

## Health Professionals Council

### Visitors' report

|   |  |
|---|--|
| <b>Name of education provider</b>   | De Montfort University (Leicester)   |
| <b>Name and titles of programme(s)</b>  | BSc (Hons) Human Communication<br>(Speech and Language Therapy)  |
| <b>Mode of Delivery (FT/PT)</b>   | P/T  |
| <b>Date of Visit</b>  | 15 <sup>th</sup> /16 <sup>th</sup> March 2006  |
| <b>Proposed date of approval to commence</b>  | September 2006   |
| <b>Name of HPC visitors attending (including member type and professional area)</b> | Derek ADRIAN-HARRIS<br>Partner- Radiography<br>Gillian STEVENSON visitor SALT<br>Caroline SYKES visitor SALT |
| <b>HPC Executive officer(s) (in attendance)</b>                                     | Abigail CREIGHTON  |
| <b>Joint panel members in attendance (name and delegation):</b>                     | Kathie MOORE (Chair)<br>Kathryn BUTLER (Secretary)   |

**Scope of visit (please tick)**

|  |                                     |
|--|-------------------------------------|
| <b>New programme</b>                             | <input checked="" type="checkbox"/> |
| <b>Major change to existing programme</b>        | <input type="checkbox"/>            |
| <b>Visit initiated through Annual Monitoring</b> | <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 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) <i>FT students on present course</i>   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**1.2 Confirmation of facilities inspected**

|                         | yes                      | no                                  | n/a                      |
|-------------------------|--------------------------|-------------------------------------|--------------------------|
| Library learning centre | <input type="checkbox"/> | <input checked="" 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"/> |

**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 | < 10 pa |
|--|---------|

ALL CONDITIONS MET

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

## **CONDITIONS**

### ***SET 1. Level of qualification for entry to the Register***

**1.1 The Council normally expects that the threshold entry routes to the Register will be the following:**

**Bachelor degree with honours for the following professions:**

- **chiropody or podiatry;**
- **dietetics;**
- **occupational therapy;**
- **orthoptics;**
- **physiotherapy;**
- **prosthetics and orthotics;**
- **radiography;**
- **speech and language therapy;**
- **biomedical science (with the Certificate of Competence awarded by the Institute of Biomedical Science (IBMS), or equivalent if appropriate);**

### ***SET 6. Assessment standards***

**6.7.2 Assessment regulations clearly specify requirements for awards which do not provide eligibility for inclusion onto the Register not to contain any reference to an HPC protected title in their title;**

**Condition:** The University must remove all references pertaining to qualifications below honours level conferring entitlement to registration and modify the title of the unclassified degree so that it does not contain any references to speech and language therapy.

**Reason:** Page 18, paragraph 11 of the (draft) student hand book states "... may exceptionally be awarded an unclassified degree... with professional qualification.". The panel believes this option breaches Set 1.1 and that students who had not completed the research project (unit SALT 3201) would be unable to satisfy in full the requirements of HPC's Standard of Proficiency 2c2 and 3a1.

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

**4.7 Where there is inter-professional learning the profession specific skills and knowledge of each professional group are adequately addressed.**

**Condition:** The University must develop a wider programme for inter-professional education and shared learning. And report progress as part of its HPC annual monitoring return.

**Reason:** Inter-professional learning occurs for five days during the entire programme. The panel believes that in order to satisfy HPC's Standard of Proficiency 1b2 and 1b3 there needs to be a stronger emphasis on inter-professional learning and that it should occur within all years of the programme. The University has articulated intentions to develop and roll out a more ambitious programme but has not yet specified a time scale or greater detail.

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

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

**Condition:** The University must devise and implement a placement model which ensures that all students gain sufficient and appropriate experience of all patient and client groups.

**Reason:** During the meeting with students it became apparent that some final year students and recent graduates had not experienced clinical placements which enabled them to work with adults. The consequence of this is two fold, firstly that these potential registrants have no experience of a patient group which comprises approximately 30% of the profession's workload and secondly the career options of new graduates are curtailed by their lack of experience / confidence with such patients.

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

**Condition:** The University must devise and implement an effective system for the approval and monitoring of all placements. Progress is to be reported through the HPC's annual monitoring process.

**Reason:** During the meeting with placement providers it was established that although the individual hospitals seek feedback from students, there is no established university mechanism to either approve or monitor placements.

## RECOMMENDATIONS

### SET 2 *Programme admissions*

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

**Recommendation:** The University should reconsider its plan to abolish the use of selection interviews.

**Reason:** The panel felt that interviews are needed to enable the university to assess the ability of applicants to demonstrate an appropriate command of spoken English which is a key skill for the discipline.

### SET 4. *Curriculum Standards*

**4.7 Where there is inter-professional learning the profession specific skills and knowledge of each professional group are adequately addressed.**

**Recommendation:** The University should consider attaching academic credit to the inter-professional learning elements.

**Reason:** Failure to attach credit to inter-professional learning work implies that the university does not consider this an essential part of the programme. This does not accord with the HPC expectations (Standard of Proficiency 1b2 + 1b3) that all registrants must be able to “work... with other professionals ... and... contribute.. as part of a multi disciplinary team”.

### SET 5. *Practice placements standards*

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

**Recommendation:** The student handbook should be revised to reflect the course currently being offered, and correct errors contained within the text.

**Reason:** The text is somewhat out of date and does not accurately reflect the skills of the course team or the nature of the course. There were significant errors and omissions relating to both the HPC and the professional body allied with some outdated terminology ( in both the hand book and staff CVs).

## **Commendations**

The course team should be commended for the following matters :-

- A well considered and appropriate response to a local work force request.
- Collaborative working with NHS colleagues.
- The high level of scholarly and professional activity undertaken by the members of the team.
- The production of an exemplary placement hand book.

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:**

**Derek Adrian-Harris  
Caroline Sykes  
Gillian Stevenson**

**Date: 24 March 2006**

ALL CONDITIONS MET

Health Professions Council  
Department of Education and Policy

**Visitors report**

|   |                                    |
|---|------------------------------------|
| <b>Name of education provider</b>   | University of Derby                |
| <b>Name and titles of programme(s)</b>  | BSc (Hons) Diagnostic Radiography  |
| <b>Date of event</b>  | 16 August 2005                     |
| <b>Proposed date of approval to commence</b>  | January 2006                       |
| <b>Name of HPC visitors attending (including member type and professional area)</b> | Derek Adrian-Harris - Radiographer |
| <b>HPC Executive officer(s) (in attendance)</b>                                     | N/A                                |
| <b>Joint panel members in attendance (name and delegation):</b>                     | N/A                                |

**Scope of visit (please tick)**

|  |     |
|--|-----|
| <b>New programme</b>                             |     |
| <b>Major change to existing programme</b>        | Yes |
| <b>Visit initiated through Annual Monitoring</b> |     |

**Part 1.**

**1.1 Confirmation of meetings held**

|  | <b>Yes</b> | <b>No</b> | <b>n/a</b> |
|--|------------|-----------|------------|
| Senior personnel of provider with responsibility for resources for the programme | Yes        |           |            |
| Programme planning team  | Yes        |           |            |
| Placements providers and educators   | Yes        |           |            |
| Students (current or previous as appropriate)                                    |            | No        |            |

**1.2 Confirmation of facilities inspected** ( these were visited in April; 2005)

|                                   | <b>Yes</b> | <b>No</b> |
|-----------------------------------|------------|-----------|
| Library learning centre           |            | No        |
| IT facilities                     |            | No        |
| Specialist teaching accommodation |            | No        |

**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. The Education Provider is seeking permission to increase student numbers and recruit a "one off " additional cohort commencing in Jan 2006 – SET 3 & 5 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.  | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| 3.  | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |

|   |    |
|---|----|
| <b>Proposed student cohort intake number please state</b> | 40 |
|---|----|

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

It is recommended that the University of Derby be given approval to recruit a unique cohort starting in January 2006, and that cohort sizes should be no greater than 60 students.

ALL CONDITIONS MET



## CONDITIONS

### **SET 3. Programme management and resource standards**

#### **3.2 The programme must be managed effectively.**

**Condition:** The University must make clear how it will manage both cohorts (Sept 05 and Jan 06), especially the aspects of clinical education. This will include the details of “extended day-working”, weekend activity and demonstrate how these arrangements will comply with the HPC SOPs for clinical competences (SOP 2 4b). It will also demonstrate the impact of these arrangements upon the other cohorts of pre-registration radiography students during the 3 academic years commencing September 2005.

**Reason:** At present the documentation lacks clarity in specifying how the competency SOPs will not be adversely affected by any new patterns of clinical attendance and how other student groups will not be disadvantaged in attaining their clinical skills.

#### **3.2 The programme must be managed effectively**

**Condition:** The University will inform all interested parties of the cohort sizes and clinical education arrangements by 18<sup>th</sup> of September 2005.

**Reasons:** The HPC will have a three month opportunity to consider the details and respond to them or request further information prior to the start of the first clinical learning block of the September 2005 starters.

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

**Condition:** The University will appoint 2 new FTE members of staff by the 1<sup>st</sup> December 2005.

**Reason:** The increased student numbers warrant an increase in staffing levels to provide support to the students

**Deadline for *Conditions* to be met: 18 Sept 2005**

**To be submitted to Approvals Committee on: TBC**

I recommend to the Education and Training Committee of the HPC that they approve this programme (subject to any conditions being met).

**Visitors' signatures:**

**Derek Adrian Harris**

**Date: 16<sup>th</sup> August 2005**

# Health Professions Council

## Visitors' Report

|   |  |
|---|--|
| <b>Name of education provider</b>   | Glasgow Caledonian University  |
| <b>Name and titles of programme(s)</b>  | BSc (Hons) Biomedical Science  |
| <b>Mode of study</b>  | Full time  |
| <b>Date of event</b>  | 13 May 2005  |
| <b>Proposed date of approval to commence</b>  | 1 October 2005   |
| <b>Name of HPC visitors attending (including member type and professional area)</b> | Gordon Sutehall, Biomedical Science<br>Mary Popeck, Biomedical Science |
| <b>HPC Executive officer(s) (in attendance)</b>                                     | Karen Scott<br>Rachel Tripp  |
| <b>Joint panel members in attendance (name and delegation):</b>                     | Alan Wainwright (IBMS)<br>David Holmes (IBMS)                          |

### Scope of visit (*please tick*)

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

### Part 1.

#### 1.1 Confirmation of meetings held

|  | <b>yes</b>                          | <b>no</b>                | <b>n/a</b>               |
|--|-------------------------------------|--------------------------|--------------------------|
| Senior personnel of provider with responsibility for resources for the programme | <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

|  |            |           |
|--|------------|-----------|
|  | <b>yes</b> | <b>no</b> |
|--|------------|-----------|

|                                   |                                     |                          |
|-----------------------------------|-------------------------------------|--------------------------|
| 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 | 35 |
|--|----|

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:**

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

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

**Condition 1:** The education provider must provide evidence that applicants have, before admission to the programme attained the appropriate English language skills (written and oral) to ensure that they are able to meet the HPC's requirements upon graduation

**Reason:** This information is not explicit in the documentation provided

**Deadline for condition to be met:** 12 July 2005

##### **2.2.2 criminal convictions checks;**

**Condition 2:** The education provider must provide evidence that applicants have, before admission to the programme completed the relevant criminal conviction checks.

**Reason:** This Information is not included in the documentation

**Deadline for condition to be met:** 12 July 2005

##### **2.2.3 compliance with any health requirements;**

**Condition 3:** The education provider must provide evidence that applicants have, before admission to the programme, complied with all necessary health checks

**Reason:** This information is not included in the documentation

**Deadline for condition to be met:** 12 July 2005

### **SET 3. *Programme management and resource standards***

#### **3.2 The programme must be managed effectively.**

**Condition 4:** The education provider must provide revised maps indicating how the HPC's Standards of Proficiency and Standards of Education and Training are integrated within the curriculum

**Reason:** To provide further explanation and clarification about how the education provider meets the HPC's requirements

**Deadline for condition to be met:** 12 July 2006

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

**Condition 5:** The education provider must plan and document comprehensive support strategies for students undertaking placement education

**Reason:** Details of support mechanisms are not articulated in the documentation

**Deadline for condition to be met:** 12 July 2006

**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 6:** The education provider must provide evidence that upon completion of the programme, graduates whose first language is not English, have attained the appropriate English language skills to meet the HPC's requirements (refer to SoP 1b.4)

**Reason:** Details of how the HPC's English requirements will be met is not specified in the documentation

**Deadline for condition to be met:** 12 July 2005

**Condition 7:** The education provider must re-write the module descriptor BIOL301 to make clear the learning outcomes, assessment strategy, the process for meeting the Standards of Proficiency and the capability of reflecting professional competences (this condition is also stated at 5.7.1)

**Reason:** The module descriptor does not make clear the strategy for ensuring that graduates are able to meet the HPC's Standards of Proficiency

**Deadline for condition to be met:** 12 July 2006

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

**Condition 8:** The education provider must provide documentation detailing the development of the curriculum from level 1 (including induction) up to and beyond the placement

**Reason:** The documentation does not clearly articulate the process by which the curriculum develops safe and effective practice

**Deadline for condition to be met:** 12 July 2006

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

### **5.3 The practice placement settings must provide:**

#### **5.3.1 a safe environment**

**5.4 Learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.**

**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**

**Please note that the following conditions relate to all of the above SETs (SET 5.3.1, 5.4, 5.7 and 5.7.1)**

**Condition 9:** The education provider must provide a placement handbook that sets out the learning outcomes, placement details, health and safety procedures and required professional conduct and assessment processes for the placement.

**Reason:** This handbook has not yet been prepared and is essential for student preparation.

**Deadline for condition to be met:** 12 July 2006

**Condition 7 (repeated):** The education provider must re-write the module descriptor BIOL301 to make clear the learning outcomes, assessment strategy, the process for meeting the Standards of Proficiency and the capability of reflecting professional competences (this condition is also stated at SET 4.1 above).

**Reason:** The module descriptor does not make clear the learning outcomes to be achieved

**Deadline for condition to be met:** 12 July 2006

**Condition 10:** The Education provider must communicate with placement providers regarding placement arrangements including learning outcomes, assessment and all other appropriate issues, including health and safety.

**Reason:** The module descriptor does not indicate the means by which communication with placement providers regarding learning outcomes, assessment and health and safety issues will take place.

**Deadline for condition to be met:** 12 July 2006

**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 11:** The education provider must develop an overall placement assessment strategy in addition to the assessment of the Standards of Proficiency (see also SET 5.7.1)

**Reason:** To ensure that placement learning is fully and properly recognised in the overall assessment of the award.

**Deadline for condition to be met:** 12 July 2006

**Deadline for Conditions to be met: As above**  
**To be submitted to Approvals Committee on: 9 September 2005 (and September 2006 or nearest meeting date)**

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:**

**Gordon Sutehall**

**Mary Popeck**

**Date:** 7 July 2005

## Health Professions Council

### Visitors' report

|   |  |
|---|--|
| <b>Name of education provider</b>   | Guildhall School of Music and Drama      |
| <b>Name and titles of programme(s)</b>  | Master of Arts Music Therapy             |
| <b>Mode of Delivery (FT/PT)</b>   | Full Time year 1<br>Half time year 2     |
| <b>Length of Programme</b>  | 2 years                                  |
| <b>Date of Visit</b>  | 1 June 2006                              |
| <b>Proposed date of approval to commence</b>  | September 2006                           |
| <b>Name of HPC visitors attending (including member type and professional area)</b> | Diane Waller<br>Pauline Etkin            |
| <b>HPC Executive officer(s)</b>   | Karen Scott<br>Colin Bendall (observing) |
| <b>Joint panel members in attendance (name and delegation):</b>                     | None                                     |

**Scope of visit (please tick)**

|   |                                     |
|---|-------------------------------------|
| <b>New programme (PG Dip final intake September 2005)</b> | <input checked="" type="checkbox"/> |
| <b>Major change to existing programme</b>                 | <input type="checkbox"/>            |
| <b>Visit initiated through Annual Monitoring</b>          | <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           | 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"/> |

|   |           |
|---|-----------|
| <b>Proposed student cohort intake number please state</b> | <b>15</b> |
|---|-----------|

ALL CONDITIONS MET

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

## **CONDITIONS**

### ***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 1:** The school is required to further develop and implement a programme of staff development for Music Therapy staff, which is appropriate to those involved in the delivery of a Master level programme.

**Reason:** The GSMD introduction of a Master level programme requires a broader range of skills from staff involved in the delivery of 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 2:** The documentation must clearly articulate the attendance requirements for the programme including details of mandatory attendance and the actions to be taken in the case of non-attendance. This relates to both assessed and non-assessed components of the programme.

**Reason:** The documentation indicates only that a “high level” of attendance is required. This is not a clear indicator of mandatory attendance requirements.

### ***SET 6. Assessment standards***

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

**Condition 3:** The programme team must review the assessment criteria for the M Level modules of the programme to ensure appropriateness to the level of study and to provide a clear indication of M Level expectations.

**Reason:** While the learning outcomes for the programme are clearly articulated, it is necessary that the assessment criteria are transparent, clear and reflect the expectations of M Level study.

**Deadline for Conditions to be met: 4 August 2006**

**To be submitted to Approvals Panel/Committee on: 5 September 2006**

## RECOMMENDATIONS

### *SET 3. Programme management and resource standards*

**3.13 The learning resources, including the stock of periodicals and subject books, and IT facilities, including internet access, must be appropriate to the curriculum and must be readily available to students and staff.**

**Recommendation:** It is recommended that the programme team continues working toward greater levels of IT access and training for students including presentation skills, power point and Sibelius.

**Reason:** The music therapy students seen at the Visit indicated that while they had not had any difficulties to date in accessing equipment or skills assistance, there was none immediately available and specifically for their use.

### *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.**

**Recommendation:** It is recommended that the programme team explore the availability of a wider variety of psychodynamically based personal therapies for music therapy students. For example, music therapy, art therapy and drama therapy.

**Reason:** This recommendation relates to the HPC's Standard of Proficiency at 1a.6. The students currently involved in the programme were almost exclusively using therapists sourced through the London Centre for Psychotherapy which is heavily focused on psychoanalysis. As music therapy students, it was thought that access to a broader selection of therapy and therapists could be of benefit, and relevance, to their studies.

### *SET 5. Practice placements standards*

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

**Recommendation:** It is recommended that the programme team further consider implementing a formal system for dealing with the issue of confidentiality in relation to the student progression meetings.

**Reason:** The meeting with the placement providers indicated that placement supervisor's meetings sometimes covered highly confidential issues in relation to students. In a small profession such as music therapy, this could, in extreme circumstances, impact on their future as employees and colleagues.

## **Commendations**

The HPC Visitors would like to commend the programme team for:

- The high level of documentation provided prior to the validation event.
- The obvious commitment of the course team to delivering a high quality programme
- The integration of music therapy into the postgraduate framework of the GSMD and the support for this initiative.
- The high level of communication between the GSMD and their students and placement providers. All parties felt that they were respected and valued.

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:**

**Diane Waller**

**Pauline Etkin**

**Date: 2 June 2006**

ALL CONDITIONS MET

## Health Professions Council

### Visitors' Report

|   |   |
|---|---|
| <b>Name of education provider</b>   | University of Hull  |
| <b>Name and titles of programme(s)</b>  | M Biomedical Science  |
| <b>Date of event</b>  | 23-24 May 2006  |
| <b>Proposed date of approval to commence</b>  | September 2006  |
| <b>Mode of delivery</b>   | Full time   |
| <b>Name of HPC visitors attending (including member type and professional area)</b> | Martin Nicholson HPC Visitor<br>David Houlston HPC Visitor                                    |
| <b>HPC Executive officer(s) (in attendance)</b>                                     | Karen Scott<br>Greg Ross Sampson  |
| <b>Joint panel members in attendance (name and delegation):</b>                     | Karen Nicholson (University of Hull)<br>C Chowdrey IBMS<br>Peter Ruddy IBMS<br>Nick Kirk IBMS |

**Scope of visit (please tick)**

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

**Part 1.**

**1.1 Confirmation of meetings held**

|  | <b>yes</b>                          | <b>no</b>                | <b>n/a</b>               |
|--|-------------------------------------|--------------------------|--------------------------|
| Senior personnel of provider with responsibility for resources for the programme | <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           | 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 | 31 |
|--|----|

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:**

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

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

**Condition 1:** The documentation must explicitly state the English language criteria for admission to the programme.

**Reason:** The documentation provided to the panel included the University policy but did not state the requirements for this programme. The programme team stated that the English language requirements for entry to the programme were an IELTS score of 6.5 or a pass in English at GCSE level.

### ***SET 3. Programme management and resource standards***

**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 2:** The documentation must clearly articulate, in all relevant documents, where attendance for the programme is mandatory.

**Reason:** The documentation does not clearly state the requirements for attendance.

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

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

**4.4 The curriculum must remain relevant to current practice.**

**Condition 3:** The Haematology module must contain both theory and practical aspects of ABO blood serology.

**Reason:** The team noted that there were plans to include this module in the programme. However, the documentation did not include information about this module.

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

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

**Condition 4:** The documentation must clearly state the procedures to be taken when a placement does not obtain CPA approval.

**Reason:** The documentation states that all labs must be CPA accredited or working towards CPA accreditation but does not indicate the consequences for a lab which fails accreditation. While it was clear from discussion that there are procedures in place, these must be clearly documented.

### **SET 6. Assessment standards**

#### **6.7 Assessment regulations clearly specify requirements:**

##### **6.7.1 for student progression and achievement within the programme;**

**Condition 5:** The programme team must clearly document the possible exit routes for the M Biomedical Science programme.

**Condition 6:** The programme team must clearly document which of the Biomedical Science pathways lead to HPC registration.

**Reason:** This information was not clear in the documentation. Students must be made aware of the pathways for this programme in order to make informed decisions about their progress and career path.

##### **6.7.3 for an aegrotat award not to provide eligibility for admission to the Register;**

**Condition 7:** The programme team must include a policy statement which identifies the procedures surrounding aegrotat awards and clarify that an aegrotat award will not allow eligibility for entry to the HPC Register

**Reason:** This information was stated in the documentation.

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



**Condition 8:** The programme team must appoint an external examiner who is from the relevant part of the HPC Register

**Reason:** The current external examiner is not on the HPC register

**Deadline for *Conditions* to be met: 12 July 2006**

**To be submitted to Approvals Committee on: September 2006**

## RECOMMENDATIONS

### SET 2 *Programme admissions*

The admission procedures must:

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

**Recommendation:** Consider the upgrading of the 'Welcome to Biomedical Science at Hull' document to a full prospectus and include information about entry and progression requirements.

**Reason:** The information given to students at open days was useful, however a single document for prospective students could be much more comprehensive and specific to Biomedical Science programmes.

**6.7 Assessment regulations must clearly specify requirements for:**

**6.7.2 awards which do not provide eligibility for inclusion to the Register not to contain any reference to an HPC protected title in their title**

**Recommendation:** It is recommended that the programme team reconsider the title of the Biomedical Science programmes which lead to eligibility to apply for HPC Registration, in order to distinguish them from other Biomedical Science programmes offered by the University.

**Reason:** The programme team currently offers four programmes in Biomedical Science. In order for students make an informed decision about the programme they wish to undertake, and to avoid confusion and ambiguity for graduates applying for HPC Registration, the title should be changed to distinguish them from programmes that do not lead to eligibility to apply for HPC Registration.

## **COMMENDATIONS**

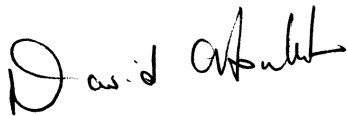
- 1) The Memorandum of Agreement with the placement providers is an excellent initiative.
- 2) The clear collaboration and support between the University and placement providers is to be commended.
- 3) The training days for all placement providers are an excellent initiative which ensures that providers are fully informed of their responsibilities at all times. It also encourages communication and feedback from which all parties benefit.

We recommend to the Education and Training Committee of the HPC that they approve this programme subject to detailed conditions being met.

### **Visitors' signatures:**

**Martin Nicholson**

**David Houlston**



**Date: 25.05.2006**