

Health Professionals Council  
Department of Education and Policy

**Conditions Report**

<b>Name of education provider</b>	GLASGOW CALEDONIAN UNIVERSITY
<b>Name and titles of programme(s)</b>	PGDip Dietetics MSc Dietetics
<b>Date of event</b>	3 <sup>rd</sup> and 4 <sup>th</sup> August 2005
<b>Proposed date of approval to commence</b>	September 2005
<b>Name of HPC visitors attending (including member type and professional area)</b>	Dr Jackie Landman – Lay member, Dietetics Mrs Alison Nicholls – Educator member, Dietetics
<b>HPC Executive officer(s) (in attendance)</b>	Ms Sharon Woolf
<b>Joint panel members in attendance (name and delegation):</b>	

**Scope of visit (please tick)**

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

**Part 1.**

**1.1 Confirmation of meetings held**

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

**1.2 Confirmation of facilities inspected**

	<b>yes</b>	<b>No</b>
Library learning centre	x	<input type="checkbox"/>
IT facilities	x	<input type="checkbox"/>
Specialist teaching accommodation	x	<input type="checkbox"/>

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

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

<b>Proposed student cohort intake number please state</b>	<b>12</b>
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ALL CONDITIONS MET - PROGRAMME APPROVED

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

## **CONDITIONS**

### **SET 2 Programme admissions**

**The admission procedures must:**

**2.2 apply selection and entry criteria, including:**

**2.2.2 criminal convictions checks;**

**Condition 1:** (i) Confirmation is required that the CRB checks will be the enhanced disclosure and amend admissions literature to show this.  
(ii) Put in place a mechanism for annual self-declaration of CRB checks.

**Reason:** Enhanced CRB disclosure is required when students apply for registration and is therefore needed to ensure that the student is suitable to undertake the course (including the clinical placements) and to protect the university from possible litigation. The annual self-declaration of CRB checks also enhances the mechanism. This change will extend existing best practice.

<b>Condition Met</b>
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**2.2.5 Accreditation of Prior Learning and other inclusion mechanisms**

**Condition 2:** Articulate, as per the meeting with senior staff, the AP(EL) mechanisms and policies in place.

**Reason:** The course team explained how their admissions processes linked with the university's AP(E)L mechanisms and inclusion policy to assure the standards and quality of PG admissions. PG students have relevant prior education in biosciences such as physiology, and in quantitative research methods and statistics, This information should be included in the documentation so that it is clear that the PG students meet Standards of Proficiency 2b.1 [be able to use research] and 3a1 [know the key concepts of biological ( ) sciences which are relevant to their professional practice]

<b>Condition Met</b>
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### **SET 3. Programme management and resource standards**

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

**Condition 3:** The programme approval document should articulate, as per the meeting with senior staff, the mechanism in place for staff development.

**Reason:** Additional information about staff development in the meeting with senior staff demonstrated to the visitors that a robust programme was in place for new, existing and visiting staff, which was not apparent in the documentation.

## **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 4:** To clarify, as per the meeting, how Negotiated Learning will enable students to demonstrate that they have met Standard of Proficiency 2b1.

**Reason:** During the visit the course team explained that they selected PG students with prior education in quantitative research methods, and arranged support from other departments in terms of developing skills in the application of statistics and quantitative methods. These approaches enable PG students to meet the standard of proficiency 2b1, and this should be included in the documentation.

**Please note that condition 4 is repeated at SET 4.5**

<b>Condition Met</b>
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**4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.**

**Condition 5:** The programme approval document should include information about how students are prepared for placements and demonstrate how theory and practice are integrated into the programme. (This should include details of the food hygiene certificate, preparation for professional training, communication and counselling skills and portfolio management.)

**Reason:** During the visit the programme team demonstrated a sound integration of theory and practice and preparation of students for placement (which was supported by the meeting with students and clinical trainers) and this should be included in the documentation.

<b>Condition Met</b>
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**4.5 The delivery of the programme must assist autonomous and reflective thinking, and evidence based practice.**

**Condition 4 (repeated):** To clarify, as per the meeting, how Negotiated Learning will enable students to demonstrate that they have met Standard of Proficiency 2b1.

**Reason:** During the visit the course team explained that they selected PG students with prior education in quantitative research methods, and arranged support from other departments in terms of developing skills in the application of statistics and quantitative methods. The team showed that enabled their students to meet the standard of proficiency 2b1 (to be able to use research, reasoning and problem solving skills to determine appropriate actions). This should be included in the documentation.

**Condition Met**

**4.6 The range of learning and teaching approaches used must be appropriate to the subjects in the curriculum.**

**Condition 6:** To revisit the PG learning outcomes to ensure that they are appropriate for Masters level work.

**Reason:** During the visit the course team explained that although there were joint lectures to the UG and PG courses, PG students had separate seminars to facilitate learning at a higher level as befits PG study. The module descriptors should be changed to distinguish clearly the levels of learning and numbers of outcomes for PG students and to reflect practice (e.g. using the language of levels of learning outcome descriptors in the SQA/ QAA Framework for Qualifications in higher education institutions in Scotland).

**Condition partly met:**

No changes made to modules BIOLM61 and GAPNM01 which should be changed to reflect Masters level.

**SET 5. Practice placements standards**

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

**5.7.1 the learning outcomes to be achieved;**

**Condition 7:** The pre-placement guidelines and learning outcomes for each placement (in the Clinical Placement Handbook) should be included in the module descriptors for all placements.

**Reason:** The pre-placement guidelines and learning outcomes are the current professional curriculum guidelines and should be in the substantive document.

**Condition Met**

**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 programme approval document should include, as per the discussion with the programme team, statements to show the measurement of student performance uses objective criteria.

**Reason:** The course team explained that university – wide assessment marking schemes are applied alongside objective criteria for assessment that reflect levels of learning outcome. This should information should be included in the documentation for the programme and the PG student's handbook.

**Condition Met**

**Deadline for *Conditions* to be met: 01 November 2005**  
**To be submitted to Approvals Committee on: 22 November 2005**

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:**

**xxx: Alison Nicholls**

**yyy: Jackie Landman**

**Date: 12 October 2005**

ALL CONDITIONS MET - PROGRAMME APPROVED