<br>Sharon Croxon – Academic regulations Officer |

**Scope of visit** *(please tick)*

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|---|---|
| **New programme** | ☒ |

| | |
|---|---|
| **Major change to existing programme** | ☐ |
| **Visit initiated through Annual Monitoring** | ☐ |

## Confirmation of meetings held

| | Yes | No | N/A |
|---|:---:|:---:|:---:|
| Senior personnel of provider with responsibility for resources for the programme | ☒ | ☐ | ☐ |
| Programme team | ☒ | ☐ | ☐ |
| Placements providers and educators | ☒ | ☐ | ☐ |
| Students (current or past as appropriate) | ☒ | ☐ | ☐ |

## Confirmation of facilities inspected

| | Yes | No | N/A |
|---|:---:|:---:|:---:|
| Library learning centre | ☒ | ☐ | ☐ |
| IT facilities | ☒ | ☐ | ☐ |
| Specialist teaching accommodation | ☒ | ☐ | ☐ |

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

| Requirement (please insert detail) | Yes | No | N/A |
|---|:---:|:---:|:---:|
| **1** | ☐ | ☐ | ☒ |
| **2** | ☐ | ☐ | ☒ |
| **3** | ☐ | ☐ | ☒ |

| | |
|---|---|
| **Proposed student cohort intake number please state** | 17 |

The following summarises the key outcomes of the Approvals event and provides reasons for the decision.

## CONDITIONS

### Condition 1

**SET 2 Programme Admissions**
**2.3 ensure that the education provider has 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.**
**SET 5 Practice Placement Standards**
**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 equal opportunity and anti-discriminatory policy of the university and the individual practice placement needs to be clearly articulated within the student handbook.

**Reason:**
The documentation did not clearly articulate the equal opportunity and anti-discriminatory policy for both the university and practice placements. This needs to be included within the documentation to ensure that students and practice placement providers are informed.

### Condition 2

**SET 4. Curriculum Standards**
**4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.**

**Condition:**
The course team are advised to ensure that all of the HPC Standards of Proficiency are included within the mapping document. The module descriptors and all learning outcomes for the programme should clearly demonstrate how all of the Standards of Proficiency are addressed.

**Reason:**
The documentation lacked evidence which ensured that this standard is met. It was unclear on how students after completing the programme can meet all the Standard of Proficiency.

**Condition 3**

**SET 6. Assessment standards**
**6.4 The measurement of student performance and progression must be an integral part of the wider process of monitoring and evaluation, and use objective criteria.**

**Condition:**
The documentation should clearly articulate the requirements regarding student progression from one stage to the next.

**Reason:**
Students need to be provided with a clearer indication of their progression through the programme. The documentation did not clearly articulate when and how (including any conditions which must be met prior to progression) students progress through each stage of the programme.

# RECOMMENDATIONS

**SET 3. Programme management and resource standards**
**3.5 Subject areas must be taught by staff with relevant specialist expertise and knowledge.**

**Recommendation**
To continue to ensure there is an adequate number of staff in relation to the student intake

**Reason:**
There should be an assurance that there is enough staff to deliver the programme effectively, without compromising HPC standards of proficiency, and that there is an adequate balance between staff and students.

**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 programme team to adopt the protocol to obtain consent form students participating as patients or clients in practical and clinical teaching.

**Reason:**
At present consent is being given by students; however it would be beneficial for the programme team to adopt a more structured protocol when obtaining consent.

**SET 4 Curriculum Standards**
**4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.**

### Recommendation
The course team to consider how they support those students whose practical experience is in advance of their academic underpinning knowledge.

### Reason:
After meeting the students it became apparent that many have already gained experience of carrying out specific tasks within the trusts where they are employed, prior to gaining academic underpinning knowledge.

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

### Recommendation
To explore provision of opportunity for inter-professional learning which could be incorporated within the programme

### Reason
For the benefit of the programme and students it is encouraged for more thought to be given on incorporating more opportunities for inter -professional learning within the programme.

**SET 5. Practice placements standards**
**5.1 Practice placements must be integral to the programme.**

### Recommendation
To revise the audit documentation for placements to reflect modern radiographic practice.

### Reason
Evidence of audit documentation for placements was provided.  It is advised that the programme team should continue their audits and for the benefit of the programme, should ensure that the natures of the audits are up to date with modern radiographic practice

# Commendations

1) **It was apparent that the programme team are experienced in delivering distance learning programmes.**

2) **The demonstration of the e-learning environment was impressive and supports our observations of the team.**

3) **We received positive feedback from the students regarding the level of support they received from the university.**

**Deadline for Conditions to be met: 16<sup>th</sup> April 2007**

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

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


**Visitors' signatures:**

**Julie O'Boyle**

**Linda Mutema**


**Date: 19/3/07**