

Health Professions Council

Visitors report

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

Scope of visit (please tick)

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

Part 1.

1.1 Confirmation of meetings held

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

1.2 Confirmation of facilities inspected

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

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

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

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

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

SET 2 Programme admissions

The admission procedures must:

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

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

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

2.2.2 criminal convictions checks;

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

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

2.2.3 compliance with any health requirements;

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

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

2.2.5 accreditation of prior learning and other inclusion mechanisms

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

Reason:

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

SET 3. Programme management and resource standards

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

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

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

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

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

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

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

SET 5. Practice placements standards

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

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

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

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

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

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

SET 6. Assessment standards

Assessment regulations must clearly specify requirements for:

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

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

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

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

To be submitted to Approvals Committee on: 4 July 2006

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

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

Visitors' signatures:

**Patricia Fillis
James Pickard**

Date: 16 May 2006

ALL CONDITIONS MET - PROGRAMME APPROVED

Recommendations:

SET 2 Programme admissions

The admission procedures must:

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

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

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

SET 5 Practice placement standards

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

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

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

5.8.3 undertake appropriate practice placement educator training.

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

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

Commendations

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

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

ALL CONDITIONS MET - PROGRAMME APPROVED