

## Health Professions Council

### Visitors' report

<b>Name of education provider</b>	Oxford Brookes University
<b>Name and titles of programme(s)</b>	1) Allied Health Professions Supplementary Prescribing (Level 3) (U00000) 2) Allied Health Professions Supplementary Prescribing (Postgraduate Level) (P00000)
<b>Mode of Delivery (FT/PT)</b>	PT
<b>Date of Visit</b>	11.05.06
<b>Proposed date of approval to commence</b>	September 2006
<b>Name of HPC visitors attending (including member type and professional area)</b>	Ms Jennifer Morris (Radiographer) Dr Jean Mooney (Chiropodist/Podiatrist)
<b>HPC Executive officer(s) (in attendance)</b>	Ms Abigail Creighton
<b>Joint panel members in attendance (name and delegation):</b>	Peter Bradley (Director of Academic Development and Quality – Chair) Cathi Fredricks (Programme and Review Manager – Secretary) Ailsa Clarke (Quality Assurance Officer)

#### 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 planning 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"/>

#### Confirmation of facilities inspected

	yes	no	n/a
Library learning centre	✓	<input type="checkbox"/>	<input type="checkbox"/>
IT facilities	✓	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation	✓		<input 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.**

*This is a new programme that has not been previously approved by HPC*

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

<b>Proposed student cohort intake number please state</b>	55 per cohort, to include up to 12 AHPs
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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.

Overall requirement; that the programme documentation is made consistent throughout and reflects the inclusion of AHPs to the programme

## CONDITIONS

### *SET 2 Programme admissions*

**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 information that is made available by the HEI to prospective applicants for the Supplementary Prescribing (SP) programme must

- Detail all entry criteria
- Detail the programme structure, length and modes of study
- Detail how the programme links to the recording of post-qualification Registration entitlements
- Detail the differences in the course work requirements and the disparity of assessment criteria between the two level of study at which the SP programme is offered

**Reason:** The documentation provided to the visitors was not explicit on these issues, and thus would not be available to prospective applicants and therefore would not give them the information they require to make an informed choice about whether to take up an offer of a place on the programmes

**2.2 The admission procedures must apply selection and entry criteria, including:**

**2.2.1 evidence of a good command of written and spoken English**

**2.2.2 criminal convictions checks**

**2.2.3 compliance with any health requirements**

**Condition:** The admissions procedure must detail the requirements that both NHS and non-NHS programme entrants:

- will have English Language at IELTS 7 by the completion of the programme
- have had a current enhanced CRB check before beginning the programme
- have had occupational health check before beginning the programme

**Reason:** As it is possible that non-NHS and staff, who do not have English as a first language, or who may not have undergone a recent enhanced CRB check, or do not have occupational or GP health clearance, may enrol to the programme, the HEI must undertake the same checks of post-registration student status as they would for applicants to their undergraduate health-related programmes.

### **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.**

**Condition:** The HEI must include an AHP, from one of the relevant section of the HPC Register, within the academic teaching team.

**Reason:** The inclusion of a relevant AHP to the academic teaching team will underpin, focus and enhance the AHP input to the programme. (e.g. by allowing profession specific input in the design of OSCE scenarios and tutorial sessions).

**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 HEI must submit a copy of the consent form to the visitors, and also include a copy of this form in the student hand book.

**Reason:** It is essential that all students are aware of the need to give informed consent to participate in those areas of the programme that require them to act as model patients or participate in role play.

**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 HEI must specify its attendance requirement, detail its mechanisms to monitor attendance on all parts of the programme (including the e-learning elements), and detail how student non-attendance is managed. This information must also be included within the student handbook, pre-programme information and the medical supervisor hand book.

**Reason:** The documentation supplied to the visitors did not demonstrate how the formal monitoring of attendance was undertaken, or how student non-attendance was managed by the HEI.

### **SET 5. Practice placements standards**

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

**Condition:** The HEI must specify its formal and informal procedures to monitor and support practice-based learning. This information must be included within the student and medical supervisor handbooks.

**Reason:** It is essential to underpin the equity of the student placement experience, assure clinical learning, and support both the medical supervisor and the student during the placement period by establishing an ongoing dialogue that includes a programme of visits to the placement by HEI staff.

### **5.7 Students and practice placement educators must be fully prepared for placement**

**Condition:** The medical supervisor hand book must be rewritten to focus its content to the target audience.

**Reason:** The medical supervisor handbook contained many textural errors that suggested it was directed to the student not the medical supervisor.

## **SET 6. Assessment standards**

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

**Condition:** The HEI must rewrite its assessment procedures so that they are detailed, clear and unambiguous. The details of the assessment procedures must be included in the pre-course information, student hand book and medical supervisor handbook.

**Reason:** The documentation provided to the visitors was unclear as to the exact requirements of all the assessment requirements, procedures and processes.

**Condition:** The HEI must annotate the requirements of a pass mark at 40% at Level 3, in the light of professional requirements.

**Reason:** The HEI criteria for a pass mark at 40% indicates that the student's 'work is only just satisfactory and may also include cases where the student has underperformed in one element of the short course'. Professional requirements and public safety require that the HEI should specify criteria that demonstrate that a student who is awarded a pass at 40% in the Level 3 SP programme has demonstrated safe practice in all assessed elements of the programme.

### **6.7.5 Assessment regulations clearly specify requirements for the appointment of at least one external examiner from the relevant part of the Register.**

**Condition:** The HEI must nominate at least one external examiner from the relevant part of the HPC Register.

**Reason:** Details of the external examiners to the Supplementary Prescribing programme were not included in the programme documentation.

**Deadline for Conditions to be met: 30 June 2006**  
**To be submitted to Approvals Panel on: 4 July 2006**

## **RECOMMENDATIONS**

### **SET 4. *Curriculum Standards***

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

**Recommendation:** It is recommended that the HEI review the learning outcomes of the level 3 programme to make explicit their relationship to evidence-based practice, reflection, analysis etc.

**Reason:** The documentation for the level 3 programme did not explicitly include these areas within the programme learning outcomes.

### **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.**

**Recommendation:** It is recommended that the HEI undertake formal evaluation of the inter-cohort experiences of the joint IP and SP cohort of students; that is the evaluation and comparison of the individual experience of the nurses, radiographers, physiotherapists and chiropodists/podiatrists following their completion of the combined IP & SP programme.

**Reason:** It is in the best interests of all sub-cohorts within the combined IP and SP cohort that the HEI evaluates the professionally-based issues within the students' experiences, as part of their overall QA process.

## **COMMENDATIONS**

- The visitors were pleased to be able to commend the quality of the blended learning material offered to the student body.
- Nursing students who have already completed the programme were very enthusiastic about the opportunity to undertake blended learning.

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:

*Jennifer Morris*

*Jean Mooney*

Date: 19 May 2006

ALL CONDITIONS MET - PROGRAMME APPROVED