

Health Professions Council

Visitors' report

Name of education provider	Glasgow Caledonian University
Name and titles of programme(s)	Non-medical Prescribing (SCQF Level 9) Non-medical Prescribing (SCQF Level 10) Non-medical Prescribing (SCQF Level 11)
Mode of Delivery (FT/PT)	PT
Date of Visit	11 th April 2007
Proposed date of approval to commence	September 2007
Name of HPC visitors attending (including member type and professional area)	Robert Fellows (Paramedic, Education Development Manager, London Ambulance Service) David Whitmore (Paramedic, Education Development Manager, London Ambulance Service) – <i>unable to attend Visit owing to work unforeseen work commitments.</i>
HPC Executive officer(s) (in attendance)	Osama Ammar
Joint panel members in attendance (name and delegation):	Irene Bonnar (Chair), Associate Dean of Quality, School of the Built and Natural Environment, GCU Elaine Skea (Secretary), Assistant School Manager – Programme Support, School of Nursing, Midwifery & Community Health, GCU Susan Winterburn (HLSP/NMC), Senior Nursing Lecturer, School of Nursing and Midwifery, University of Sheffield Carroll Siu (External Panel Member), Senior Lecturer, Institute of Nursing and Midwifery, University of Brighton Carole Doyle (Internal Panel Member), Senior Lecturer/Teaching Fellow, Caledonian Business School, GCU

Scope of visit (please tick)

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

Confirmation of meetings held

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

Confirmation of facilities inspected

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

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

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

Proposed student cohort intake number please state	60 per intake, 10% of which will be AHPs
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The following summarises the key outcomes of the Approvals event and provides reasons for the decision.

CONDITIONS

SET 4. *Curriculum Standards*

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

Condition: The programme team must redraft and resubmit the programme documentation to correct the reference to the Department of Health document, *Outline curriculum for training programmes to prepare Allied Health Professionals as Supplementary Prescribers*.

Reason: The programme documentation submitted attributed the above document to the HPC. As the HPC does not issue curriculum guidance for programmes of study, this reference will be need to corrected throughout the programme documentation.

SET 5. *Practice placements standards*

5.3 The practice placement settings must provide:

5.3.1 a safe environment; and

5.3.2 safe and effective practice.

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

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

Condition: The programme team must redraft and resubmit the programme documentation to clearly articulate the process for approving and monitoring placements. The placement approval and monitoring mechanisms must ensure the practice environments are safe, provide safe and effective practice and are compliant with suitable anti-discriminatory and equal opportunities policies.

Reason: In discussion it became clear that in the previous version of the programme there was no process to approve and monitor placement environments. In order to meet the standards of education and training, the programme team must devise a process to ensure appropriate practice placement standards are being met.

Deadline for conditions to be met: 31st May 2007

Expected date visitors' report submitted to Panel for approval: 21st June 2007

Expected date programme submitted to Panel for approval: 5 July 2007

RECOMMENDATIONS

SET 2 Programme admissions

The admission procedures must:

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

Recommendation: The programme team should consider the addition of suggested pre-reading in the area of pharmacology to applicants to the programme.

Reason: In discussion with students, it was commented that they felt they would have benefited from a suggested list of reading on pharmacology before the commencement of the programme as the subject area was considered new and therefore challenging at the outset by the majority of the students.

SET 3. Programme management and resource standards

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: Glasgow Caledonian University should consider reviewing the opening hours of the learning resource centre to increase the hours available to students to access facilities and resources.

Reason: In the tour of facilities it was noted that the library opening hours were suitable for access to the resources. However, the Visitor felt that certain student groups, such as those working on shift patterns, may benefit from increased flexibility in the opening hours of the learning resource centre.

SET 5. Practice placements standards

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

Recommendation: The programme team should consider reviewing the development of the training made available to Designated Medical Supervisors to continue to include the opportunity for DMPs to attend the University, but also pursue, as planned, other methods of disseminating information.

Reason: In discussion the programme team displayed the commitment to the training of the Designated Medical Supervisors. It was stated that uptake on University based training was low and accordingly other methods of training DMPs were being explored. In the meeting with a DMP, indications were made that University based training would be highly valued and felt the programme team should be made aware of this demand and should consider continuing attempts to train at the University.

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:

Bob Fellows

Date: 17th April 2007

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2007-04-17	a		APV	Visitors' Report - Glasgow Caledonian University - Non Medical Prescribing	Draft DD: None	Public RD: None