

Health Professions Council

Visitors' report

Name of education provider	Nottingham Trent University
Name and titles of programme(s)	BSc (Hons) Applied Biomedical Science
Mode of Delivery (FT/PT)	FT
Date of Visit	27/28 June 2006
Proposed date of approval to commence	September 2006
Name of HPC visitors attending (including member type and professional area)	Christine Murphy (Biomedical Scientist) David Houliston (Biomedical Scientist)
HPC Executive officer(s) (in attendance)	Abigail Creighton
Joint panel members in attendance (name and delegation):	Prof Paul Periton, Head of Centre for Academic Standards & Quality (CASQ), (Chair) Mr John Griffiths, School CASQ officer, (Secretary) Mr G Bosson, University of Northumbria, (IBMS Academic Representative) Mr N Kirk, Papworth Hospital, Cambridge, (IBMS Professional Representative)

Scope of visit (please tick)

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

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

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
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ALL CONDITIONS MET

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

CONDITIONS

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

2.2 apply selection and entry criteria, including:

2.2.2 criminal convictions checks;

2.2.3 compliance with any health requirements; and

Condition: The programme team should submit the information, which is given to prospective students about the programme. This information should include details about the travel and cost implications of placements, the differences and similarities between this programme and the traditional BSc (Hons) Biomedical Science programme and the requirements for CRB and health checks prior to starting the programme.

Reason: From the meeting with the current students, it was apparent that they were unclear on the uniqueness of this programme, compared to the traditional BSc (Hons) Biomedical Science programme. There also appeared to be some confusion over the timing and responsibility of CRB and health checks. Graduates of the traditional programme were very positive about the placement opportunities on the new programme and the fact that they would be eligible to apply for registration with the HPC after three years of study. Both students and graduates agreed that they would like to know about the potential relocation and/or increased travel costs and bursary arrangements associated with placements at the earlier opportunity. The Visitors felt that all this information should be available to applicants to allow them to make an informed choice about whether to apply or accept a place on this programme.

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 programme team should clarify that the statement in their admissions procedure 'This programme is partly funded by THSA, a public body, such that only UK/EU nationals are eligible' is in line with the University's equal opportunities policy.

Reason: The Visitors were concerned that the distinction between UK/EU ('home') and international ('overseas') applicants *may* be at odds with the anti-discriminatory policy of the University. As the Visitors had not seen the anti-discriminatory policy, they were unable to accept that the admissions statement was in line with university policy. The Visitors appreciated that the origins and purpose of the statement and acknowledged that the situation may change in time, as the programme team

explained that they may, in the future, consider allowing self-funding students to apply to the programme.

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

Condition: The programme team should submit information about the formal staff development policy at the University. This should include the provision available for full-time and part-time staff (including visiting lecturers).

Reason: During the meeting with the programme team, examples of current and past staff development activities were described as well as the options available to new and part-time members of staff. The Visitors wish to receive evidence of the University's staff development programme so they are confident that mechanisms and opportunities are in place to allow all members of the programme team to undertake professional and research development.

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 should submit the form, used to obtain students' consent.

Reason: The teaching and learning methods of many of the modules suggest that students may be asked to participate as patients or clients in practical and/or clinical sessions. The programme team informed the Visitors that a consent form was already in use and the Visitors asked to see a copy of this form.

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.

5.10 The education provider must ensure necessary information is supplied to practice placement providers.

5.12 A range of learning and teaching methods that respect the rights and needs of patients or clients and colleagues must be in place throughout practice placements.

Condition: : The programme team should review the various documents which detail how and where the HPC's Standards of Proficiency are assessed throughout the programme and submit a combined document that can be easily understood by students, placement providers, placement educators and external examiners. The revised document must clearly define what HPC's Standards of Proficiency are covered within each placement module and how these can be achieved.

Reason: The Visitors received an assortment of documents (mapping documents and relevant pages in the different handbooks) both before and during the visit. The Visitors felt that the separate pieces of information were disjointed and many assumed

a prior knowledge (e.g., there was no key, acronyms were used, and there was an unexplained colour coding). The Visitors wish to see a simplified presentation of the linkage between the HPC Standards of Proficiency, the learning outcomes, the teaching and learning methods and the individual pieces of assessment, so that new students and placement educators can easily track how and where the HPC Standards of Proficiency are assessed through the programme.

4.4 The curriculum must remain relevant to current practice.

Condition: The programme team should review the handbooks and module descriptors to ensure that the both the reading lists and references to the HPC are up-to-date.

Reason: Some of the reading lists in module descriptors contained out of date editions of texts and the Visitors wish for students to be directed to the current editions. The handbooks include references to 'state registration' and 'the HPC being a professional body', both of which are factually inaccurate. The term 'state registration' is outdated and the HPC is a regulatory body, not a professional body.

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

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;

5.8 Unless other arrangements are agreed, practice placement educators:

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: The programme team should submit information on the University's requirements for placement educators (in terms of their expected qualifications, experience and training) and evidence to support this for the individuals who are currently in place to act as placement educators ('training officers') from September 2006 onwards.

Reason: During the meetings with the senior team and programme team, the requirements for placement educators were discussed and certain qualifications, levels of post and models of training felt appropriate. The Visitors wish to receive a formalised version of these discussions, so that the criterion for becoming a placement educator on this programme is documented and can be used when new and/or replacement appointments are made in the future. The information about the University's plans for training (both initial and refresher) should be comprehensive and show how the placement educators will be prepared for the delivery and assessment of the placement modules as well as the role of project supervisor. Following on from this, the Visitors wish to receive evidence (if possible CVs) of the

current placement educators to ensure that they are appropriately qualified and experienced.

5.3 The practice placement settings must provide:

5.3.1 a safe environment; and for

5.3.2 safe and effective practice.

Condition: The programme team should clarify the mechanism in place for checking whether placement sites are CPA accredited and detail the contingency plans for when CPA accreditation lapses and/or is provisional.

Reason: During the meeting with the placement educators, it became apparent that the one of the placements only had provisional CPA accreditation and although the underlying reason had been addressed, it concerned the Visitors that the University did not have a system in place for ensuring CPA accreditation and taking action when necessary. The Visitors felt that a monitoring mechanism was needed to ensure a safe environment and safe and effective practice.

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

Condition: The programme team should clarify the system for monitoring all placements.

Reason: During the meeting with the programme team, it was explained that the new Clinical Tutor post would hold responsibility for monitoring placements and that this would involve frequent communication with the placement educators and visits to the placements. The Visitors wish to receive more detail on how the monitoring will happen at an operational level (i.e. how many visits will take place? How often will the visits be? Who will the clinical tutor meet with? What records will be kept of these visits?) and how the monitoring is embedded into the University quality assurance systems (i.e. how will this evidence be considered and actioned (if necessary) by the University? Who has ultimate responsibility to monitoring placements?). The Visitors believe that this information is necessary to determine whether the system in place is thorough and effective.

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

Condition: The programme team should clarify the mechanisms in place for the internal and external moderation of the placement modules.

Reason: The documentation clearly details the system of internal and external moderation that is in place for all taught modules; however, there is no reference to the placement modules. From the meeting with the placement educators, it became apparent that the roles of moderation, second marking and external examiners had not been discussed with them. The timelines in the placement educator handbook imply

there is no period of internal moderation. The Visitors wish to see evidence that there is an effective mechanism in place to assure the standards in *all* the modules included in the programme.

6.7 Assessment regulations clearly specify requirements:

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

Condition: The programme team should provide evidence of the appointment of an external examiner from the Biomedical Sciences part of the Register.

Reason: There was no information in the documentation received prior to the visit detailing the credentials of the existing external examiners for the programme. However, after discussion with the programme team, it became evident that a new external examiner, who is HPC registered, needs to be appointed. The Visitors wish to see evidence that the University is seeking the appointment of a new external examiner who is HPC registered.

Deadline for Conditions to be met: Friday 14 July 2006

To be submitted to Approvals Panel on: 3 August 2006

ALL CONDITIONS MET

RECOMMENDATIONS

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.

Recommendation: The programme team should consider tightening up the information in the student handbook, which relates to how students make up any absences from their placement modules.

Reason: The information in the handbook currently suggests the arrangements for making up of missed time from a placement will be negotiated on a case by case basis by the programme leader and placement educator. The Visitors welcomed the flexible approach adopted by the programme team but felt that in some circumstances, students may be unable to make up the missed time (either because there is insufficient time or the placement educators are unable to take students at certain times of the year) and this possibility and the implications should be flagged up to students. The Visitors suggested that the programme team consider using 'cut off' points (i.e. more than 50% or 500 hours missed) so that students are aware that periods of absence may result in an extension to the three year programme and/or a revised programme of study).

COMMENDATIONS

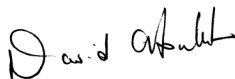
- The liaison and collaboration between Strategic Health Authority Multi Professional Deanery, the hospitals and the University.
- The secured funding arrangements for the delivery programme over the next eight years.

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:

David Houlston



Christine Murphy

Date: 6 July 2006

Health Professions Council

Visitors' report

Name of education provider	University of Ulster
Name and titles of programme(s)	BSc Hons Dietetics MSc/PgDip Dietetics
Mode of Delivery (FT/PT)	FT
Date of Visit	6 th October 2006
Proposed date of approval to commence	September 2007
Name of HPC visitors attending (including member type and professional area)	Gill Pearson Dietetic Partner Sylvia Butson Dietetic Partner
HPC Executive officer(s) (in attendance)	Mandy Hargood
Joint panel members in attendance (name and delegation):	Professor Denise McAllister, (PVC Teaching and Learning) Ms Grainne Doohar, Administrative Officer, Quality Management and Audit Unit

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"/>

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 team	X	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	X	<input type="checkbox"/>	<input type="checkbox"/>
Students (current or past as appropriate)	X	<input type="checkbox"/>	<input type="checkbox"/>

Confirmation of facilities inspected

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

Requirement (please insert detail)	Yes	No	N/A
1 SET 3 and SET 5 and Benchmarking	<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	MSc 10 BSc 24
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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:

2.1 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

Condition: There must be a clear statement provided to students, prior to their taking up the offer of a place on the programme, that outlines the 2 routes of the programme and how students will be selected for each route. The programme team must produce clear criteria to be used to assign students to each route, if student choice fails to result in the desired number on each.

Reason: The students require this information in order to make an informed choice about whether to accept the offer of a place on the programme.

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 2

Condition: A protocol, including the appropriate form, must be developed to obtain consent for students participating in practical teaching, such as role plays.

Reason: No such protocol or form currently exists

SET 5. Practice placements standards

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

Condition 3

Condition: The education provider must develop a robust procedure for approving and monitoring the quality of practice placements. This should include a system of annual monitoring and identify follow up visit arrangements.

Reason: To ensure that the current system is formalised to make certain that the quality of work based placements is maintained.

Deadline for Conditions to be met: 10 November 2006

RECOMMENDATIONS

SET 4. Curriculum Standards

4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.

Recommendation 1

Recommendation: To continue with the introduction of role play activities for the students, and to explore the potential of using the ward facilities on site for simulations.

To explore the potential for introducing more clinically based research projects, by undertaking them after the students have completed at least one of their 12 week placements.

Reason: This will allow the students to develop some of the skills of practice whilst in the academic institution, and apply their research knowledge in a clinically related area.

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

Recommendation 2

Recommendation: Consider ways to allow the students sufficient time for reflection and assimilation of knowledge, particularly on the new route, although all students are effected by the current arrangements of reducing the teaching weeks.

Reason: The current timing allows little time between the teaching and examination, and between the examination and commencing the B placement.

COMMENDATIONS

The recent appointment of new staff in both the nutrition and dietetic subject areas is commendable. The new staff are demonstrating innovative approaches to teaching, improved communication and collaboration between the University and the placement providers, and greater support for the placement providers.

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:

Gill Pearson

Sylvia Butson

Date: 11 October 2006

Health Professions Council

Visitors' report

Name of education provider	University of Worcester
Name and titles of programme(s)	Foundation Degree in Pre-Hospital, Unscheduled and Emergency Care
Mode of Delivery (FT/PT)	Full time
Date of Visit	06 th & 07 th September 2006
Proposed date of approval to commence	January 2007
Name of HPC visitors attending (including member type and professional area)	Vince Clarke Paramedic Norma Brook Physiotherapist
HPC Executive officer(s) (in attendance)	Osama Ammar Mandy Hargood
Joint panel members in attendance (name and delegation):	Marie Stowell (Chair) Theresa Nahajski Sara Gibbon (Wednesday))Secretary Lucy Robson (Thursday))Secretary Gareth Jones Internal Panel Member Robert Dudley Internal Panel Member Professor Wollard External Panel Member Sue West External Panel Member Thursday only

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

Students (current or past as appropriate)	X	<input type="checkbox"/>	<input type="checkbox"/>
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Confirmation of facilities inspected

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

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	30
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ALL CONDITIONS MET

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:

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

Condition 1:

The Programme team must include details on placement hours, travel to placements, driving issues relating to subsequent employment and fitness test requirements with clear explanations in the information provided for applicants.

Reason:

The necessity to complete a range of placements at locations covering a large geographical area was not made clear, neither was the responsibility of the student to facilitate and finance their own travel to and from such placements.

The employability of students by other UK Ambulance Trusts upon completion of the course was unclear as there is no inclusion of emergency driving as part of the programme.

Also the relevance, type and format of the fitness test was not clear. The relevance for the fitness test must be made clear in the advertising and admissions material. All material must clearly state that this and the other skills such as the ambulance driving test could be required for future employment as well as holding the award.

SET 3. Programme management and resource standards

3.3 There must be a named programme leader who has overall responsibility for the programme and should be either on the relevant part of the HPC Register (for the following professions: arts therapists, chiropodists and podiatrists, dieticians, occupational therapists, orthoptists, paramedics, physiotherapists, prosthetists and orthotists and radiographers) or otherwise appropriately qualified and experienced.

Condition 2:

There must be a named programme leader who has overall responsibility for the programme and should be either on the relevant part of the HPC Register or otherwise appropriately qualified and experienced.

Reason:

The position of programme leader is subject to a selection process which has not yet been completed.

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

Condition 3:

The University must produce a memorandum of co-operation, or equivalent, with the newly amalgamated West Midlands Ambulance Service NHS Trust.

Reason:

The continued support of the partner ambulance Trust is required to deliver practice elements of the course.

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

Condition 4:

The University must provide the appropriate form for obtaining student consent.

Reason:

No evidence was produced pertaining to consent protocols for students on the programme.

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 5:

The visitors require further clarification of the attendance requirements, and how these requirements will be monitored.

Reason:

There was a lack of clarity regarding the attendance requirements of the course and no formal process in place to monitor student attendance at mandatory sessions.

SET 5. Practice placements standards

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

Condition 6:

The Programme team must demonstrate that appropriately qualified mentors, in adequate numbers, are in place prior to commencement of the programme.

Reason:

The proposed mentorship scheme requires completion of an initial two day training course. As yet these courses have not been run resulting in low number of appropriately qualified mentors in the locality. With placements forming a major part of the programme, it is vital that enough suitably qualified mentors can be shown to be in place prior to the start of the course.

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

Condition 7:

The visitors want to see a diagrammatical representation of the format of the course timetable/time-line, indicating how theory and practice are integrated.

Also clarification is sought by the visitors on how clinical competencies will be assessed if not encountered in the practice setting.

Reason:

It was not clear how practice placements and theoretical input would combine throughout the two year programme. It was suggested that the scheme would follow a 'normal' academic year comprising of two semesters, however provision for sufficient practice placement hours within this time was not clearly identified.

The Work Based Learning Handbook did not include details on how clinical skills that were not encountered would be assessed. In the course of two years patient contact it is highly unlikely that all patient types/clinical presentations will be seen. A clearly structured method of overcoming these deficits in practice needs to be evidenced.

SET 6. Assessment standards

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

Condition 8:

The Work Based Learning Handbook must be revised to reflect formative progression of skills.

Reason:

Currently the workbook requires only one signature of competency from a mentor for each skill area. This does not represent a development of skills and does not demonstrate how the student has progressed from being fully supervised to carrying out skills with no input from their mentor.

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

Condition 9:

The university must provide examples of OSCE's and associated marking criteria.

Reason:

The visitors would like to see examples of the OSCEs to indicate the nature and validity of such assessments.

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

Condition 10:

The revised programme documentation must include evidence of methods used to assess classroom based skills, to include how moderation will take place.

Reason:

The Programme team stated that formative skills assessment would take place in the simulated setting of the classroom prior to students entering into such skills in practice. There was, however, no documentation supporting this method of assessment.

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

Condition 11:

The programme regulations must reflect the requirement for the appointment of at least one external examiner from the relevant part of the Register.

Reason:

External examiner not yet appointed and current University regulations do not stipulate HPC registration as a requirement for the post.

Deadline for Conditions to be met: 20 October 2006

Commendations

The development of a new quality assurance tool for placements was an area of expanding good practice.

The move to include more e-books will make texts available to more students and was seen as being good practice.

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:

Vince Clark

Norma Brook

Date: 18 September 2006

ALL CONDITIONS MET