

**Approvals Committee Panel
12 January 2006**

**Education Department
Programmes for Approval**

Introduction

Attached are Visitor's final conditions reports for the programmes which require approval by the Committee

Education Provider	Programme Name	Mode of Delivery	Comments/Date
Central School of Speech and Drama	MA Drama and Movement Therapy (Sesame)	FT	
Glasgow Caledonian University	PG Dip Dietetics & MSc Dietetics	FT/PT	
The University of Roehampton	MA in Art Therapy	PT	
Coventry University	BSc (Hons) Physiotherapy	FT	
London Metropolitan University	Supplementary Prescribing for Allied Health Professionals	PT	

Decision

The Committee is asked to **approve** the above programmes upon recommendation from the HPC visitors in attendance at the event.

Background information

None

Resource implications

None

Financial implications

None

Background to papers

None

Appendices

Visitor Reports and condition reports for the above programmes.

Health Professionals Council
Department of Education and Policy

Final Conditions Report

Name of education provider	Central School of Speech & Drama
Name and titles of programme(s)	MA Drama & Movement Therapy (Sesame)
Date of event	26 April 2005
Proposed date of approval to commence	October 2005
Name of HPC visitors attending (including member type and professional area)	Prof Diane Waller, (Art Therapist) Dr. Bruce Howard Bayley, (Dramatherapist)
HPC Executive officer(s) (in attendance)	Ms Sharon Woolf Mr Ed Crowe
Joint panel members in attendance (name and delegation):	HPC Approval Event – no joint panel

Scope of visit (*please tick*)

New programme	<input type="checkbox"/>
Major change to existing programme	<input checked="" 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	<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 checked="" type="checkbox"/>	<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.

Requirement (please insert detail)	yes	No	n/a
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"/>
----	--------------------------	--------------------------	--------------------------

Proposed student cohort intake number please state	22
--	----

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

CONDITIONS

Condition 1

SET 3. Programme management and resource standards

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 Programme Team need to make an explicit statement that students will be required to participate in practical & experiential learning (either as a separate formal notice or as clear statement within the literature) which prospective students will be aware of on application.

Reason: All students wishing to apply for the course need to be clearly informed of all the requirements of the course to which they will be consenting at application stage and the institution needs also to ensure its own protection in this matter.

CONDITION MET

Condition 2

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.

Condition: The Programme Team are required to re-visit the recommended reading list for the "Human Development strand of the "Therapy & Psychology" Course Unit and increase the range of non-Jungian based literature recommended to students as well as to supply a greater number of key Jungian texts and non-Jungian based material in the library.

Reason: The feedback given by the students clearly informed the HPC Visitors of the need for a wider range of non-Jungian based material to be made available to students as well as of the need to increase the numbers of books/publications available in the library.

CONDITION MET

Condition 3

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

in relation to 3a.1 of the Standards of Proficiency:

"Registrant arts therapists must:

- know theories of group work & the management of group process".

Condition: The Programme Team are required to increase the breadth of learning around a greater variety of theories underpinning Group Processes in all relevant course units.

Reason: The Programme Team needs to ensure that students will have the fullest and widest knowledge in this area and in order to ensure that the teaching outcomes specified in 4.1 of the SETS in relation to 3a.1 of the SOPS are met which is a requirement for registration.

CONDITION MET

Condition 4

SET 4. Curriculum Standards

4.4 The curriculum must remain relevant to current practice.

Condition: The Programme Team needs to describe explicitly in the Course Handbook the way in which CSSD ensures that students' practice takes into account & addresses cultural diversity.

Reason: This needs to be clearly addressed in all relevant literature and learning units.

CONDITION MET

Condition 5

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 Programme Team needs to articulate clearly the system for approving & monitoring placements.

Reason: While this became clearer in discussion at the event it is not clearly present in the documentation

CONDITION MET

Condition 6

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 Team is required to clarify and add to the Course Handbook the function & role of the Reflective Journal as an assessment tool.

Reason: At present it occupies a position in between being a valuable indication of personal process and a not quite so useful and robust assessment of achievement

CONDITION MET

To be submitted to Approvals Committee on: 12 January 2006

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

We recommend to the Approvals Committee of the HPC that they approve this programme.

Visitors' signatures:

Bruce Bayley

Diane Waller

Date: 4 January 2006

Health Professionals Council
Department of Education and Policy

Final Conditions Report

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

Scope of visit (please tick)

New programme	<input type="checkbox"/>
Major change to existing programme	<input checked="" 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	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

	yes	No
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.

Requirement (please insert detail)	yes	No	n/a
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"/>

Proposed student cohort intake number please state	12
---	-----------

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.

Condition Met

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]

Condition Met

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

Condition Met

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.

Condition Met

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 met:

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



To be submitted to Approvals Committee on: 12 January 2006

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

We recommend to the Approvals Committee of the HPC that they approve this programme.

Visitors' signatures:

xxx: Alison Nicholls

yyy: Jackie Landman

Date: 23 November 2005



Health Professionals Council
Department of Education and Policy

Final Conditions Report

Name of education provider	University of Roehampton
Name and titles of programme(s)	MA in Art Therapy
Date of event	21 st and 22 nd April 2005
Proposed date of approval to commence	September 2005
Name of HPC visitors attending (including member type and professional area)	Michael Edwards, HPC Registered Arts Therapist (A) Simon Willoughby-Booth, HPC Registered Arts Therapist (A)
HPC Executive officer(s) (in attendance)	Ms Fiona Nixon (Director of Education & Policy) Ms Sharon Woolf (Education Manager)
Joint panel members in attendance (name and delegation):	HPC Approval Event – no joint panel

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	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<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.

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	12
---	-----------

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

CONDITIONS

Condition 1

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: The admissions information must give clear information about what the intensive induction week entails.

Reason: Prospective students must have clear information about what to expect in the first week of the course since this differs from other parts of the programme.

Condition Met

Condition 2

SET 2 Programme admissions

2.2 apply selection and entry criteria, including:

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

Condition: Students for whom English is not their first language should have at least a British Council IELTS Band 6 in both the reading and writing sections.

Reason: Students will be on practice placement in the first term of the programme and will require to communicate with the public and placement staff and to provide written reports in practice settings and need to have a good command of English.

Condition Met

Condition 3

SET 2 Programme admissions

2.2.2 criminal convictions checks;

Condition: The Admissions information must include that students will be required to provide an enhanced criminal convictions check at the start of the course.

Reason: Students will require to have satisfactory criminal conviction checks before they are able start practice placements in the first term.

Condition Met

Condition 4

SET 3. Programme management and resource standards

3.7 The resources to support student learning in all settings must be used effectively

Condition: A student handbook must be prepared and submitted to HPC for approval.

Reason: Students require to have clear guidance as to course content, programme structure, assessment and progression criteria and the expectations of them in both academic and practice placement settings.

Condition Met

Condition 5

SET 3. Programme management and resource standards

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 programme team must provide a written protocol for the informed consent of students to participate as patients/clients in practical, clinical and placements settings.

Reason: The protocol is needed so that students are fully briefed as to what they are signing, the consequences of not signing and thus give informed consent.

Condition Met

Condition 6

SET 4. Curriculum Standards

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

Condition: The course team should review the module "Theory and Practice of Art Therapy 2" and ensure that it reflects the breadth of contemporary Jungian theory and that the bibliography incorporates appropriate contemporary texts.

Reason: The curriculum must remain relevant to current theoretical standpoints to provide a clear and comprehensive model for art therapy practice to enable students to articulate an informed and critical appraisal of Jungian and other models of therapy.

Condition Met

Condition 7

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:

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

Condition: The programme team must provide a written policy that articulates the opportunities for students who fail a placement to re-sit that element of the course. This should also be included in the student handbook.

Reason: As successful completion of placements is a requirement for progression, an explicit statement of the procedure that allows students to re-take this element of the course and the implications this may have for the time taken to complete the course.

Condition Met

Condition 8

Set 5. Practice Placement Standards

5.8.3 Undertake appropriate practice placement educator training

Condition: The course team should develop a plan for the introduction of more formal training for practice placement supervisors and report on this in the next Annual Monitoring Report.

Reason: The development of training opportunities for placement supervisors is a component in enhancing the quality assurance of the practice placement element of the course. The institution needs to formalize its role & responsibility in providing placement managers & supervisors with appropriate training.

Condition Met

Condition 9

SET 6. Assessment standards

6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practise safely and effectively.

6.7 Assessment regulations clearly specify requirements:

6.7.1 for student progression and achievement within the programme;

Condition: The protocol for clinical placement assessment should be included in Annex B Assessment Methods Summary and Assessment Criteria – Definitions of Assessment Methods Used.

Reason: Clinical Placements must be successfully completed for students to progress on the course and the method of assessment should be made explicit as it is an integral part of the programme.

Condition Met

To be submitted to Approvals Committee on: 12 January 2006

Visitors' signatures:

Simon Willoughby-Booth
Michael Edwards

20 October 2005

Health Professionals Council
Department of Education and Policy

Visitors' Report

Name of Education Provider	Coventry University
Name and titles of programme(s)	BSc (Hons) Physiotherapy
Date of event	May 9 th – May 13 th 2005
Proposed date of approval to commence	
Name of HPC Visitors attending (including member type and professional area)	J Waterfield & J Jackson
HPC Executive Officer(s) (in attendance)	Ms Nicole Borg
Joint Panel Members in attendance (name and delegation):	

Scope of visit (*please tick*)

New programme	<input type="checkbox"/>
Major change to existing programme	<input checked="" 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	<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 checked="" type="checkbox"/>	<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.

Requirement (please insert detail)	yes	No	n/a
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"/>

Proposed student cohort intake number please state	
---	--

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

CONDITIONS

SET 2: Programme admissions

2.2 apply selection and entry criteria, including:

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

Condition: Clear evidence must be provided in the documentation against the above Sets.

Reason: There is no evidence in the admissions information about how an applicant's command of spoken English is established (not all students are interviewed prior to being offered a place). Applicants whose first language is not English **MUST** be able to communicate in English to the standard equivalent to level 7 of the IELTS, with no element below 6.5 (SOP 1b.4).

Condition met

SET 3: Programme management and resource standards

3.2 The programme must be managed effectively

Conditions Clear evidence must be provided in the documentation.

Reason: there is minimal information in the documentation about how the delivery of the programme at Leicester will be managed. There was conflicting information presented at the approval event such that it is unclear how the Leicester "arm" of the programme fits within the School and University management systems.

Condition met

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

Conditions Clear evidence must be provided in the documentation.

Reason: the staffs CV document does not include any information about Leicester staff who will be involved with delivering the Leicester "arm" of the programme. Outline plans were presented at the event for recruiting staff who will be based at Leicester, confirmation that such staff have been appointed is required prior to the start of year 1 of the programme. There was some confusion about plans for recruiting staff to support years 2 & 3 of the programme in terms of whether these staff would be employed by Leicester University or Coventry University. This did not give us confidence therefore that there would be adequate staff in place in Leicester to support the Leicester "arm" of the programme.

Condition met

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

Conditions Clear evidence must be provided in the documentation.

Reason: the staff CVs document does not include any information about Leicester staff who will be involved with delivering the Leicester "arm" of the programme.

Condition met

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

Conditions Clear evidence must be provided in the documentation.

Reason: *as it appeared that some or all staff supporting the Leicester "arm" of the programme will be employed by Leicester University evidence should have been provided about staff development at Leicester University to match the information provided in the documentation about staff development at Coventry University.*

Condition met

3.7 The resources to support student learning in all settings must be used effectively

Conditions Clear evidence must be provided in the documentation.

Reason: *the excellent specialist equipment at Coventry University is integral to the delivery and assessment of several modules. It is not clear how students on the Leicester "arm" of the programme will be facilitated to access such facilities outside of their Coventry day. Existing students identified how important access to these facilities were including the high level of technician support outside of their timetabled sessions.*

Condition met

3.8 The facilities needed to ensure the welfare and well being of students must be both adequate and accessible

Conditions Clear evidence must be provided in the documentation.

Reason: *we are aware that both Universities have systems for student support however the documentation provides information about the support systems available to students at Coventry University but similar information is not documented for those on the Leicester "arm" of the programme. For example on page 49 of the course document it is suggested that in induction week the subject group learning support tutor gives all students a brief talk about support for disabilities. In the induction week programme provided at the event for students on the Leicester "arm" of the programme there does not appear to be similar provision. It needs to be clear how the support systems available to students will match their dual enrolment.*

Condition met

3.9 Where students participate as patients or clients in practical or clinical teaching appropriate protocols must be used to obtain their consent

Conditions Clear evidence must be provided in the documentation.

Reason: *we acknowledge that a consent process exists but the actual form was not included in the documentation. Good practice guidelines recommend that consent is re-obtained on an annual basis and the University may like to consider implementing such practice.*

Condition met

3.10 A system of academic and pastoral support must be in place

Conditions Clear evidence must be provided in the documentation.

Reason: *within the document it is identified that it is the responsibility of students to meet regularly with their personal tutor to discuss both academic and personal issues as*

appropriate. Existing students acknowledged that they had personal tutors but there was no clear system to follow in terms of regular meetings. It will be particularly important to have a clear system for the students on the Leicester "arm" as the students we met also identified how valuable it was to have access to a wide range of physiotherapy academic staff and this wide support was more useful than their allocated personal tutors. The wider physiotherapy academic staff will be less accessible to the students based in Leicester.

Condition met

3.12 *The resources provided both on and off site must adequately support the required learning and teaching activities of the programme*

Conditions Clear evidence must be provided in the documentation.

Reason: The resources available at Coventry University and Leicester University are different. The specialist resources available at Coventry are integral to the delivery and assessment of the programme greater detail needs to be provided about the reality of how students will access these outside of taught sessions to support their self directed learning. The lack of information provided in the documentation about the staff at Leicester (and the future staffing) makes it difficult to have confidence that the staffing resources will support the requirements of the programme. Although work has been undertaken in the LNR region to explore placement provision less work appeared to have been undertaken across the other contracted regions where additional placements will be essential to offset the LNR requirements. The local clinicians we met at the event felt they were fairly much up to full capacity already.

Condition met

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*

Conditions Clear evidence must be provided in the documentation.

Reason: it is the policy of the University to allow compensation however this appears to allow students to pass a module when not all the outcomes have been achieved. This impacts on the ability of the programme to confirm that all students have achieved the Standards of Proficiency for Physiotherapy upon completion.

Condition met

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

Conditions Clear evidence must be provided in the documentation.

Reason: although we have confidence about this in relation to the delivery of the programme at Coventry the lack of clarification about the staff involved with delivering the programme in Leicester and the strategies they may employ makes it impossible to confirm that this standard will be met.

Condition met

SET 6: Assessment Standards

6.1 *The assessment design and procedures must assure that the students can demonstrate fitness to practice*

Conditions Clear evidence must be provided in the documentation.

Reason: in the module document, within several modules, students are able to compensate between different components of the assessment. This therefore means that students do not have to achieve all the module outcomes to pass the module. For example in modules 211 (Neurological Physiotherapy) and 212 (Neuromusculoskeletal Physiotherapy) students may fail the viva components yet pass the module overall if they achieve sufficient marks in the written component. The issue of compensation was discussed with the programme team but there was confusion as to whether students had to demonstrate successful achievement of all the learning outcomes of the module. This must be clarified and students should demonstrate that they have achieved all the intended learning outcomes of mandatory modules to demonstrate fitness to practice.

Condition met

6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practice safely and effectively.

Conditions Clear evidence must be provided in the documentation.

Reason: in the module document, within several modules, students are able to compensate between different components of the assessment. This compensation between methods therefore means that students do not have to achieve all the module outcomes to pass the module. In module 213 (Cardiorespiratory Physiotherapy) although it is claimed that both items of assessment measure all the learning outcomes (including number 6 which does not appear to exist) it is difficult to envisage how a word case study analysis can measure outcome number 1 "Perform safe and effective assessment and treatment procedures" Similarly in 116 (Functional Anatomy) how will a report measure that students are able to "Identify (by palpation) the major bony landmarks, joints and muscle actions"?

Condition met

6.3 All assessments must provide a rigorous and effective process by which compliance with external reference frameworks can be measured

Conditions Clear evidence must be provided in the documentation.

Reason: the issue of compensation between components of assessments related to students demonstrating they have achieved module learning outcomes (and the 30% level for compensation to be permitted) raises concerns in relation to meeting benchmark standards for physiotherapy. The issue of compensation was discussed with the programme team but there was confusion as to whether students had to demonstrate successful achievement of all the learning outcomes of a module. This must be clarified within the documentation and students should demonstrate that they have achieved all the intended learning outcomes of mandatory modules.

Condition met

6.7 Assessment regulations must clearly specify requirements for:
6.7.1 Student progression and achievement within the programme

Conditions Clear evidence must be provided in the documentation.

Reason: The programme specification makes reference to information contained within appendix 1 of the course document which we informed at the event was out of date. The correct information or cross reference to the correct document needs to be included in the appendix or programme specification.

Condition met

Recommendations

SET 5: Practice Placement Standards

5.2 *There must be an adequate number of appropriately qualified and experienced staff at the placements.*

Reason: the current model of placement supervision uses senior 1 staff to a great extent we would like to encourage and support the programme team to develop more senior 2 staff into the clinical educator role.

5.9 *There must be collaboration between the education provider and practice placement providers*

Reason: we acknowledge that there had been a lot of positive work with staff in the LNR region to develop placement provision but there was less evidence of such activity within the other two regions involved with placement provision. We would like to encourage the programme team to undertake similar collaboration across all their contracted regions.

5.1.3 *The placement providers must have an equal opportunities and anti-discriminatory policy in relation to students together with an indication this would be implemented and monitored.*

Reason: we acknowledge the good practices developed by the placement team but would like them to ensure that their documentation encompasses both NHS and other providers. We were reassured by members of the placement team that the intention of their processes was to include all placement providers.

Positive comments

- We were impressed with the Professional Practice Placement Handbook which contains detailed and accurate information about their policies and processes.
- We were impressed with the use of WebCT and IT within the programme.
- We would like it to be noted how positive the students were about the technician support they were able to access.
- The specialist physiotherapy facilities at Coventry are excellent.
- The students that we met were a credit to the programme – they were articulate, honest and evaluative.

Health Professionals Council
Department of Education and Policy

Visitors report

Name of education provider	London Metropolitan University
Name and titles of programme(s)	Supplementary Prescribing for Allied Health Professionals
Date of event	17 and 18 May 2005
Proposed date of approval to commence	September 2005
Name of HPC visitors attending (including member type and professional area)	Patricia Fillis Radiography James Petter Paramedic
HPC Executive officer(s) (in attendance)	Nicole Borg
Joint panel members in attendance (name and delegation):	

Scope of visit (please tick)

New programme (new award title)	√
Major change to existing programme (framework within existing programme)	X
Visit initiated through Annual Monitoring	X

Part 1

1.1 Confirmation of meetings held

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

1.2 Confirmation of facilities inspected

	Yes	No
Library learning centre		√
IT facilities		√
Specialist teaching accommodation		√

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.

Requirement (please insert detail)	yes	No	N/a
1.	<input type="checkbox"/>	<input type="checkbox"/>	√

Proposed student cohort intake number please state	20
--	----

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

CONDITIONS and

SET 2 Programme admissions

The admission procedures:

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:

That the documentation provides explicit details of the application and admissions processes for both students and designated medical practitioners.

Reason:

This information was not explicit within the programme documentation reviewed.

Condition met

2.2 apply selection and entry criteria, including:

2.2.1 evidence of criteria for a good command of written and spoken English;

Condition 2:

That the documentation clarifies the level of English language required for entry onto this programme of study for home and international applicants.

Reason:

This information was not included in the programme documentation reviewed.

Condition met

2.2.2 criminal convictions checks;

Condition 3:

The programme documentation should clarify what policies are in place for criminal records bureau (CRB) checks on students.

Reason:

Systems should be in place to monitor the status of individuals on application and on-going status of individual students that will identify new convictions, if any, as they progress through the programme. It was not clear in the documentation provided how this is to be managed and communicated to students.

In addition it was not made explicit that it is the responsibility of the student to inform the University of any such new convictions as they occur. Within the existing policy the action plan for specific cases such as, a student who commits an offence that would lead to them not being able to gain/maintain Health Professions Council registration, needs to be set out.

Condition met

2.2.3 compliance with any health requirements;**Condition 4:**

The programme documentation to clarify the pre-entry health checks policy for students.

Reason:

The documentation provided states that pre-entry health checks are undertaken on prospective students but does not make explicit the process or those responsible for ensuring that the appropriate checks are undertaken and subsequent actions are carried out.

Condition met

2.2.4 appropriate academic and/or professional entry standards;**2.2.5 accreditation of Prior Learning and other inclusion mechanisms****Condition 5:**

The programme documentation must clearly articulate the accreditation of prior learning processes for those students who may wish to claim credit exemption(s) from aspects of the programme.

Reason:

In order that potential students can design an individual programme of study reflecting their past academic and or experiential learning it must be clear to them what is required in terms of presenting pre-programme documentation and evidence to support their claim(s) for credit together with the level of support and guidance they can expect to receive from the university or department to pursue a claim.

If the nature of the programme is such that accreditation of prior learning is not applicable this must be stated within the document.

The applicant must 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.

Condition met

SET 3. Programme management and resource standards

3.9 Where students participate as patients or clients in practical and clinical teaching, appropriate protocols are used to obtain their consent.

Condition 6:

The documentation needs to include a rationale for why this practice is not in place and not required in this short programme of study.

Reason:

This Set was not met within the programme documentation reviewed.

Condition met

SET 5. Practice placements standards

5.2 There is an adequate number of appropriately qualified and experienced staff at the placement.

Condition 7:

Documentary evidence is required of the qualifications and level of experience of Designated Medical Practitioner's (D.M.P's) involved with the programme.

Reason:

This information was not available within the documentation provided.

Condition met

5.3.1 a safe environment; and for
5.3.2 safe and effective practice.

Condition 8:

That a mechanism is put into place that ensures monitoring of placements is undertaken and to ensure these Sets are met.

Reason:

This information was not made explicit within the documentation provided.

Condition met

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

Condition 9:

That a mechanism is put into place that ensures monitoring of placements is undertaken and to ensure this Set is met.

Reason:

This information was not made explicit within the documentation provided.

Condition met

5.7.5 communication and lines of responsibility.

Condition 10:

The documentation should demonstrate lines of communication and responsibility between placement providers and the university to better inform future provision and integrate theory to practice.

Reason:

This information was not available within the documentation reviewed

Condition met

- 5.8.1 have relevant qualification and experience;
- 5.8.2 are appropriately registered; and
- 5.8.3 undertake appropriate practice placement educator training.

Condition 11:

To clearly articulate within the documentation how these SETS are met.

Reason:

This information is not made explicit within the documentation reviewed. For Set 5.8.3 it should be clarified how training is provided for all placement educators and the records kept of that training.

Condition met

- 5.9 There is collaboration between the education provider and practice placement providers.

Condition 12:

To clearly articulate within the documentation how these SET is met.

Reason:

This information is not made explicit within the programme documentation reviewed.

Condition met

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

Condition13:

The documentation must clearly evidence that placement providers have policy in place on Equal Opportunities and Anti-discriminatory behaviour.

Reason:

This information is not articulated within the documentation reviewed.

Condition met**SET 6. Assessment standards**

- 6.2 Assessment methods must be employed that measure the learning outcomes and skills that are required to practise safely and effectively.

Condition 14:

The programme documentation must reflect that the assessment method(s) employed across the programme not only meet the learning outcomes and measure the skills that are to be achieved in order to practise safely but in addition provide equity and objectivity in all assessment methods employed.

Reason:

It was not made explicit within the documentation which aspects of the assessment schedule assessed which particular learning outcome and in addition it was felt that to bring objectivity and

equity into the OSCE process this exam should be double marked so that the students designated medical practitioner is not the sole assessor, or the process be video recorded and moderated by a independent practitioner.

Condition met

RECOMMENDATIONS

SET 3. Programme management and resource standards

3.6 A programme for staff development is in place to ensure continuing professional and research development.

Recommendation 1:

To make explicit the professional development undertaken by the programme team.

Reason:

This information was not explicit within the programme documentation reviewed.

3.7 The resources to support student learning in all settings are used effectively.

Recommendation 2:

To acknowledge in the documentation that student support may change over time given the range of potential student profile and to report on this through the annual monitoring process.

Reason:

As the profile of student admissions changes and a range of allied health professionals are recruited to the programme the needs of those students could vary considerably in terms of underpinning knowledge and on-going clinical support.

3.8 Facilities are available to support and ensure the welfare and well-being of students.

Recommendation 3:

The programme team should create an expectation that a tutorial will take place within the programme and that time will be set aside for this activity. In addition it will be reported upon through the annual monitoring process.

Reason:

It was not clear how this Set was met for all students undertaking the programme. Mechanisms exist for student support but rely on the student to initiate it.

Commendations

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

There are clear and impressive strategies for student support and staff development.

There is a comprehensive and impressive programme of interprofessional learning in place.

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, Supplementary Prescribing for Allied Health Professionals, (subject to any conditions being met).



Visitors' signatures: **Patricia Fillis**
 James Petter
 22 May 2005

Approvals Committee Panel
12 January 2006

Department of Education
Visitors' Reports

Introduction

Attached are Visitors' Reports for the programmes which are in the process of meeting conditions set by HPC:

Education Provider	Programme Name	Comments
University of Bolton	Non-medical Prescribing Programme	
University of Wolverhampton	Supplementary Prescribing for Allied Health Professionals	

Decision

The Committee is asked to **note** the contents of the report and comment on any aspects regarding the application of the Standards of Education and Training (SETs) and the Standards of Proficiency (SoPs), within the context that the report is in final form and cannot be changed as it represents the findings of the Visitors.

Background information

None

Resource implications

None

Financial implications

None

Background to papers

None

Appendices

Draft Visitor Reports for the above stated programmes.

Health Professions Council
Department of Education and Policy

Visitors report

Name of education provider	University of Bolton (Previously Bolton Institute)
Name and titles of programme(s)	Non Medical Prescribing Programme
Date of event	Tuesday 29 th November 2005
Proposed date of approval to commence	February 2006
Name of HPC visitors attending (including member type and professional area)	Jim Pickard – Visitor and Podiatrist Bob Fellows – Visitor and Paramedic
HPC Executive officer(s) (in attendance)	Ed Crowe – Education Officer
Joint panel members in attendance (name and delegation):	Professor Annette Jinks - Professor of Nursing and NMC Visitor

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"/>
This is a major change to an existing Supplementary prescribing course run for Nursing, Midwifery and health Visitors and Pharmacists, however this is a new programme for the HPC to include AHP's (Physiotherapists, Radiographers, Chiropodists, Optometrists and Podiatrists)	

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Confirmation of facilities inspected

	yes	No
Library learning centre	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IT facilities, more specifically we had a demonstration of the DVD / CD Rom	<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 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	
Non – Medical Supplementary Prescribing (2 cohorts per Year) (approximately 60 students from Nursing, Pharmacy and AHP)	30 per intake unknown mix

7 CONDITIONS – These are all referenced to the HPC Standards of Education & Training (S.E.T.)

1) SET 2.2.2 Apply selection and entry criteria, including: Criminal Conviction Checks

Condition

The HPC require evidence of full Criminal Conviction Checks within the admissions process and this should not leave this to the student's employer within the NHS, especially for independent practitioners in the private sector who are self funding to this programme.

Rationale: It was stated by the University programme team that selection and entry requirements will be rigorously applied by means of a tripartite application process between the service provider, the designated medical supervisor and the University of Bolton. It is recognized by the admissions team that students will be predominately drawn from the NHS due to SHA funding, The Institution should assure itself that applicants drawn from NHS settings have been appropriately CRB checked. This is not however the exclusive route to admission, students could self fund from private practice and may not have been CRB checked in the recent past.

2) SET 2.2.3 Apply selection and entry criteria, including: compliance with any health requirements

Condition

The HPC require evidence of health checks within the admissions process.

Rationale: It was stated by the University programme team that selection and entry requirements will be rigorously applied by means of a tripartite application process between the service provider, the designated medical supervisor and the University of Bolton. Applications from NHS employees should confirm suitable health status via their employer. Independent practitioners from the private sector who are self funding would require medical clearance to enter the programme.

3) SET 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.

Condition

The HPC require visual evidence of the equal opportunities and anti-discriminatory policy and a statement on how this will be monitored in the University as well as in the practice setting

Rationale: It was stated by the University programme team that this was available on line for the students to view; However it was not stated how this is implemented or monitored either within the University or the practice setting.

4) SET 3.9 Where students participate as patients or clients in practical and clinical teaching, appropriate written proformas must be used to obtain their consent prior to the role plays.

Condition

The HPC require visual evidence of a consent form that will be used with students on this programme.

Rationale: It is essential that students fully understand that they have the choice to act as a client / patient in role play, practical and clinical environments. Written consent is required from the student in advance of the role play being conducted.

5) SET 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 HPC require clarification in writing from the University of Bolton on attendance monitoring processes.

Rationale: It was not clear to the HPC how the students' attendance was to be monitored and whether there was any minimal attendance required both in the theory and practice settings. The University should also provide the policy used in cases where a student is deemed not to have attended for less than the minimum percentage.

6) SET 6.5 There must be effective mechanisms in place to assure appropriate standards in the assessment.

Condition

The HPC require visual evidence of the criteria for marking the OSCE.

Rationale It was not clear to the HPC visitors how the student was going to be effectively and consistently assessed by a tutor during the OSCE unless there was a demonstrable written criteria.

7) SET 6.7.5 Assessment regulations must clearly specify requirements for the appointment of at least one external examiner from the relevant part of the register.

Condition

The HPC require one named external examiner who must be either a registered Podiatrist, Physiotherapist or Radiographer.

Rationale: The University had a named external from the NMC register. The SETS require an external from the HPC register. It was articulated that only one need to be appointed in addition to the NMC nurse and not several AHP's.

Deadline for *Conditions* to be met: It was agreed that a written report would be provided within two weeks of the event on Tuesday 29th November 2005. The University of Bolton agreed to meet these conditions by January 2006 prior to the commencement of the programme

1 RECOMENDATION—Referenced to the HPC Standards of Education & Training (S.E.T.)

1) SET 6.7.1 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.

The HPC suggest that clarification is incorporated into the assessment regulations with regard to the specific protocols used to support, monitor and possible withdrawal of a student failing in placement practice.

Rationale: It was not clear to the HPC exactly how a failing student was going to be dealt with in the practice setting. We suggest that this is clearly articulated in the University of Bolton's definitive documents to show the pass / fail assessments criteria, the weighting and the opportunity to resit etc.

3 COMMENDATIONS

- The University of Bolton in collaboration with 9 other HEI's have received £300,000 to commission an excellent DVD / CD Rom that is central to the training of the non-medical prescribers. The HPC commend Bolton on this excellent resource.
- The Approvals paperwork was well articulated and carefully laid out for the approval team to easily navigate in finding the evidence required.
- The clear collaboration across the region emphasised a multi Institutional and inter-professional production and delivery of the programme

Decision of the HPC Visitors

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 these programmes (subject to the 7 conditions being met).

Visitors' signatures:

J M Pickard:

B F Fellows:

Date: November 2005

Health Professionals Council
Department of Education and Policy

Visitors report

Name of education provider	University of Wolverhampton		
Name and titles of programme(s)	Supplementary Prescribing for Allied Health Professionals		
Date of event	13.12.05		
Proposed date of approval to commence	February 2006		
Name of HPC visitors attending (including member type and professional area)	Dr. Jean Mooney, CH 7848; Podiatrist Mr. Marcus Bailey Paramedic		
HPC Executive officer(s) (in attendance)	Ms Joanna Kemp Mr Edward Crowe		
Joint panel members in attendance (name and delegation):	Alan Weale	Chair, Associate Dean, Quality and Standards	School of Health University of Wolverhampton
	Julie Hyde	NMC Visitor	Nursing and Midwifery Council
	Hilary Lumsden	Senior Lecturer, Midwifery	School of Health University of Wolverhampton
	Megan Tanner	Acting Subject Leader, Post-Qualifying Studies	School of Health University of Wolverhampton
	Pamela Worton	Walsall Campus Registrar	Registry, University of Wolverhampton
	Stella Walsh	Quality and Academic Standards Officer	University of Wolverhampton

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 type="checkbox"/>	<input type="checkbox"/>
Programme planning team	✓	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	✓	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Confirmation of facilities inspected

	yes	No
Library learning centre	✓	
IT facilities	✓	
Specialist teaching accommodation	✓	

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.

Requirement (please insert detail)	yes	No	n/a
	<input type="checkbox"/>	<input type="checkbox"/>	✓*

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

Proposed AHP student cohort intake number please state	Unknown, but likely = < 10
--	----------------------------

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

CONDITIONS

SET 2 Programme admissions

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

Condition 1: SET 2.2.2 criminal convictions checks

The HEI must ensure that current criminal conviction checks must have been made for all students, prior to their entry to the programme,

Reason: This SET was not visited within the Course Document or the student Application Form

Condition 2: SET 2.2.3 compliance with any health requirements

The HEI must ensure that all students comply with health requirements to practice, prior to their entry to the programme

Reason: This SET was neither covered nor explicitly asked for within the course documentation or student application form

Condition 3: SET 2.2.5 accreditation of Prior Learning and other inclusion mechanisms

The HEI must evidence the APL process in order to confirm student ability to access the course via this route

Reason: The course team explained the APL process verbally, but it was not referenced within course documentation

SET 3. Programme management and resource standards

Condition 4: SET 3.1 The programme must have a secure place in the education provider's business plan.

Reason: No business plan was submitted within the documentation to support this SET, with specific omission of the school plan and the Birmingham and Black Country SHA for Non-Medical Prescribing document.

Condition 5: SET 3.6 A programme for staff development must be in place to ensure continuing professional and research development.

The HEI must ensure that a programme for staff development forms part of its Business Plan

Reason: As in Condition 4 (above) no business plan was submitted with documentation to support this SET, with specific omission of the school plan and the Birmingham and Black Country SHA for Non-Medical Prescribing document.

Condition 6: SET 3.9 Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

The HEI must ensure that written consent is gained from students in order to allow them to participate in practical scenarios within the programme

Reason: Students are likely to undertake role-play as part of the teaching and learning programme

Condition 7: SET 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.

The HEI must ensure that the course and student documentation articulates the requirements of programme attendance, and describes exactly how any hours lost due to absence are to be made up

Reason: The programme requires that students attend for all elements of the course. Students must be made aware of the express need to undertake the required work in order to make up for any time lost due to absence from the taught and practical elements of the programme

SET 5. *Practice placements standards*

Condition 8: SET 5.2 There must be an adequate number of appropriately qualified and experienced staff at the placement.

Conditions 9 and 10: SET 5.3 (5.3.1 and 5.3.2) The practice placement settings must provide a safe environment and allow safe and effective practice

Condition 11: SET 5.4 Learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.

Condition 12: SET 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.

The HEI should describe fully how Medical Mentor's are recruited, and prepared for, the student placement. The HEI should delineate how the Medical Mentor's are supported and monitored during the student placement. The HEI should describe its protocols to replace a medical mentor and also how it will identify the need to replace a medical mentor, focussing especially on the chance of this needing to occur during the placement period of an individual student

The HEI should describe fully how Medical Mentors are trained and supported in the objective assessment of students

The HEI should describe its protocols to ensure consistency of the students' placement experiences, and placement assessment consistency and objectivity throughout the placement-based learning element of the programme

Reason: The course documentation did not present any evidence of the quality assurance mechanisms that confirm the recruitment / replacement, preparation, support, and monitoring of medical mentors. It also did not describe how the consistency of the placement experience is achieved across the student cohort. It did not delineate the objectivity of the assessment of the practice-based element of the programme nor link the clinical assessment to externally referenced frameworks.

Condition 13: SET 5.6 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

The HEI must identify and document its protocols and processes to approve and audit placements

Reason: No reference was made to the HEI's protocols and processes to approve and audit student placements within the course documentation or discussions with the course team

Condition 14: SET 5.7 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:

SET 5.7.1 the learning outcomes to be achieved;

The HEI must ensure that it has appropriate protocols in place so that placement mentors are fully conversant with the learning outcomes of the programme

Reason: The Medical Mentors who attended the Approvals Event volunteered that they had a number of concerns around the consistency of teaching and learning strategies employed throughout the group of Medical Mentors who provided the practice-based teaching to the current (Supplementary Prescribing for Nurses) programme, particularly in terms of the learning outcomes that the student was expected to achieve, and the level of student achievement that was to be demonstrated during the assessment of this element of the programme

Condition 15: SET 5.7.4 the assessment procedures including the implications of, and any action to be taken in the case of failure

The HEI must document the failure and re-submission policy within the course documentation

Reason: The HEI's policy on failure and resubmission was explained verbally but was omitted from the course documentation

Condition 16: SET 5.7.5 communication and lines of responsibility.

The HEI must ensure the Medical Mentors are fully aware of lines of communication and their responsibility within the programme

Reason: There appeared to be confusion over this issue during the Visitors' discussion with the Medical Mentors, and issues around communication and lines of responsibility were not stated clearly within the documentation

Condition 17: SET 5.10 The education provider must ensure that necessary information is supplied to practice placement providers.

The HEI must ensure that all the Medical Mentors and placement providers are provided with all necessary information about the delivery and assessment of the clinical practice element of the programme

Reason: Discussion with the Medical Mentors demonstrated that they were unsure of their exact roles and responsibilities to the delivery and assessment of the programme

SET 6. Assessment standards

Condition 18: SET 6.1 The assessment design and procedures must assure that the student can demonstrate fitness to practise.

The HEI must evolve a process to validate the OSCE clinical assessment, to ensure quality, consistency and objectivity

Reason: The Course Team and the presented documentation were unable to give any evidence of the HEI's quality assurance mechanisms as applied to the placement-assessed OSCE

Condition 19: SET 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.

The HEI must give explicit evidence of the objective criteria within their protocols and processes that are used to monitor and evaluate student performance and progression

Reason: There was insufficient evidence of this provided in the discussion or documentation

Condition 20: SET 6.5 There must be effective mechanisms in place to assure appropriate standards in the assessment.

The HEI must give explicit evidence of the objective criteria within their protocols and processes that are used to monitor and evaluate student performance and progression

Reason: As in Condition 6.1 and 6.4 (above)

Condition 21: SET 6.7.5 for the appointment of at least one external examiner from the relevant part of the Register.

The HEI must appoint an external examiner to the programme from one of the contributing Allied Health Professions (Physiotherapy, Radiography, Podiatry / Chiropody)

Reason: The HEI had not made this appointment at the time of the Approvals event

Deadline for *Conditions* to be met: 23.01.06

To be submitted to Approvals Committee on: 12 January 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:

Dr Jean Mooney:



Marcus Bailey:



Date: 15.12.05

Recommendations

Recommendation 1: SET 5.8.3 undertake appropriate practice placement educator training.

The HEI is recommended to ensure that appropriate placement educator training is conducted prior to the students entering the placement.

Reason: The HEI is advised to have robust mechanisms in place to ensure clarity within the course programme, and their expectations/responsibilities of the placement educator / medical mentor.

Recommendation 2: SET 5.9 There must be collaboration between the education provider and practice placement providers.

The HEI is strongly advised to develop a stronger network between it, placement educators and Prescribing Leads within contributing Trusts

Reason: The discussions with the Course Team indicated that although communication does take place network between it, placement educators and Prescribing Leads within contributing Trusts, communication networks should be developed, extended and strengthened in order to meet the needs of the students, patients, and the wider health care sector

Commendations

Commendations

The Visitors are pleased to commend the Course Team in the following area:

- Commendation 1: The excellence of the range of learning resources that they were shown during their visit to University of Wolverhampton
- Commendation 2: The quality of the student facilities that they were shown during their visit to University of Wolverhampton

Education Department
Report of Major and Minor Amendments

Executive Summary and Recommendations

1. Introduction

Below is a summary of amendments to approved programmes.

2. Decision

The Committee is asked to **approve** the following as minor changes in line with recommendations from the appointed HPC visitor partners.

Education Provider	Programme	Summary	Decision
University of Central England	BSc (Hons) Diagnostic Radiography	Minor changes in response to internal review	Minor Change

3. Background information

None

4. Resource implications

There are no resource implications.

5. Financial implications

There are no financial implications.

 **6. Background papers**

None

7. Appendices

None

UNIVERSITY OF CENTRAL ENGLAND

BSc (Hons) Radiography

MINOR CHANGES

We have studied the UCE documentation sent to the HPC including the mapping documents, student's handbook and the overview document.

We are happy to report that the Standards of Education and Training as set out by the Health Professions Council are met in full either by the existing modules, where no changes have been suggested, or by the suggested changed modules.

It appears that the impact of these changes will be positive on the student's learning experience.

Specifically it can be seen that the following observations can be made;

- SET 1 This is met by the new documents.
- SET 2 Met by the previous course
- SET 3 Much of SET 3 is met by the unchanged programme. 3.3, 3.4, 3.5, and 3.11 are met under the suggested change.
- SET 4 This is met by the new documents.
- SET 5 Mostly met in the previous, unchanged part of the course. 5.1 and 5.5 are met in the changed documentation.
- SET 6 Entirely met in the course.

We would therefore recommend that the HPC accept the minor changes proposed by UCE as meeting the SETs.

HPC Visitors

Dr Martin J. Benwell
Mr Derek Adrian Harris

Thursday, 24 November 2005