

Education and Training Committee, 26 March 2008

Approvals and monitoring commendations

Executive summary and recommendations

Introduction

HPC's six guiding principles include working collaboratively. Working collaboratively can be achieved in a number of ways, including working to ensure that good practice in any one profession can be accessed by all professions. One area where good practice could be shared is in pre-registration education. Sharing good practice in education would also help to increase the Council's influence within the education sphere, which is one of the Council's strategic goals for the period 2006-2009.

One of the aims of the Policy and Standards department for 2007 – 2008 was to use the Council's experience of regulation in order to positively influence the policy agenda in the regulation of healthcare professionals, in line with its objective of protecting the public, and its guiding principles.

The Policy and Standards department workplan for 2007 – 2008 states:

'The Policy department will work with the Education department to draw out elements of best practice from pre-registration education. The precise nature of these will be determined by analysis of information obtained from visits...'

This paper considers how good practice in education is captured through the use of commendations taken from visit reports and identifies ways in which that good practice can be shared.

Decision

The Committee is invited to agree the decisions in the attached paper.

Background information

At the Education and Training Committee meeting on 4 December 2007 the Committee considered a paper from the Executive outlining a number of changes to the visitors' report, including a new style of report.

Paper considered by ETC on 4 December 2007:

http://www.hpc-uk.org/assets/documents/10002003education_and_training_committee_20071204_enclosure10.pdf

Resource implications

None

Financial implications

None

Appendices

- List of commendations received in 2005 – 2006 and 2006 – 2007

Date of paper

12 March 2008

Introduction

As one of its strategic aims for 2006-9, the Council wants to proactively influence the education agenda. The standards of education and training (SETs), guidance on the SETs and the approvals process are the main ways in which the Council can influence the education agenda.

However, HPC also carries out a number of visits across a variety of higher education institutions per year. In the 2006 academic year for example, 72 programmes were visited at 59 institutions¹. As a result of the approvals and major/minor change processes, HPC gathers detailed information on education programmes. This includes information on good practice which the visitors have identified during the visit.

This paper considers how good practice can be identified and exchanged between education providers. As an initial stage, this paper uses commendations gathered from visit reports as a way of identifying good practice.

Approvals and monitoring commendations

When HPC's visitors visit a programme as part of the approvals process, they complete a visitors' report. The visitors' reports are now used in the annual monitoring and major/minor change processes as part of the evidence base of the programme's ongoing approval. As part of the process of completing that report, visitors can give 'commendations'. The commendations process allows visitors to highlight any area of the programme that they consider to be good practice or particularly noteworthy. Prior to the introduction of the revised visit report this year, visitors did not have any formal guidance on the criteria for awarding commendations.

Much of the approvals process is concerned with ensuring that programmes meet the threshold necessary for safe and effective practice. However, often programmes may move beyond that threshold and demonstrate good practice in one or more areas of programme delivery. The process of awarding commendations is a way of identifying and recording good practice.

Analysis of commendations

For the purpose of this paper, statistics have been drawn from the visit reports for the educational years 2005-6 and 2006-7. Where programmes are delivered in more than one format (for example full time and part time) they have been considered as one programme. However, where programmes lead to different qualifications (for example supplementary prescribing at M Level or Level 3) they have been counted as separate programmes.

There are no visit reports recorded for Clinical Science as HPC only approves the Certificate of Attainment from the Association of Clinical Scientists. It is anticipated that HPC will visit this programme in the future. There are no visits

¹ Approvals and monitoring annual report 2006, http://www.hpc-uk.org/assets/documents/10001C83Approvals_and_monitoring_annual_report_2006_cfw.pdf

recorded below for Prosthetist and Orthotist programmes as no programmes were visited in this profession in the 2005-6 and 2006-7 academic years.

Total number of programme visits and commendations during 2005 – 2006 and 2006 - 2007

Please see appendix 1 for a full list of the commendations received by programmes in 2005 – 2006 and 2006 – 2007.

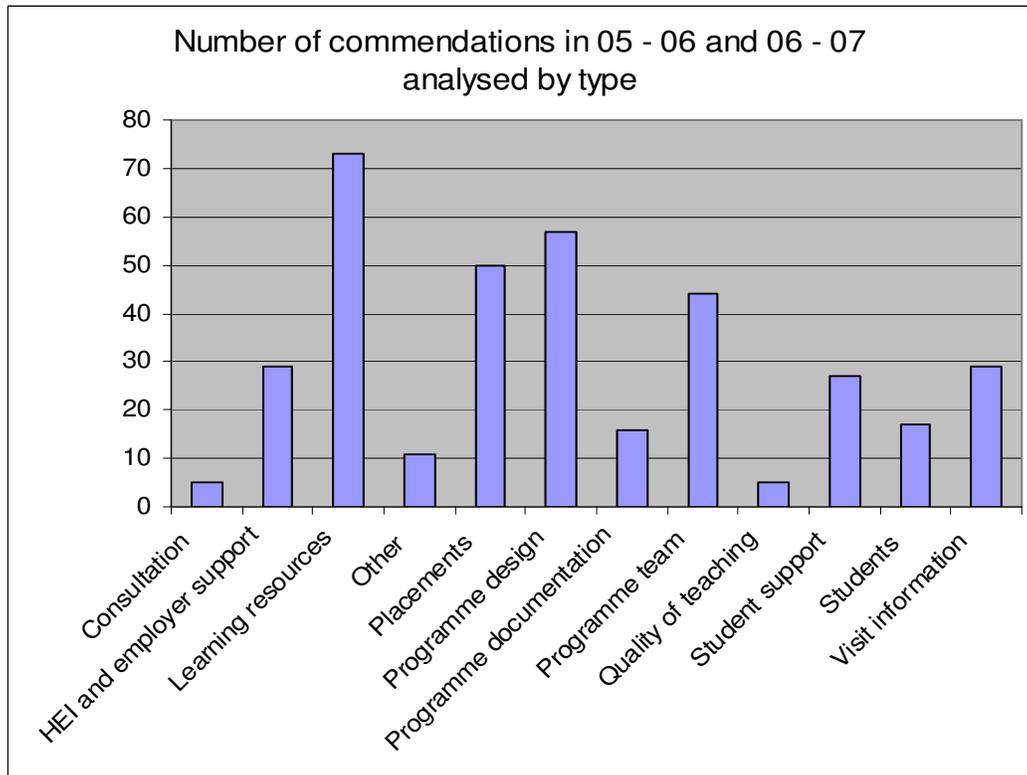
The average listed below is the average number of commendations given per programme where the programme received commendations.

Programme	2005 – 2006				2006 – 2007			
	Total no. of programmes visited	Progs w'out comms	Total no. of comms	Average no. of comms per prog	Total no. of programmes visited	Progs w'out comms	Total no. of comms	Average no. of comms per prog
Arts Therapy	9	1	24	3	5	0	17	3.4
Biomedical Science	8	0	24	3	8	1	15	2.14
Chiropody and Podiatry	0	0	0	0	1	0	1	1
Dietetics	3	0	9	3	8	0	21	2.63
Local Anaesthetic	1	0	4	4	0	0	0	0
Occupational Therapy	2	0	6	3	11	1	28	2.8
Operating Department Practitioner	1	0	3	3	23	7	36	2.25
Orthoptics	1	0	0	0	0	0	0	0
Paramedic Science	4	1	4	1.33	8	0	15	1.88
Physiotherapy	5	0	17	3.4	10	1	19	2.11
Prescription Only Medicine	0	0	0	0	1	0	1	1
Radiography	4	2	4	2	12	0	32	2.67

Programme	2005 – 2006				2006 – 2007			
	Total no. of programmes visited	Progs w'out comms	Total no. of comms	Average no. of comms per prog	Total no. of programmes visited	Progs w'out comms	Total no. of comms	Average no. of comms per prog
Speech and Language Therapy	4	1	10	3.33	7	0	25	3.57
Supplementary Prescribing	3	0	8	2.67	46	16	72	2.4

In 2005 – 2006, 11% of programmes did not receive any commendations. In 2006 -2007, 19% of programmes visited did not receive any commendations. By contrast, the number of programmes visited in 2006 – 2007 was higher than the numbers visited in 2005 – 2006. Comparison between the two years suggests that the average number of commendations received per visit for most professions remains relatively constant. For example, the average number of commendations received per supplementary prescribing programme was 2.67 in 2005 – 2006 and 2.4 in 2006 – 2007. However, the average number of commendations received per physiotherapy programme declined from 3.4 in 2005 – 2006 to 2.11 in 2006 – 2007.

The programmes with the highest average number of commendations across 2005 – 2006 and 2006 – 2007 are those which relate to the Speech and Language Therapy profession. The programmes with the lowest average number of commendations across both 2005 – 2006 and 2006 – 2007 are those which relate to the Paramedic profession. Where programmes were only visited in one of the two academic years, they usually receive a low number of commendations during the visit.



In the graph above, the commendations have been grouped into various subject areas so that they can be analysed. A full list of all commendations received in 2005 – 2006 and 2006 – 2007 and their subject area, can be found in appendix 1.

It can be seen from the graph above that the largest single area for which programmes receive commendations is for good practice in the learning resources available to students. Examples of this include the use of technology such as the web, DVDs or CDs to supplement the learning resources available. Good practice in the provision of learning resources could be shared with other education providers.

Another area for which programmes are often commended is on the design of the programme. Examples of good practice in this area include the emphasis on ethical conduct and standards throughout the programme, the integration of theory and practice or the use of a range of learning and teaching approaches throughout the programme.

The third area for which programmes often receive commendations is for the work they undertake around the provision of clinical placements. Examples of this include the development of a practice placements database, the development of non-traditional practice placements or the system for auditing those placements. The number of commendations received for placements is particularly interesting

as in 2005 – 2006 44% of conditions were set against placement standards². It is believed that the high number of conditions set in this area may stem from a misunderstanding amongst education providers, that the HPC's approval process for placements is the same as that of professional bodies and the QAA. It is actually somewhat different: the HPC expect education providers, rather than NHS trusts, to take ultimate responsibility for placements.

Seventeen commendations were given for good practice relating to the students on the programme. Examples of this include the establishment of feedback systems which allow students to offer feedback to the programme team or for producing bright, articulate and committed students.

A number of education programmes received commendations for the information they provided during the visit, in particular for the way in which they mapped the documentation provided against the relevant standards. Good documentation which is clearly mapped against HPC's standard can make preparations for the visit and the visit itself run more smoothly. However, this is not an area of good practice which can be exchanged between education providers except through the guidance for education providers on preparing for a visit.

The analysis of commendations above suggests that further guidance may be needed to ensure consistency in the purpose of the commendations. Some of the examples cited above clearly show examples of good practice which can be shared with other education providers. However, other examples listed above suggest that commendations have previously been given in areas which, although noteworthy, might not be able to be exchanged between providers. This may well be because previously, the role of commendations in highlighting good practice which could then be identified to other education providers was unclear.

Revised visitors report

As part of this year's Approvals and Monitoring departmental workplan, the department has produced a new style visitors' report and moved the responsibility of drafting them in-house (i.e. from visitors to executive officers). It is anticipated that this new system will help to increase the consistency between reports and improve their usefulness in terms of communicating information to relevant stakeholders. A paper proposing a revised visitors report and revised guidance for completing the report was presented at Education and Training Committee on 4 December 2007³. This paper was approved by ETC.

The revised visitors report has a section for recording commendations. The following text is taken from the commendations section of the revised report and the guidance on completing the report:

'Commendations should only be made if the visitors have seen evidence of best innovative practice. The commendation should explain why it is innovative best

² Approvals and monitoring annual report 2006 (p.20), http://www.hpc-uk.org/assets/documents/10001C83Approvals_and_monitoring_annual_report_2006_cfw.pdf

³ http://www.hpc-uk.org/assets/documents/10002003education_and_training_committee_20071204_enclosure10.pdf

practice and give a reason for the commendation. The commendation should be specific and should state what is the best practice. The reason should explain why it is best practice and what other education providers could gain from it.’

The revised visitors report therefore offers clearer guidance on commendations and will enable good practice to be identified with greater consistency.

Sharing good practice

When commendations were awarded previously, the commendations were available online as part of the final visitors report but the good practice identified in the commendations was not designed to be shared with other education providers⁴. However, the revised visitors report also offers an opportunity for good practice to be exchanged between education providers. When visitors give commendations in the new report, they could be asked to provide links to relevant documents if those documents were published online or were available in the public domain. Alternatively, visitors could provide the contact details for the relevant department or faculty. Providing contact details for the relevant department rather than a particular individual would mean that the information can be located even after an individual has left the education provider.

If documents are available online then it is anticipated that education providers would be willing to share that good practice with other providers. However, it is anticipated that there may be issues of copyright and intellectual property which might need to be considered if the information was not available within the public domain.

The following amendment could therefore be made to the visitor’s report:

‘Commendations

The visitors wish to commend the following aspects of the programme.

Commendation: Example of area where the programme is commended

Reason: Reason given for the commendation (identifying what the best practice is and why it is commended). Information about this can be found at the following web link – www.goodpracticelink.com’

The proposed amendment above would enable good practice to be shared with other education providers. The amendment, combined with the new guidance in the revised visitors report will also help to ensure greater consistency in the areas where commendations were awarded.

Approvals and monitoring annual report

The approvals and monitoring department produces an annual report. The report for the academic year 2005 – 2006 included a detailed analysis of the number of

⁴ All finalised education reports can be found online at: <http://www.hpc-uk.org/aboutregistration/educationandtraining/approvalreports/>

conditions and recommendations that programmes received mapped against the standards of education and training.

In order to facilitate the sharing of good practice by education providers it may be possible to include a section in the annual report which highlights information from commendations. This could include links to documents available on line if permission to share that information had been obtained from the relevant education provider at the time of the visit.

Decisions

- The Committee is asked to agree that the purpose of commendations should be to highlight good practice and then enable it to be shared with other education providers.
- The Executive recommends that the revised visitors report be amended to ask visitors to provide links to documents online or contact details if appropriate when identifying good practice worthy of commendations. Visitors would also be asked to confirm that education providers are happy to share this information before the report was finalised. This would enable the good practice to be shared with other education providers.
- The Executive recommends that the proposed amendment to the visitor's report outlined above is adopted.
- The Executive recommends that commendations for good practice should be highlighted within the Approvals and Monitoring annual report and analysed in a similar way to the conditions and recommendations received by programmes.

Date of visit	Education provider	Programme title	Mode of study	Commendations	Type of commendation
14 September 2005	Guildhall School of Music and Drama	Pg Dip Music Therapy	Full-time	None	None
07 October 2005	Essex, University of	Preparation of Pharmacists & Allied Health Professionals to become Supplementary Prescribers	Part-time	The Visitors commended and thanked the Course Team for ensuring that former students of the Nurse / Pharmacists Supplementary Prescribing programme, and existing Practice placement mentors / Designated Medical Practitioners were invited to input to the Approvals event	Other
07 October 2005	Essex, University of	Preparation of Pharmacists & Allied Health Professionals to become Supplementary Prescribers	Part-time	The Visitors commended the inclusion of Appendix VII within the Course Documentation: the inclusion of a clear statement of the rationale, requirement and importance of Confidentiality within the Workplace was most useful.	Programme documentation
07 October 2005	Essex, University of	Preparation of Pharmacists & Allied Health Professionals to become Supplementary	Part-time	The Visitors thanked the Course Team for the clear documentation they provided to support their request for HPC approval of their proposed programme in Supplementary Prescribing for AHPs.	Visit information
07 October 2005	Lincoln, University of	Non-Medical Prescribing	Full-time	None	None
07 October 2005	Nottingham, University of	Non-Medical Prescribing	Full-time and part time	None	None
21 October 2005	Glasgow Caledonian University	Local Analgesia with Nail Surgery for Podiatrists	Part-time	The visitors were pleased to note the clear evidence of collaboration between the clinical educators and the University.	HEI and employer support
21 October 2005	Glasgow Caledonian University	Local Analgesia with Nail Surgery for Podiatrists	Part-time	The visitors were pleased to note the good use of the 'Blackboard' web-based programme of learning to encourage pre-course essential learning for prospective students, to support the taught and practical elements of the Module.	Learning resources
21 October 2005	Glasgow Caledonian University	Local Analgesia with Nail Surgery for Podiatrists	Part-time	The visitors were very pleased to note the excellent library facilities available to course participants	Learning resources
21 October 2005	Glasgow Caledonian University	Local Analgesia with Nail Surgery for Podiatrists	Part-time	The visitors were very pleased to note the responsiveness of the programme team during throughout approval event.	Programme team
25 October 2005	Hertfordshire, University of	Practice Certificate in Non Medical Prescribing for Allied Health Professionals	Part-time	The visitors commended the University on the quality of learning resources available to students enrolled on the programme	Learning resources
25 October 2005	Hertfordshire, University of	Practice Certificate in Non Medical Prescribing for Allied Health Professionals	Part-time	The visitors commended the team on their effort and marked 'togetherness', and were very pleased to note the clear support of the SHA and WDD for the programme	Programme team

23 November 2005	West of England, Bristol, University of the	MA Music Therapy	Part-time	The panel commends the practice of encouraging students to set up their own placements in the third year of the programme.	Placements
23 November 2005	West of England, Bristol, University of the	MA Music Therapy	Part-time	The panel commends the generally high standard of documentation, and in particular the Placement Handbook.	Programme documentation
23 November 2005	West of England, Bristol, University of the	MA Music Therapy	Part-time	The panel commends the presentation given by the programme team at the approval visit.	Visit information
01 December 2005	Queen Margaret University	MSc Dietetics	Full-time	The excellent work already done to develop and improve placement provision.	Placements
01 December 2005	Queen Margaret University	Pg Dip Dietetics	Full-time	The excellent work already done to develop and improve placement provision.	Placements
01 December 2005	Queen Margaret University	MSc Dietetics	Full-time	The enthusiasm and commitment of the Programme Leaders	Programme team
01 December 2005	Queen Margaret University	Pg Dip Dietetics	Full-time	The enthusiasm and commitment of the Programme Leaders	Programme team
01 December 2005	Queen Margaret University	MSc Dietetics	Full-time	The use of a wide variety of innovative teaching methods.	Quality of teaching
01 December 2005	Queen Margaret University	Pg Dip Dietetics	Full-time	The use of a wide variety of innovative teaching methods.	Quality of teaching
01 December 2005	Queen Margaret University	MSc Dietetics	Full-time	The mapping of the Standards of Proficiency and the Standards for Education & Training to the programme documentation.	Visit information
01 December 2005	Queen Margaret University	Pg Dip Dietetics	Full-time	The mapping of the Standards of Proficiency and the Standards for Education & Training to the programme documentation.	Visit information
13 December 2005	Wolverhampton, University of	Supplementary Prescribing	Part-time	The excellence of the range of learning resources that they were shown during their visit to University of Wolverhampton	Learning resources
13 December 2005	Wolverhampton, University of	Supplementary Prescribing	Part-time	The quality of the student facilities that they were shown during their visit to University of Wolverhampton	Learning resources
10 January 2006	Medway School of Pharmacy	Supplementary / Independent Prescribing	Part-time	The visitors commend the course team in their development of a programme is delivered in a manner that is both flexible in delivery and responsive to local needs.	Programme design
10 January 2006	Medway School of Pharmacy	Supplementary / Independent Prescribing	Part-time	The visitors commend the course team in their design and content of the programme, and their success and enthusiasm in the development of this programme of	Programme design
31 January 2006	Northumbria University at Newcastle	Prescribing for Non Medical Health Professionals	Part-time	The Visitors were impressed with the level of support offered to students by the library services of the university, in particular the postal services available to students.	Learning resources

09 February 2006	Plymouth, University of	Extended/Supplementary Prescribing	Part-time	The University should be commended for the quality assurance mechanisms that exist that give a robust platform for continual improvement and monitoring.	Programme design
09 February 2006	Plymouth, University of	Extended/Supplementary Prescribing	Part-time	The support and engagement of external reference points to support the course team should be commended. This is evident in the programme design.	Programme design
09 February 2006	Plymouth, University of	Extended/Supplementary Prescribing	Part-time	The support for the programme from the university is evident. This combined with the openness of the course team to listen and action feedback should ensure a programme that remains fit for purpose	HEI and employer support
28 February 2006	Hertfordshire, University of	MA Art Therapy	Full-time and part time	The programme is well integrated and supported within the faculty.	HEI and employer support
28 February 2006	Hertfordshire, University of	MA Art Therapy	Full-time and part time	Good quality of learning resources such as study net and use of dedicated information consultant.	Learning resources
28 February 2006	Hertfordshire, University of	MA Art Therapy	Full-time and part time	Excellent placement and supervision handbook	Programme documentation
28 February 2006	Hertfordshire, University of	MA Art Therapy	Full-time and part time	Good quality documentation with regard to cross referencing with the HPC Standards of Education and Training.	Visit information
14 March 2006	Anglia Ruskin University	MA Music Therapy	Full-time	For the Music Therapy Clinic at ARU and its use in the teaching of the programme.	Learning resources
14 March 2006	Anglia Ruskin University	MA Music Therapy	Full-time	For the clear sense which both staff and students had of the students' progression through the programme	Other
14 March 2006	Anglia Ruskin University	MA Music Therapy	Full-time	For the strong relationship which was evident between the programme team and placement educators	Placements
14 March 2006	Anglia Ruskin University	MA Music Therapy	Full-time	For the very high standard of programme documentation	Programme documentation
14 March 2006	Anglia Ruskin University	MA Music Therapy	Full-time	For the overall quality of learning and teaching, especially in multicultural music improvisation and groupwork.	Quality of teaching
15 March 2006	De Montfort University	BSc (Hons) Human Communication - Speech & Language	Part-time	Collaborative working with NHS colleagues.	HEI and employer support
15 March 2006	De Montfort University	BSc (Hons) Human Communication - Speech & Language	Part-time	A well considered and appropriate response to a local work force request.	Other
15 March 2006	De Montfort University	BSc (Hons) Human Communication - Speech & Language	Part-time	The production of an exemplary placement hand book.	Placements and Programme documentation

15 March 2006	De Montfort University	BSc (Hons) Human Communication - Speech & Language	Part-time	The high level of scholarly and professional activity undertaken by the members of the team.	Programme team
21 March 2006	Newcastle upon Tyne, University of	MSc Language Pathology	Full-time	The team are commended for their development of a programme which successfully integrates clinical relevance and academic rigour and which produces graduates who can be competent, confident and critically evaluative members of the profession.	Programme design
21 March 2006	Newcastle upon Tyne, University of	BSc (Hons) Speech & Language Sciences	Full-time	The team are commended for their development of a programme which successfully integrates clinical relevance and academic rigour and which produces graduates who can be competent, confident and critically evaluative members of the profession.	Programme design
21 March 2006	Newcastle upon Tyne, University of	MSc Language Pathology	Full-time	The team are to be commended for their close and mutually supportive collaboration with local professional colleagues and with the Strategic Health Authority. The excellent links with local managers and services have led to a feeling of joint interest and	HEI and employer support
21 March 2006	Newcastle upon Tyne, University of	BSc (Hons) Speech & Language Sciences	Full-time	The team are to be commended for their close and mutually supportive collaboration with local professional colleagues and with the Strategic Health Authority. The excellent links with local managers and services have led to a feeling of joint interest and	HEI and employer support
21 March 2006	Newcastle upon Tyne, University of	MSc Language Pathology	Full-time	We commend the level of support offered to students, who are very positive in their feedback on their university experience.	Student support
21 March 2006	Newcastle upon Tyne, University of	BSc (Hons) Speech & Language Sciences	Full-time	We commend the level of support offered to students, who are very positive in their feedback on their university experience.	Student support
23 March 2006	West of England, Bristol, University of the	Prescribing Practice	Part-time	The work undertaken in developing the virtual learning environment.	Learning resources
23 March 2006	West of England, Bristol, University of the	Prescribing Practice	Part-time	The Approvals paperwork was well articulated and carefully laid out for the approval team to easily navigate in finding the evidence required.	Visit information
23 March 2006	West of England, Bristol, University of the	Prescribing Practice	Part-time	The clear evidence displayed in both the documentation and during the approvals visit, and the team approach to the approval.	Visit information
28 March 2006	Manchester Metropolitan University	Non-Medical Prescribing	Part-time	The programme is delivered around a DVD related to Supplementary prescribing, the panel acknowledges the use and production of the learning material as enhancing the programme and student experience. This collaborative approach should be shared with other	Learning resources
28 March 2006	Manchester Metropolitan University	Non-Medical Prescribing	Part-time	Professionalism of documentation (consent form, clinical placement audit form).	Programme documentation

28 March 2006	Manchester Metropolitan University	Non-Medical Prescribing	Part-time	The job of the visiting panel was assisted by the comprehensive use of documentation to ensure consistency and quality of the programme.	Visit information
04 April 2006	Bournemouth University	Non-Medical Prescribing	Part-time	The way in which OSCEs are undertaken wherever possible within a real practice environment is to be applauded. This is very much good assessment practice and to be commended to other institutions.	Programme design
04 April 2006	Northampton, The University of	Diploma of Higher Education in Paramedic Science	Full-time	The relationship and support between the HEI, partner ambulance trusts and SHA should be commended for the support and drive to establish paramedic education as an important need within the NHS for patient care.	HEI and employer support
04 April 2006	Huddersfield, University of	Supplementary Prescribing for Allied Health Professionals	Part-time	The use of the Audit Tool to monitor and approve practise placements is a very good example of the teams desire to ensure practice placements are suitable for students to access.	Placements
04 April 2006	Huddersfield, University of	Supplementary Prescribing for Allied Health Professionals	Part-time	The visitors would also like to commend the Team for their originality in setting up the two educationally led visits, which the visitors believe demonstrates the teams' commitment to ensuring that students are fit for practise and have a wide range of prescribing experience	Visit information
06 April 2006	Sheffield Hallam University	Supplementary Prescribing	Part-time	None	None
12 April 2006	Queen Margaret University	MSc Radiotherapy & Oncology	Full-time	None	None
12 April 2006	Queen Margaret University	Pg Dip Radiotherapy & Oncology	Full-time	None	None
19 April 2006	Coventry University	DipHE Operating Department Practice	Full-time	The HPC representatives were impressed at the high level of support that the programme received. This was evident throughout the visit by the commitment of the University staff.	HEI and employer support
19 April 2006	Coventry University	DipHE Operating Department Practice	Full-time	The additional support to the Programme Leader was confirmation that the University had recognised that the programme and its development was in the forefront of the University strategy plan.	HEI and employer support
19 April 2006	Coventry University	DipHE Operating Department Practice	Full-time	The impending provision of the additional lecturing staff was seen as a positive move to create an effective system of development and support for both students and practice areas.	Programme team
21 April 2006	Essex, University of	MSc Speech & Language Therapy	Full-time accelerated	None	None
25 April 2006	Royal Welsh College of Music and Drama	MA Music Therapy	Full-time	The visitors commend the programme team for the strength, integrity and consistency of the psychotherapeutic philosophy underpinning the course.	Programme design

25 April 2006	Royal Welsh College of Music and Drama	MA Music Therapy	Full-time	The visitors commend the generally high quality of teaching and learning, particularly in the following areas of: psychotherapeutic philosophy and practice, taught study skills/professional skills musical expressive/emotional qualities, and voicework skill	Quality of teaching
02 May 2006	King's College London	BSc (Hons) Physiotherapy	Full-time	Inter-Professional Learning in Practice – The IPL at health care sites is an interesting and innovative initiative, enhancing best practice in the changing NHS.	Learning resources
02 May 2006	King's College London	MSc Physiotherapy	Full-time	Inter-Professional Learning in Practice – The IPL at health care sites is an interesting and innovative initiative, enhancing best practice in the changing NHS.	Learning resources
02 May 2006	King's College London	BSc (Hons) Physiotherapy	Full-time	The excellent inter University collaboration and forward planning with respect to practice placements together with the robust professional support from Clinical Educators.	Placements
02 May 2006	King's College London	MSc Physiotherapy	Full-time	The excellent inter University collaboration and forward planning with respect to practice placements together with the robust professional support from Clinical Educators.	Placements
02 May 2006	King's College London	BSc (Hons) Physiotherapy	Full-time	The piloting & continuing commitment to the post of Educational Development Physiotherapist	Programme team
02 May 2006	King's College London	MSc Physiotherapy	Full-time	The piloting & continuing commitment to the post of Educational Development Physiotherapist	Programme team
03 May 2006	Southampton, University of	BSc (Hons) Occupational Therapy	Full-time and part time	The library and information technology support provided, both on and off site, is excellent, with library staff having detailed knowledge of the particular needs of health programme students.	Learning resources
03 May 2006	Southampton, University of	BSc (Hons) Occupational Therapy	Full-time and part time	The e-learning strategy is clearly articulated with planned progression, including the need for both technical development and staff commitment.	Learning resources
03 May 2006	Southampton, University of	BSc (Hons) Physiotherapy	Full-time	The library and information technology support provided both on and off site, is excellent, with library staff having detailed knowledge of the particular needs of health programme students.	Learning resources
03 May 2006	Southampton, University of	BSc (Hons) Physiotherapy	Full-time	The e-learning strategy is clearly articulated with planned progression, including the need for both technical development and staff commitment.	Learning resources
03 May 2006	Southampton, University of	BSc (Hons) Occupational Therapy	Full-time and part time	The team has developed excellent collaboration with practitioners who have been pivotal to the programme development. Placement educators and colleagues actively support the development and are fully aware of the requirements of this particular programme.	Placements

03 May 2006	Southampton, University of	BSc (Hons) Physiotherapy	Full-time	The team has developed excellent collaboration with practitioners who have been pivotal to the programme development. Placement educators and colleagues actively support the development and are fully aware of the requirements of this particular programme.	Placements
03 May 2006	Southampton, University of	BSc (Hons) Occupational Therapy	Full-time and part time	The validation documentation and mapping exercise were clear and effective in providing necessary information for the Visitors. The mapping is detailed and provides an excellent format for following up information.	Visit information
03 May 2006	Southampton, University of	BSc (Hons) Physiotherapy	Full-time	The validation documentation and mapping exercise were clear and effective in providing necessary information for the Visitors. The mapping is detailed and provides an excellent format for following up information.	Visit information
04 May 2006	Hertfordshire, University of	BSc (Hons) Dietetics	Full-time	It is clear from the visit and documentation that there was excellent collaboration and joint working with the practice placement providers.	Placements
11 May 2006	Oxford Brookes University	BSc (Hons) Paramedic Care	Part-time	Statements such as "now I am learning to practise rather than to pass an exam" and "it was like a light had been switched on", indicated that students were being given the opportunity to understand the theory and principals underpinning their daily workpl	Programme design
11 May 2006	Oxford Brookes University	Extended Independent Supplementary Prescribing (PG Level)	Part-time	Nursing students who have already completed the programme were very enthusiastic about the opportunity to undertake blended learning.	Programme design
11 May 2006	Edge Hill University	Non-Medical Prescribing	Part-time	The implementation of web-CT and use of a DVD package produced in conjunction with HEI's across the North West of England and the SHA.	Learning resources
11 May 2006	Oxford Brookes University	Extended Independent Supplementary Prescribing (PG Level)	Part-time	The visitors were pleased to be able to commend the quality of the blended learning material offered to the student body.	Learning resources
11 May 2006	Edge Hill University	Non-Medical Prescribing	Part-time	The implementation of a research project to investigate inter-rater reliability in practice.	Other
11 May 2006	Edge Hill University	Non-Medical Prescribing	Part-time	There is an impressive practice placement approval and monitoring process in operation.	Placements
11 May 2006	Oxford Brookes University	BSc (Hons) Paramedic Care	Part-time	The HPC would like to commend the programme team on their enthusiasm for the programme they are delivering and for the calibre of staff that have been recruited to deliver the programme. The programme is a step in the right direction for paramedic educati	Programme team

17 May 2006	Sheffield Hallam University	BSc (Hons) Physiotherapy	Part-time	The HPC visitors would like to commend the programme team for clearly listening, evaluating and taking appropriate action relating to student feedback as evidenced in the discussions with the student group.	Consultation
17 May 2006	Sheffield Hallam University	BSc (Hons) Physiotherapy	Part-time	The HPC visitors would like to commend the programme team for engaging in professional and constructive discussion about the programme.	Programme team
18 May 2006	St George's, University of London	Foundation Degree in Paramedic Science	Full-time	The visitors wish to commend the course team for their development of a degree pathway with mentorship preparation. This will enable a model of mentorship within the paramedic profession.	Programme design
31 May 2006	Goldsmiths College University of London	MA Art Psychotherapy	Full-time and part time	The Visitors commend the high calibre of the staff team and for their determined commitment to the delivery of the programme in a challenging environment	Programme team
01 June 2006	Guildhall School of Music and Drama	MA Music Therapy	Full-time and part time	The integration of music therapy into the postgraduate framework of the GSMD and the support for this initiative.	HEI and employer support
01 June 2006	Guildhall School of Music and Drama	MA Music Therapy	Full-time and part time	The high level of communication between the GSMD and their students and placement providers. All parties felt that they were respected and valued.	Placements
01 June 2006	Guildhall School of Music and Drama	MA Music Therapy	Full-time and part time	The obvious commitment of the course team to delivering a high quality programme	Programme team
01 June 2006	Guildhall School of Music and Drama	MA Music Therapy	Full-time and part time	The high level of documentation provided prior to the validation event.	Visit information
06 June 2006	Roehampton University	MA Music Therapy	Full-time and part time	There is clear integration of theory and practice within the programme design and management. This is to be commended.	Programme design
06 June 2006	Roehampton University	MA Music Therapy	Full-time and part time	The programme will enable students to develop clear reflective skills both in the University and practice and this is a real strength of the programme.	Programme design
06 June 2006	Roehampton University	MA Music Therapy	Full-time and part time	The Visitors were very impressed by the depth and experience of the staff team involved with the delivery of this programme.	Programme team
07 June 2006	Colchester Institute	BSc (Hons) Occupational Therapy	Full-time accelerated and part time	The team was commended on the fact that they had managed to deliver the programmes through a period of significant upheaval.	Programme team
07 June 2006	Colchester Institute	BSc (Hons) Occupational Therapy	Full-time accelerated and part time	The new staff members were commended on their upbeat and well-motivated attitude to their work.	Programme team

13 June 2006	York, University of	Extended Independent Supplementary Prescribing for Non Medical Prescribers	Part-time	The Visitors commended the Course Team on their teamwork.	Programme team
13 June 2006	York, University of	Extended Independent Supplementary Prescribing for Non Medical Prescribers	Part-time	The Visitors commended the team on the positive commendation offered by previous students to the programme, including the Team's input to the programme and the quality of the organisation of the programme.	Programme team
13 June 2006	York, University of	Extended Independent Supplementary Prescribing for Non Medical Prescribers	Part-time	The Visitors commended the informal 'Buddy' system to be found in contributing Trusts where those staff who had completed the Supplementary Prescribing programme were linked informally with current students from similar disciplines, and urged the HEI to promote this example of good practice.	Student support
14 June 2006	Suffolk, University Campus	BSc (Hons) Diagnostic Radiography	Full-time and part time	The very good partnerships and involvement of all key stakeholders in the development and delivery of both pre registration programmes.	HEI and employer support
14 June 2006	Suffolk, University Campus	BSc (Hons) Oncology & Radiotherapy Technology	Full-time and part time	The very good partnerships and involvement of all key stakeholders in the development and delivery of both pre registration programmes.	HEI and employer support
14 June 2006	Suffolk, University Campus	BSc (Hons) Diagnostic Radiography	Full-time and part time	The high standard of documentation provided and the excellent mapping of standards and proficiencies.	Visit information
14 June 2006	Suffolk, University Campus	BSc (Hons) Oncology & Radiotherapy Technology	Full-time and part time	The high standard of documentation provided and the excellent mapping of standards and proficiencies.	Visit information
27 June 2006	Nottingham, University of	BSc (Hons) Physiotherapy	Full-time	The programme team responded to feedback from students and made changes to the programme accordingly.	Consultation
27 June 2006	Nottingham, University of	BSc (Hons) Physiotherapy	Full-time	Excellent communication between the programme team and placement educators.	Placements
27 June 2006	Nottingham, University of	BSc (Hons) Physiotherapy	Full-time	Innovative approaches to teaching and learning	Quality of teaching
27 June 2006	Nottingham, University of	BSc (Hons) Physiotherapy	Full-time	The students HPC meet with were bright and articulate and very positive about the programme.	Students
27 June 2006	Nottingham, University of	BSc (Hons) Physiotherapy	Full-time	The programme documentation submitted to HPC was an example of best practice and closely referenced the HPC Standards of Education and Training and Standards of Proficiency.	Visit information
28 June 2006	Liverpool John Moores University	Supplementary Prescribing	Part-time	The DVD that has been produced as a collaborative project involving nine universities within the North West Region is an excellent learning resource to support the Non- Medical Prescribing Programme.	Learning resources

28 June 2006	Liverpool John Moores University	Supplementary Prescribing	Part-time	The practice placement agreement is thorough and includes all relevant details to enhance the partnerships that are fundamental to the success of the programme.	Placements
28 June 2006	Liverpool John Moores University	Supplementary Prescribing	Part-time	The student handbook is helpful and informative.	Programme documentation
28 June 2006	Liverpool John Moores University	Supplementary Prescribing	Part-time	The level and quality of student support that is offered by the programme team is commendable	Student support
12 July 2006	Institute of Arts in Therapy & Education	MA Integrated Arts Psychotherapy	Part-time	The clarity of the marking criteria	Programme design
12 July 2006	Institute of Arts in Therapy & Education	MA Integrated Arts Psychotherapy	Part-time	The emphasis based on ethical conduct and standards throughout the programme.	Programme design
18 July 2006	Sheffield, University of	BMed Sci (Hons) Orthoptics	Full-time	None	None
19 July 2006	London South Bank University	Postgraduate Certificate in Non-medical Prescribing	Part-time	The Programme Team are commended on the development and use of the CDrom for teaching and learning on the programme; this is well supported by feedback from current students.	Learning resources
19 July 2006	London South Bank University	Postgraduate Certificate in Non-medical Prescribing	Part-time	The Programme Team are commended on the use of Blackboard to support delivery of the programme.	Learning resources
19 July 2006	London South Bank University	Postgraduate Certificate in Non-medical Prescribing	Part-time	The Programme Team are commended on the work involved in the preparation of the documentation.	Visit information
06 September 2006	Worcester, University of	FD Pre-hospital and Unscheduled Emergency Care	Full-time	The development of a new quality assurance tool for placements was an area of expanding good practice.	Placements
06 September 2006	Worcester, University of	FD Pre-hospital and Unscheduled Emergency Care	Full-time	The move to include more e-books will make texts available to more students and was seen as being good practice.	Programme documentation
26 September 2006	Manchester Metropolitan University	MSc Physiotherapy (Pre-registration)	Full-time	The programme for the course is well designed, rigorous and uses a range of imaginative learning and teaching approaches.	Programme design
26 September 2006	Manchester Metropolitan University	MSc Physiotherapy (Pre-registration)	Full-time	The management team for the proposed MSc Physiotherapy (pre-registration) operate in a cohesive and effective manner.	Programme team
03 October 2006	Canterbury Christ Church University	Pg Dip Speech and Language Therapy	Full-time	To commend the team on the work with speech and language therapists and managers in establishing the Programme and in particular its clinical components.	Programme design
03 October 2006	Canterbury Christ Church University	Pg Dip Speech and Language Therapy	Full-time	To commend the team on meeting the conditions made in October.	Other
03 October 2006	Canterbury Christ Church University	Pg Dip Speech and Language Therapy	Full-time	Congratulations on creating a proactive and enthusiastic team and the coherence of the nature of the programme.	Programme team

06 October 2006	Ulster, University of	BSc (Hons) Dietetics	Full-time	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	Programme team
06 October 2006	Ulster, University of	MSc Dietetics	Full-time	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	Programme team
06 October 2006	Ulster, University of	Pg Dip Dietetics	Full-time	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	Programme team
12 October 2006	Coventry University	Certificate in Non-Medical Prescribing (Level 3)	Part-time	None	None
12 October 2006	Coventry University	Certificate in Non-Medical Prescribing (M Level)	Part-time	None	None
17 October 2006	Robert Gordon University, The	BSc (Hons) Nutrition & Dietetics	Full-time	The Panel commends The Robert Gordon University on the implementation of the virtual learning environment.	Learning resources
17 October 2006	Robert Gordon University, The	BSc (Hons) Nutrition & Dietetics	Full-time	The Panel welcomes the programme leader's intimation that the cohort number will be limited to 35 students for BSc (Hons) Nutrition and Dietetics for all future intakes.	Other
17 October 2006	Robert Gordon University, The	BSc (Hons) Nutrition & Dietetics	Full-time	The Panel received positive feedback from students and graduates in relation to the whole of their learning experience especially the excellent support received from all the staff.	Student support
08 November 2006	Wales Institute Cardiff, University of	BSc (Hons) Human Nutrition & Dietetics	Full-time accelerated	The Food Industry Centre was applauded as an excellent development and will greatly enhance the on site facilities for students.	Learning resources
08 November 2006	Wales Institute Cardiff, University of	BSc (Hons) Human Nutrition & Dietetics	Full-time accelerated	The visitors were impressed by the excellent IT resources on campus.	Learning resources
08 November 2006	Wales Institute Cardiff, University of	MSc Dietetics	Full-time	The Food Industry Centre was applauded as an excellent development and will greatly enhance the on site facilities for students.	Learning resources
08 November 2006	Wales Institute Cardiff, University of	MSc Dietetics	Full-time	The visitors were impressed by the excellent IT resources on campus.	Learning resources

08 November 2006	Wales Institute Cardiff, University of	Pg Dip Dietetics	Full-time	The Food Industry Centre was applauded as an excellent development and will greatly enhance the on site facilities for students.	Learning resources
08 November 2006	Wales Institute Cardiff, University of	Pg Dip Dietetics	Full-time	The visitors were impressed by the excellent IT resources on campus.	Learning resources
08 November 2006	Wales Institute Cardiff, University of	BSc (Hons) Human Nutrition & Dietetics	Full-time accelerated	The Programme Team, especially Alison Nicholls, should be commended on the developments around supporting the new system of Welsh placements, including the provision of appropriate practice placement educator training.	Programme team
08 November 2006	Wales Institute Cardiff, University of	MSc Dietetics	Full-time	The Programme Team, especially Alison Nicholls, should be commended on the developments around supporting the new system of Welsh placements, including the provision of appropriate practice placement educator training.	Programme team
08 November 2006	Wales Institute Cardiff, University of	Pg Dip Dietetics	Full-time	The Programme Team, especially Alison Nicholls, should be commended on the developments around supporting the new system of Welsh placements, including the provision of appropriate practice placement educator training.	Programme team
08 November 2006	Wales Institute Cardiff, University of	BSc (Hons) Human Nutrition & Dietetics	Full-time accelerated	Students met by the HPC team commented on the excellent support provided by all the academic staff and considered that they were well prepared for employment.	Student support
08 November 2006	Wales Institute Cardiff, University of	MSc Dietetics	Full-time	Students met by the HPC team commented on the excellent support provided by all the academic staff and considered that they were well prepared for employment.	Student support
08 November 2006	Wales Institute Cardiff, University of	Pg Dip Dietetics	Full-time	Students met by the HPC team commented on the excellent support provided by all the academic staff and considered that they were well prepared for employment.	Student support
20 November 2006	Bedfordshire, University of	DipHE Operating Department Practice	Full-time	The HPC representatives were impressed at the high level of support that the programme received. This was evident throughout the visit by the commitment of the programme team, the University staff and the practice placement staff.	HEI and employer support
20 November 2006	Bedfordshire, University of	DipHE Operating Department Practice	Full-time	The HPC representatives considered that the innovative use of Information Technology for supporting the students was an excellent additional tool for both team and peer development.	Learning resources
20 November 2006	Bedfordshire, University of	DipHE Operating Department Practice	Full-time	The planned provision of the new teaching facilities was seen as a positive move to create an effective system of development and support for both students and practice areas.	Learning resources

23 November 2006	Hull, University of	Allied Health Professionals Supplementary Prescribing	Part-time	The programme is managed both effectively and efficiently	Programme design
23 November 2006	Hull, University of	Allied Health Professionals Supplementary Prescribing	Part-time	The visitors identified that the resources provided more than adequately supported the required teaching and learning activities of the programme.	Learning resources
23 November 2006	Hull, University of	Allied Health Professionals Supplementary Prescribing	Part-time	The level of academic and student pastoral support was clearly evident and of a high level.	Student support
23 November 2006	Hull, University of	Allied Health Professionals Supplementary Prescribing	Part-time	The visitors were impressed with the overall dynamics of the Programme Team in producing a robust and student focused programme.	Students
06 December 2006	Brighton, University of	Supplementary Prescribing (Level 3)	Part-time	The visitors would like to commend the programme team for the robust content of the course and objectives	Programme design
06 December 2006	Brighton, University of	Supplementary Prescribing (M Level)	Part-time	The visitors would like to commend the programme team for the robust content of the course and objectives	Programme design
06 December 2006	Brighton, University of	Supplementary Prescribing (Level 3)	Part-time	The visitors would like to commend the HEI and programme team for the diversity in the teaching faculty.	Programme team
06 December 2006	Brighton, University of	Supplementary Prescribing (M Level)	Part-time	The visitors would like to commend the HEI and programme team for the diversity in the teaching faculty.	Programme team
06 December 2006	Staffordshire University	Supplementary Prescribing for Allied Health Professionals	Part-time	The Visitors commend the team on their integration of innovative research into the effectiveness of non-medical prescribing in all its facets. In addition, the visitors were pleased to see the inclusion of up to date reports of that research being present	Programme design
06 December 2006	Staffordshire University	Supplementary Prescribing for Allied Health Professionals	Part-time	The Visitors also commend the teaching and learning methods and their appropriateness to the learning outcomes.	Programme design
06 December 2006	Staffordshire University	Supplementary Prescribing for Allied Health Professionals	Part-time	The Visitors felt the course team exhibited responsiveness to the requirements of students, to the demands of the learning outcomes and the overall responsibility of producing graduates fit to practice.	Students
12 December 2006	Central Lancashire, University of	DipHE Operating Department Practice	Full-time	None	None
13 December 2006	Bradford, University of	Prescribing for Health Care Professionals	Part-time	The Programme Team are commended on the development of an innovative process of Designated Medical Practitioners preparation and placement visits.	Placements

19 December 2006	East Anglia, University of	DipHE Operating Department Practice	Full-time	None	None
18 January 2007	Essex, University of	BSc (Hons) Biomedical Sciences (Integrated)	Full-time	The Visitors commend the evident enthusiasm and commitment of the trainers in the placement environment.	Placements
18 January 2007	Essex, University of	BSc (Hons) Biomedical Sciences (Integrated)	Full-time	The Visitors commend the high quality of the documentation submitted for the validation and approval event.	Visit information
24 January 2007	Canterbury Christ Church University	DipHE Operating Department Practice	Full-time	The visitors wished to commend the programme team on their collaborative approach to mentor support and development, and on the quality of the partnership with clinical areas.	Programme design
24 January 2007	Canterbury Christ Church University	DipHE Operating Department Practice	Full-time	The visitors were impressed by the level of support provided for the ODP programme by the University. This was evident through its commitment to high quality resources and facilities and through the continuing development of the programme.	HEI and employer support
24 January 2007	Canterbury Christ Church University	DipHE Operating Department Practice	Full-time	The Inter professional learning component has been thoroughly developed to enhance understanding of the core skills and strengths of the relevant professions. Members of the team clearly articulated the relationship between these components and the core ODP modules, and presented a sound rationale for this approach to student learning.	Learning resources
25 January 2007	Cumbria, University of	Non-Medical Prescribing	Full-time	Clear evidence of genuine partnership between the Strategic Health Authority and the Higher Education Institution.	HEI and employer support
25 January 2007	Cumbria, University of	Non-Medical Prescribing	Full-time	A commitment to extending the practice of non-medical prescribing to other health professionals	Other
25 January 2007	Cumbria, University of	Non-Medical Prescribing	Full-time	Clear evidence of a cohesive and supportive team with a strong commitment to student support	Student support
30 January 2007	University College Plymouth St Mark and St John	BSc (Hons) Speech and Language Therapy	Full time and Part-time	The visitors commend the programme team for the innovative developmental framework to the curriculum and assessment throughout the three year programme.	Programme design
30 January 2007	University College Plymouth St Mark and St John	BSc (Hons) Speech and Language Therapy	Full time and Part-time	The visitors commend the programme team for establishing an inter-professional link with initial teacher training, which will lead to close collaboration between individual speech and language therapy and teacher training students in the school setting re	Other
30 January 2007	University College Plymouth St Mark and St John	BSc (Hons) Speech and Language Therapy	Full time and Part-time	The visitors commend the team for developing a comprehensive and measurable assessment process within clinical placement, which closely links to the standards of proficiency.	Placements

30 January 2007	University College Plymouth St Mark and St John	BSc (Hons) Speech and Language Therapy	Full time and Part-time	The visitors commend the very robust and well documented placement educator training programme.	Placements
30 January 2007	University College Plymouth St Mark and St John	BSc (Hons) Speech and Language Therapy	Full time and Part-time	The visitors commend the College of St Mark and St John and the speech and language therapy programme team for the responsibility taken for active monitoring of attendance and recognising its importance to professional standards.	Students
05 February 2007	London South Bank University	Pg Dip Diagnostic Radiography	Full-time	The module guidelines and clinical portfolios are excellent.	Programme documentation
06 February 2007	Derby, University of	MA Art Therapy	Full-time	The enormous volume of work channelled into ensuring consistency in placement coordination over the last two years and the hard work of the wider programme teams.	Placements
06 February 2007	Derby, University of	MA Art Therapy	Full-time	The placement providers for their high level of awareness of their responsibilities for teaching and learning and their evident satisfaction with and commitment to the working relationship with University of Derby	Placements
06 February 2007	Derby, University of	MA Dramatherapy	Full-time	The enormous volume of work channelled into ensuring consistency in placement coordination over the last two years and the hard work of the wider programme teams.	Placements
06 February 2007	Derby, University of	MA Dramatherapy	Full-time	The placement providers for their high level of awareness of their responsibilities for teaching and learning and their evident satisfaction with and commitment to the working relationship with University of Derby	Placements
06 February 2007	Derby, University of	MA Art Therapy	Full-time	The lively, enthusiastic and honest student group whom were met in the meeting with students.	Students
06 February 2007	Derby, University of	MA Dramatherapy	Full-time	The lively, enthusiastic and honest student group whom were met in the meeting with students.	Students
07 February 2007	Leicester, University of	Dip HE in Operating Department Practice	Full-time	The visitors were impressed that students are given core texts at the start of the programme.	Programme documentation
08 February 2007	East London, University of	BSc (Hons) Physiotherapy	Full-time, part time and flexible	The situated learning route is innovative and well received by therapy managers, practice placement educators and students.	Programme design
08 February 2007	East London, University of	BSc (Hons) Podiatric Medicine	Full-time and part time	The feedback from the Clinical Educators was extremely positive, in that they felt that the University communicates very well with them, and that this makes their role much clearer.	HEI and Employer support
13 February 2007	Nordoff-Robbins Music Therapy Centre	Masters in Music Therapy	Full-time	All aspects of the programme are under regular review	Programme design
13 February 2007	Nordoff-Robbins Music Therapy Centre	Masters in Music Therapy	Full-time	Consistent commitment and involvement of the validating body to the development of the programme	Programme design

13 February 2007	Nordoff-Robbins Music Therapy Centre	Masters in Music Therapy	Full-time	The visitors were impressed with the accommodation and the range of study facilities, in particular with the technology and I.T., books and journals, the music and instruments, the high staff student ratio and the large body of qualified staff.	Learning resources
13 February 2007	Nordoff-Robbins Music Therapy Centre	Masters in Music Therapy	Full-time	Organisation, communication and support for students is very good	Student support
14 February 2007	Paisley, University of	BSc (Hons) Applied Biomedical Sciences	Full-time	The Visitors were impressed by the quality of the library and IT facilities, and the quality of the support available from the librarians and IT support staff.	Learning resources
14 February 2007	Paisley, University of	BSc (Hons) Applied Biomedical Sciences	Full-time	Students spoke highly of their experience on the existing non co-terminus programme and indicated they would like to continue their involvement with the University should postgraduate opportunities arise in the future.	Students
20 February 2007	Anglia Ruskin University	BSc (Hons) Radiography (Diagnostic) incorporating DipHE Medical Imaging Practice	Part-time	The demonstration of the e-learning environment was impressive and supports our observations of the team.	Learning resources
20 February 2007	Anglia Ruskin University	BSc (Hons) Radiography (Therapeutic) incorporating FDS Sc Radiotherapy and Oncology Practice	Part-time	The demonstration of the e-learning environment was impressive and supports our observations of the team.	Learning resources
20 February 2007	Anglia Ruskin University	BSc (Hons) Radiography (Diagnostic) incorporating DipHE Medical Imaging Practice	Part-time	It was apparent that the programme team are experienced in delivering distance learning programmes.	Programme team
20 February 2007	Anglia Ruskin University	BSc (Hons) Radiography (Therapeutic) incorporating FDS Sc Radiotherapy and Oncology Practice	Part-time	It was apparent that the programme team are experienced in delivering distance learning programmes.	Programme team
20 February 2007	Anglia Ruskin University	BSc (Hons) Radiography (Diagnostic) incorporating DipHE Medical Imaging Practice	Part-time	We received positive feedback from the students regarding the level of support they received from the university.	Student support
20 February 2007	Anglia Ruskin University	BSc (Hons) Radiography (Therapeutic) incorporating FDS Sc Radiotherapy and Oncology Practice	Part-time	We received positive feedback from the students regarding the level of support they received from the university.	Student support

27 February 2007	Huddersfield, University of	DipHE Operating Department Practice	Full-time	The HPC Visitors were impressed by the broad consultation and collaboration that had taken place with placement providers and students in the redevelopment of the programme.	Consultation
27 February 2007	Huddersfield, University of	DipHE Operating Department Practice	Full-time	The programme is soundly managed with excellent examples around student support and the management of practice placements.	Student support
28 February 2007	Queen Margaret University	Pharmacology for Podiatrists	Part-time	The visitors wish to commend the enthusiasm and attention to detail shown by the Head of Faculty and their team and their innovation in the area of Web CT.	Learning resources
28 February 2007	Plymouth, University of	DipHE Operating Department Practice	Full-time	The Visitors commend the strong relationship between the practice placement educators and the programme team. This relationship was strongly evidenced in discussion and by the innovation by the programme team and support provided by the placement provider	Placements
06 March 2007	London South Bank University	DipHE Operating Department Practice	Full-time	The good support from the senior team to the Programme team is evident.	HEI and employer support
06 March 2007	London South Bank University	Pg Dip Therapeutic Radiography	Full-time	The partnership with the Trusts is excellent.	HEI and employer support
06 March 2007	London South Bank University	BSc (Hons) Therapeutic Radiography	Full-time and part time in service	The partnership with the Trusts is excellent.	HEI and employer support
06 March 2007	London South Bank University	MSc Physiotherapy	Full-time and part time	The Visitors were impressed by the continual operation of the service users strategy and how this has enhanced ongoing programme improvement.	Other
06 March 2007	London South Bank University	BSc (Hons) Occupational Therapy	Full time, part-time and part time in service	The one day conference including students and practice placement providers was excellent practice.	Placements
06 March 2007	London South Bank University	BSc (Hons) Occupational Therapy	Full time, part-time and part time in service	The tripartite agreement between students, placement providers and the university was very clear and an excellent example of good practice.	Placements
06 March 2007	London South Bank University	Pg Dip Occupational Therapy	Full-time	The one day conference including students and practice placement providers was excellent practice.	Placements
06 March 2007	London South Bank University	Pg Dip Occupational Therapy	Full-time	The tripartite agreement between students, placement providers and the university was very clear and an excellent example of good practice.	Placements
06 March 2007	London South Bank University	DipHE Operating Department Practice	Full-time	The collaborative nature between the programme team and the practice placement providers is a good example of best practice.	Placements

06 March 2007	London South Bank University	BSc (Hons) Diagnostic Radiography	Full-time and part time in service	The module guidelines and clinical portfolios are excellent.	Programme documentation
06 March 2007	London South Bank University	Pg Dip Therapeutic Radiography	Full-time	The quality of the subject specific documentation was excellent.	Programme documentation
06 March 2007	London South Bank University	BSc (Hons) Therapeutic Radiography	Full-time and part time in service	The quality of the subject specific documentation was excellent.	Programme documentation
06 March 2007	London South Bank University	DipHE Operating Department Practice	Full-time	The buddy system for newly appointed staff is to be commended.	Programme team
07 March 2007	Hertfordshire, University of	BSc (Hons) Physiotherapy	Full-time	Good interprofessional learning ideas.	Programme design
07 March 2007	Hertfordshire, University of	BSc (Hons) Physiotherapy	Full-time	Good level of interprofessional working across the School, which was evidence in the individual programmes.	Programme design
07 March 2007	Hertfordshire, University of	BSc (Hons) Physiotherapy	Full-time	Contemporary clinical and educational programmes, which reflects current policy.	Programme design
07 March 2007	Hertfordshire, University of	BSc (Hons) Physiotherapy	Full-time	Innovative ideas which regards to teaching, learning and assessment.	Programme design
07 March 2007	Hertfordshire, University of	BSc (Hons) Diagnostic Radiography & Imaging	Full-time	Good evidence of the integration between theory and practice.	Programme design
07 March 2007	Hertfordshire, University of	BSc (Hons) Diagnostic Radiography & Imaging	Full-time	Good interprofessional learning ideas	Programme design
07 March 2007	Hertfordshire, University of	BSc (Hons) Diagnostic Radiography & Imaging	Full-time	Good level of interprofessional working across the School, which was evidence in the individual programmes	Programme design
07 March 2007	Hertfordshire, University of	BSc (Hons) Radiography & Oncology	Full-time	Good evidence of the integration between theory and practice.	Programme design
07 March 2007	Hertfordshire, University of	BSc (Hons) Radiography & Oncology	Full-time	Good interprofessional learning ideas	Programme design
07 March 2007	Hertfordshire, University of	BSc (Hons) Radiography & Oncology	Full-time	Good level of interprofessional working across the School, which was evidence in the individual programmes	Programme design
07 March 2007	Hertfordshire, University of	BSc (Hons) Paramedic Science	Full-time	The visitors commend the excellent working relationship between the University and Ambulance Trusts	HEI and employer support
07 March 2007	Hertfordshire, University of	Foundation Degree in Paramedic Science	Full-time	The visitors commend the excellent working relationship between the University and Ambulance Trusts	HEI and employer support
07 March 2007	Oxford Brookes University	Dip HE Operating Department Practice	Full-time and part time	The use of WebCT, which in its application to providing information to practice educators was well developed and implemented.	Learning resources

07 March 2007	Oxford Brookes University	Dip HE Operating Department Practice	Full-time and part time	The enthusiasm and hard work of the placement providers, particularly in the transition period affecting the programmes.	Placements
07 March 2007	Oxford Brookes University	Dip HE Operating Department Practice	Full-time and part time	The programme teams at both of the delivery sites, particularly the Brunel ODP Centre team who are leading the programme through its final year of a successful provision which has produced many graduates clearly exhibiting fitness to practice.	Programme team
07 March 2007	Hertfordshire, University of	BSc (Hons) Physiotherapy	Full-time	Good evidence of the whole physiotherapy team working together.	Programme team
07 March 2007	Hertfordshire, University of	BSc (Hons) Physiotherapy	Full-time	Excellent personal interaction with the students.	Student support
07 March 2007	Hertfordshire, University of	BSc (Hons) Diagnostic Radiography & Imaging	Full-time	Excellent personal interaction with the students	Students
07 March 2007	Hertfordshire, University of	BSc (Hons) Radiography & Oncology	Full-time	Excellent personal interaction with the students	Students
07 March 2007	Oxford Brookes University	Dip HE Operating Department Practice	Full-time and part time	The strong student group showing enthusiasm and determination at our meeting.	Students
07 March 2007	Hertfordshire, University of	BSc (Hons) Physiotherapy	Full-time	Excellent documentation, which was comprehensive and consistent	Visit information
07 March 2007	Hertfordshire, University of	BSc (Hons) Physiotherapy	Full-time	Well prepared and transparent review of the programme, which was engaging with a wide range of stakeholders.	Visit information
07 March 2007	Hertfordshire, University of	BSc (Hons) Diagnostic Radiography & Imaging	Full-time	Well prepared and transparent review of the programme, which was engaging with a wide range of stakeholders.	Visit information
07 March 2007	Hertfordshire, University of	BSc (Hons) Radiography & Oncology	Full-time	Well prepared and transparent review of the programme, which was engaging with a wide range of stakeholders.	Visit information
12 March 2007	Surrey, University of	Dip HE Operating Department Practice	Full-time	None	None
13 March 2007	Ulster, University of	BSc (Hons) Occupational Therapy	Full-time	The transition from four-year programmes to three-year programmes which the Visitors viewed as being well managed, particularly in reference to stakeholder involvement.	Programme design
13 March 2007	Ulster, University of	BSc (Hons) Physiotherapy	Full-time	The strong link exhibited between research informing teaching and practice.	Programme design
13 March 2007	Ulster, University of	BSc (Hons) Physiotherapy	Full-time	The transition from four-year programmes to three-year programmes which the Visitors viewed as being well managed, particularly in reference to stakeholder involvement.	Programme design

13 March 2007	Ulster, University of	BSc (Hons) Radiography (Diagnostic)	Full-time	The transition from four-year programmes to three-year programmes which the Visitors viewed as being well managed, particularly in reference to stakeholder involvement.	Programme design
13 March 2007	Ulster, University of	BSc (Hons) Radiography (Therapeutic)	Full-time	The transition from four-year programmes to three-year programmes which the Visitors viewed as being well managed, particularly in reference to stakeholder involvement.	Programme design
13 March 2007	Ulster, University of	BSc (Hons) Speech & Language Therapy	Full-time	The speech and language therapy programme team's use of research to inform clinical teaching.	Programme design
13 March 2007	Ulster, University of	BSc (Hons) Speech & Language Therapy	Full-time	The transition from four-year programmes to three-year programmes which the Visitors viewed as being well managed, particularly in reference to stakeholder involvement.	Programme design
13 March 2007	Ulster, University of	BSc (Hons) Occupational Therapy	Full-time	The Learning Resource Centre viewed in the tour of facilities. The Visitors were impressed by the facilities available for IT, and study spaces as well as the high standard of the accommodation.	Learning resources
13 March 2007	Ulster, University of	BSc (Hons) Physiotherapy	Full-time	The Learning Resource Centre viewed in the tour of facilities. The Visitors were impressed by the facilities available for IT, and study spaces as well as the high standard of the accommodation.	Learning resources
13 March 2007	Ulster, University of	BSc (Hons) Radiography (Diagnostic)	Full-time	The Learning Resource Centre viewed in the tour of facilities. The Visitors were impressed by the facilities available for IT, and study spaces as well as the high standard of the accommodation.	Learning resources
13 March 2007	Ulster, University of	BSc (Hons) Radiography (Therapeutic)	Full-time	The Learning Resource Centre viewed in the tour of facilities. The Visitors were impressed by the facilities available for IT, and study spaces as well as the high standard of the accommodation.	Learning resources
13 March 2007	Ulster, University of	BSc (Hons) Speech & Language Therapy	Full-time	The Learning Resource Centre viewed in the tour of facilities. The Visitors were impressed by the facilities available for IT, and study spaces as well as the high standard of the accommodation.	Learning resources
13 March 2007	Ulster, University of	BSc (Hons) Speech & Language Therapy	Full-time	The excellent collaboration between the University speech and language therapy team and the practice placement providers.	Placements
13 March 2007	Ulster, University of	BSc (Hons) Speech & Language Therapy	Full-time	The pastoral, clinical and academic support for students on the programme from the University speech and language therapy team.	Student support
14 March 2007	Hull, University of	DipHE Operating Department Practice	Full-time	The database for managing practice placements is also excellent, and with the modifications agreed during the visit will provide a good example of best practice.	Placements

14 March 2007	Hull, University of	DipHE Operating Department Practice	Full-time	The University's database and processes for monitoring student attendance are excellent and provide a good example of best practice.	Students
20 March 2007	Cardiff University (Prifysgol Caerdydd)	BSc (Hons) Occupational Therapy	Full-time and part time	The integrated model of curriculum delivery, which underpins the holistic occupational basis for professional practice, is commended.	Programme design
20 March 2007	Cardiff University (Prifysgol Caerdydd)	Pg Dip Occupational Therapy	Full-time and part time	The integrated model of curriculum delivery, which underpins the holistic occupational basis for professional practice, is commended.	Programme design
20 March 2007	Cardiff University (Prifysgol Caerdydd)	BSc (Hons) Physiotherapy	Full-time	The visitors commend the research facilities and evidence based teaching and learning.	Learning resources
20 March 2007	Cardiff University (Prifysgol Caerdydd)	BSc (Hons) Radiotherapy & Oncology	Full-time	The image library for diagnostics is excellent.	Learning resources
20 March 2007	Cardiff University (Prifysgol Caerdydd)	BSc (Hons) Diagnostic Radiography & Imaging	Full-time	The image library for diagnostics is excellent.	Learning resources
20 March 2007	Cardiff University (Prifysgol Caerdydd)	BSc (Hons) Occupational Therapy	Full-time and part time	The development of the practice placements database for Wales is an example of best practice.	Placements
20 March 2007	Cardiff University (Prifysgol Caerdydd)	BSc (Hons) Occupational Therapy	Full-time and part time	The development of non traditional practice placements in occupational therapy to support professional innovation and the issues around placement capacity is excellent.	Placements
20 March 2007	Cardiff University (Prifysgol Caerdydd)	Pg Dip Occupational Therapy	Full-time and part time	The development of the practice placements database for Wales is an example of best practice.	Placements
20 March 2007	Cardiff University (Prifysgol Caerdydd)	Pg Dip Occupational Therapy	Full-time and part time	The development of non traditional practice placements in occupational therapy to support professional innovation and the issues around placement capacity is excellent.	Placements
20 March 2007	Cardiff University (Prifysgol Caerdydd)	Dip HE Operating Department Practice	Full-time	The audit system for practice placements is a good example of best practice.	Placements
20 March 2007	Cardiff University (Prifysgol Caerdydd)	Dip HE Operating Department Practice	Full-time	The placements allow movement to maximise the learning experience for the student.	Placements
20 March 2007	Cardiff University (Prifysgol Caerdydd)	BSc (Hons) Radiotherapy & Oncology	Full-time	The in-practice IT system for student and placement provider feedback and interaction during practice placements is excellent.	Placements
20 March 2007	Cardiff University (Prifysgol Caerdydd)	BSc (Hons) Diagnostic Radiography & Imaging	Full-time	The in-practice IT system for student and placement provider feedback and interaction during practice placements is excellent.	Placements
20 March 2007	Cardiff University (Prifysgol Caerdydd)	BSc (Hons) Occupational Therapy	Full-time and part time	The collaborative nature of the teams across the three institutions is commended.	Programme team

20 March 2007	Cardiff University (Prifysgol Caerdydd)	Pg Dip Occupational Therapy	Full-time and part time	The collaborative nature of the teams across the three institutions is commended.	Programme team
20 March 2007	Cardiff University (Prifysgol Caerdydd)	BSc (Hons) Radiotherapy & Oncology	Full-time	The enthusiastic support for students offered by the programme team is commended.	Student support
20 March 2007	Cardiff University (Prifysgol Caerdydd)	BSc (Hons) Diagnostic Radiography & Imaging	Full-time	The enthusiastic support for students offered by the programme team is commended.	Student support
20 March 2007	Cardiff University (Prifysgol Caerdydd)	Dip HE Operating Department Practice	Full-time	The enthusiasm for the programme expressed by the students is a positive reflection on the commitment of the course team and placement providers.	Students
20 March 2007	Cardiff University (Prifysgol Caerdydd)	BSc (Hons) Occupational Therapy	Full-time and part time	The quality of the documentation was greatly appreciated by the Visitors.	Visit information
20 March 2007	Cardiff University (Prifysgol Caerdydd)	Pg Dip Occupational Therapy	Full-time and part time	The quality of the documentation was greatly appreciated by the Visitors.	Visit information
28 March 2007	Teesside, University of	DipHE Operating Department Practice	Full-time	The visitors commend the partnership between the CCOs, the University and their initiative in using honorary contracts.	HEI and employer support
03 April 2007	Birmingham City University	Non-medical Prescribing for Allied Health Professionals	Full-time and part time	The visitors commend the Physiology component of the programme.	Programme design
03 April 2007	Birmingham City University	Non-medical Prescribing for Allied Health Professionals	Full-time and part time	Positive comments were received from colleagues and students and the Visitors were impressed by the supporting document and the comprehensive web resources.	Programme documentation
04 April 2007	Canterbury Christ Church University	Supplementary Prescribing for Allied Health Professionals	Part-time	The programme team have engaged in a very positive way with the students and have acted on feedback from them.	Students
11 April 2007	Glasgow Caledonian University	Non-Medical Prescribing (SCQF Level 9)	Part-time	None	None
11 April 2007	Glasgow Caledonian University	Non-Medical Prescribing (SCQF Level 10)	Part-time	None	None
11 April 2007	Glasgow Caledonian University	Non-Medical Prescribing (SCQF Level 11)	Part-time	None	None
12 April 2007	Stirling, University of	Non-Medical Prescribing	Part-time	The innovation and quality of the virtual learning environment. A strong commitment has been made to e-learning and the members of staff supporting the VLE received very positive comments from the various groups that the HPC panel met at the Visit.	Learning resources
12 April 2007	Stirling, University of	Non-Medical Prescribing	Part-time	Further evidence of the high quality of the learning package produced by this programme team can be found in the fact that it has been franchised to many other education providers across the UK.	Learning resources

12 April 2007	Stirling, University of	Non-Medical Prescribing	Part-time	The quality and clarity of the submitted documentation. The HPC panel were impressed by the organisation and detail of the documentation in evidencing how the standards of education and training were met. Obvious care had been taken to cater to the needs	Visit information
12 April 2007	Anglia Ruskin University	Non-Medical Prescribing for Nurses and Allied Health Professionals	Part-time	None	None
17 April 2007	Bangor, University of Wales	Dip HE Operating Department Practice	Full-time	The availability of protected time afforded by the trust hospitals for practice facilitators to support students.	HEI and employer support
17 April 2007	Bangor, University of Wales	Dip HE Operating Department Practice	Full-time	The diligence and enthusiasm of the programme leader.	Programme team
17 April 2007	Bangor, University of Wales	Dip HE Operating Department Practice	Full-time	Obvious enthusiasm and involvement of practice educators on the ethos of the programme	Programme team
18 April 2007	Portsmouth, University of	Dip HE Operating Department Practice	Full-time	The visitors would like to commend the programme team for their innovative technology to support student learning, particularly the voting facility.	Learning resources
18 April 2007	Portsmouth, University of	Dip HE Operating Department Practice	Full-time	The visitors would like to commend the programme team for the standard information provided to students regarding the placement providers.	Placements
19 April 2007	Birmingham City University	FdSc Health and Social Care (Paramedic Science)	Full-time	Partnership working – there clear evidence of cohesive thinking and work related to the needs of the organisations and more importantly the students. The thought process for the programme has been given clear thought.	Programme design
19 April 2007	Birmingham City University	FdSc Health and Social Care (Paramedic Science)	Full-time	Innovation – the programme provides many avenues of clear thought and challenging of traditional approaches. The course work-books provide a new way of balancing operational, student and educational needs.	Learning resources
19 April 2007	Birmingham City University	FdSc Health and Social Care (Paramedic Science)	Full-time	Documentation and preparation – the work of the visiting team has been made extremely easy in relation to the standard of documentation. The detail and depth of the information provides reassurance in relation to achieving the HPC SOP's for paramedic.	Visit information
24 April 2007	Sheffield Hallam University	DipHE Operating Department Practice	Full-time	The university and faculty are to be commended for the high level of support for the programme team and the programme.	HEI and employer support
24 April 2007	Sheffield Hallam University	DipHE Operating Department Practice	Full-time	The HPC representatives thought the resource infrastructure for the student experience was excellent.	Learning resources
24 April 2007	Sheffield Hallam University	DipHE Operating Department Practice	Full-time	There was a clear show of support for students by the programme team and placement providers which has created an effective system of development and support for students.	Student support
24 April 2007	East Anglia, University of	BSc (Hons) Occupational Therapy	Full-time	None	None

24 April 2007	East Anglia, University of	BSc (Hons) Physiotherapy	Full-time	None	None
26 April 2007	Bangor, University of Wales	Pg Dip Occupational Therapy	Full-time accelerated	The involvement of the service users in the development of the programme and in the teaching and learning was seen as an example of good practice.	Programme design
26 April 2007	Dundee, University of	Non-Medical Prescribing	Part-time	The individual approach to tailor the teaching and learning to meet the clinical needs of the individual learner is also an example of very good practice.	Learning resources
26 April 2007	Dundee, University of	Non-Medical Prescribing	Part-time	The ongoing work with NES Scotland with regard to e-Learning is commended.	Learning resources
26 April 2007	Dundee, University of	Non-Medical Prescribing	Part-time	The sharing of good practice across all of the HEIs in Scotland through working parties is commended.	Other
26 April 2007	Bangor, University of Wales	Pg Dip Occupational Therapy	Full-time accelerated	The commitment of the teaching and the clinical educators was clearly evidenced in the meeting with students.	Programme team
26 April 2007	Bangor, University of Wales	Pg Dip Occupational Therapy	Full-time accelerated	The visitors applauded the Programme Teams' growth and development as an academic team and their approach to teaching and learning.	Programme team
26 April 2007	Bangor, University of Wales	Pg Dip Occupational Therapy	Full-time accelerated	The students' knowledge and understanding of the educational strategy employed to aid their training and their enthusiasm and their engagement with it (including the spiral curriculum and the problem Based learning) was very good.	Students
27 April 2007	North East Wales Institute of Higher Education	BSc (Hons) Occupational Therapy	Part-time	The visitors commend the close working relationship of the Occupational Therapy programme staff from North East Wales Institute and Cardiff University for developing the new programme and the all Wales placement opportunities that support the student learn	HEI and employer support
27 April 2007	North East Wales Institute of Higher Education	BSc (Hons) Occupational Therapy	Part-time	The visitors commend the programme team for the quality of their enthusiastic and committed students.	Students
27 April 2007	Queen Margaret University	Extended Independent Prescribing and Supplementary Prescribing	Part-time	None	None
01 May 2007	Edge Hill University	DipHE Operating Department Practice	Full-time	None	None
01 May 2007	Paisley, University of	Non-Medical Prescribing	Flexible	None	None
01 May 2007	Paisley, University of	Non-Medical Prescribing	Part-time	None	None
03 May 2007	Northumbria University at Newcastle	BSc (Hons) Applied Biomedical Sciences	Full-time and part time	The Visitors commend the implementation of the "training the trainers" programme and the high level of collaboration between the University, placement educators, employers and external lecturers. The Visitors felt the programme exhibited a sound model of	Placements

08 May 2007	Anglia Ruskin University	BSc (Hons) Applied Biomedical Science	Full-time and part time	Employers were enthusiastic and positive in their support for the course, providing a strong basis upon which the University can work to address the issues identified around practice placements	HEI and Employer support
08 May 2007	Northumbria University at Newcastle	BSc (Hons) Occupational Therapy	Full time and part-time	Commendation is given to the programme team on their plans for new clinical facilities which will enhance inter-professional learning opportunities	Learning resources
08 May 2007	Northumbria University at Newcastle	MSc Occupational Therapy (Pre-registration)	Full-time	Commendation is given to the programme team on their plans for new clinical facilities which will enhance inter-professional learning opportunities	Learning resources
08 May 2007	Northumbria University at Newcastle	DipHE Operating Department Practice	Full-time	Commendation is given to the programme team on their plans for new clinical facilities which will enhance inter-professional learning opportunities	Learning resources
08 May 2007	Northumbria University at Newcastle	MSc Physiotherapy	Full-time	Commendation is given to the programme team on their plans for new clinical facilities which will enhance inter-professional learning opportunities	Learning resources
08 May 2007	Northumbria University at Newcastle	BSc (Hons) Physiotherapy	Full-time and part time	Commendation is given to the programme team on their plans for new clinical facilities which will enhance inter-professional learning opportunities	Learning resources
09 May 2007	Leeds Metropolitan University	Non-Medical Prescribing	Part-time	The programme team, senior staff and placement educators contributed to a constructive, open and friendly discussion throughout the visit.	Programme team
09 May 2007	Leeds Metropolitan University	Non-Medical Prescribing	Part-time	The students were positive and complimentary about the programme and staff support	Student support
09 May 2007	Liverpool John Moores University	BSc (Hons) Applied Biomedical Sciences	Full-time and part time	None	None
15 May 2007	Birmingham, University of	BSc (Hons) Physiotherapy	Full-time and flexible	The visitors wish to commend the programme team for the blended approach to running the full time and flexible route side by side.	Programme team
16 May 2007	Robert Gordon University, The	Non-Medical Prescribing	Part-time	Commendation should be given to the programme team and the successful working relationship evident between themselves and NHS Grampian	HEI and employer support
16 May 2007	Teesside, University of	Foundation Degree Paramedic Science	Full-time	The students showed signs of becoming reflective practitioners.	Students
17 May 2007	Glasgow Caledonian University	DipHE Operating Department Practice	Full-time	The visitors commend the team on the formative tripartite assessment procedure.	Programme design
22 May 2007	Staffordshire University	DipHE Operating Department Practice	Full-time	The visitors commend the collaboration with stakeholders conducted by the programme team.	Consultation
22 May 2007	Staffordshire University	DipHE Operating Department Practice	Full-time	Evidence of a strong consultative process was demonstrated in discussion.	Consultation
22 May 2007	Staffordshire University	DipHE Operating Department Practice	Full-time	The visitors commend the evident commitment to the provision and its development from clinical staff at all levels.	HEI and employer support

30 May 2007	Brunel University	MSc Occupational Therapy (Pre-registration)	Full-time	The team's innovative and efficient approach to curriculum design and delivery is highly commendable	Programme design
30 May 2007	Brunel University	MSc Occupational Therapy (Pre-registration)	Full-time	The new facilities are excellent and provide an ideal learning environment for Occupational Therapy.	Learning resources
30 May 2007	Westminster, University of	BSc (Hons) Applied Biomedical Sciences	Part-time	The enthusiasm of the programme team	Programme team
30 May 2007	Westminster, University of	BSc (Hons) Applied Biomedical Sciences	Part-time	The supportive comments of the training officers seen by the visitors.	Programme team
30 May 2007	Brunel University	MSc Occupational Therapy (Pre-registration)	Full-time	Students spoke very highly of the existing programmes and the support that they have received from the programme team.	Student support
30 May 2007	Brunel University	MSc Occupational Therapy (Pre-registration)	Full-time	The programme team produced a clear and concise set of documentation that made the approval process very straight forward.	Visit information
01 June 2007	Plymouth, University of	BSc (Hons) Dietetics	Full-time	The Visitors would like to commend the programme team on their innovative approach to the interdisciplinary use of the facilities, such as the treadmill and kitchen.	Learning resources
01 June 2007	Plymouth, University of	BSc (Hons) Dietetics	Full-time	Their strategy to address the lack of placements.	Placements
01 June 2007	Plymouth, University of	BSc (Hons) Dietetics	Full-time	The multi-disciplinary approach to ensuring parity across all placements within the Faculty	Placements
05 June 2007	Nordoff-Robbins Music Therapy Centre	MA in Music Therapy (Community Music Therapy / Nordoff-Robbins)	Part-time	The venue at the Royal Northern College of Music. The Visitors recognised the potential for innovative collaboration and future development between the Royal Northern College of Music and Nordoff-Robbins Music Therapy Centre North West	Learning resources
05 June 2007	Nordoff-Robbins Music Therapy Centre	MA in Music Therapy (Community Music Therapy / Nordoff-Robbins)	Part-time	The implementation of the CityScape virtual learning environment in the delivery of the new distance learning model of music therapy pre-registration education.	Learning resources
05 June 2007	Nordoff-Robbins Music Therapy Centre	MA in Music Therapy (Community Music Therapy / Nordoff-Robbins)	Part-time	The work already invested by Nordoff-Robbins Music Therapy Centre North West into the region and how the new programme fits into already established client settings and further develops Music Therapy in the region.	Other
05 June 2007	Worcester, University of	Non-Medical Independent & Supplementary Prescribing	Part-time	We would like to commend the programme team on the open door policy to student support	Student support
06 June 2007	Thames Valley University	DipHE Operating Department Practice	Full-time	None	None
12 June 2007	Manchester Metropolitan University	BSc (Hons) Psychology & Speech Pathology	Full-time	The innovative role of Clinical Education Support Centres in providing profession specific facilitation in all areas of the collaboration between the Universities and the placement environments.	Learning resources

12 June 2007	Manchester Metropolitan University	BSc (Hons) Psychology & Speech Pathology	Full-time	The clinical resources provided by the ICON Centre which is a wide-ranging and well funded resource which enhances the learning and teaching facilities for students.	Learning resources
12 June 2007	Manchester Metropolitan University	BSc (Hons) Speech Pathology & Therapy	Full-time	The innovative role of Clinical Education Support Centres in providing profession specific facilitation in all areas of the collaboration between the Universities and the placement environments.	Learning resources
12 June 2007	Manchester Metropolitan University	BSc (Hons) Speech Pathology & Therapy	Full-time	The clinical resources provided by the ICON Centre which is a wide-ranging and well funded resource which enhances the learning and teaching facilities for students.	Learning resources
12 June 2007	Manchester Metropolitan University	BSc (Hons) Psychology & Speech Pathology	Full-time	The admission handbook, which provides significant and useful detail for staff on the admission process and criteria for assessment of admission requirements.	Programme documentation
12 June 2007	Manchester Metropolitan University	BSc (Hons) Speech Pathology & Therapy	Full-time	The admission handbook, which provides significant and useful detail for staff on the admission process and criteria for assessment of admission requirements.	Programme documentation
13 June 2007	Suffolk, University Campus	DipHE Operating Department Practice	Full-time	None	None
15 June 2007	Salford, University of	Post Graduate Certificate Non-Medical Prescribing Level M	Flexible	Complement the University of the range of resources available to students on the programmes.	Learning resources
15 June 2007	Salford, University of	Post Graduate Certificate Non-Medical Prescribing Level M	Flexible	Complement the team on the documentation provided.	Visit information
15 June 2007	Salford, University of	Graduate Certificate Non-Medical Prescribing Level 3	Flexible	Complement the University of the range of resources available to students on the programmes.	Learning resources
15 June 2007	Salford, University of	Graduate Certificate Non-Medical Prescribing Level 3	Flexible	Complement the team on the documentation provided.	Visit information
19 June 2007	Napier University	Non-Medical Prescribing	Part-time	The high quality of the on-line learning resources.	Learning resources
19 June 2007	Napier University	Non-Medical Prescribing	Part-time	The commitment and professionalism of the programme team and the leadership shown by the programme leader.	Programme team
20 June 2007	West of England, Bristol, University of the	BSc (Hons) Applied Biomedical Science (Clinical)	Full-time and block release	The University's e-portfolio system is an exciting innovation that provides an effective tool for supporting management of the student placement experience.	Placements
21 June 2007	Teesside, University of	University Certificate of Professional Development Non-Medical Prescribing	Part-time	None	None

21 June 2007	Teesside, University of	University Certificate of Postgraduate Professional Development: Non medical Prescribing	Part-time	None	None
26 June 2007	Liverpool John Moores University	Foundation Degree Paramedic Science	Full-time and part time	The innovative approach towards patient assessment, which is enhanced by the use of consenting live patients.	Programme design
26 June 2007	Liverpool John Moores University	Foundation Degree Paramedic Science	Full-time and part time	The developmental work which has taken place over the last two years to secure resources and train mentors before the commencement of the pre-registration programme.	Programme design
26 June 2007	Liverpool John Moores University	Foundation Degree Paramedic Science	Full-time and part time	The PLSS practice placement database which records an impressive level of detail about placement environments, student allocations and practice placement educators and their qualifications.	Placements
27 June 2007	Manchester Metropolitan University	BSc (Hons) Applied Biomedical Science	Full-time and part time	The library, IT, research and laboratories were state of the art.	Learning resources
27 June 2007	Manchester Metropolitan University	BSc (Hons) Applied Biomedical Science	Full-time and part time	The range of research being carried out within the School was most impressive together with its other research partners.	Learning resources
27 June 2007	Manchester Metropolitan University	BSc (Hons) Applied Biomedical Science	Full-time and part time	The high quality and professionalism of the Programme Team and in particular the input made by the placement co-ordinator.	Programme team
27 June 2007	Manchester Metropolitan University	BSc (Hons) Applied Biomedical Science	Full-time and part time	The Student Support information provided by the University was exemplary.	Student support
27 June 2007	Manchester Metropolitan University	BSc (Hons) Applied Biomedical Science	Full-time and part time	The students seen were a credit to the programme and were highly supportive of the Universities and the Placement Providers.	Students
27 June 2007	Manchester Metropolitan University	BSc (Hons) Applied Biomedical Science	Full-time and part time	The quality of the documentation	Visit information
28 June 2007	Queen Margaret University	BSc (Hons) Speech & Language Therapy	Full-time	It was felt that the research ethos was commendable.	Programme design
28 June 2007	Queen Margaret University	Graduate Diploma Speech & Language Therapy	Flexible	It was felt that the research ethos was commendable.	Programme design
28 June 2007	Sheffield Hallam University	Dip HE Paramedic Practice	Full-time	The use of I.T., such as the use of blackboard, incorporating placement audits and mentor preparation.	Learning resources

28 June 2007	Sheffield Hallam University	Dip HE Paramedic Practice	Full-time	The way in which all the Allied Health Professions are facilitated in one area within the university and the associated clinical practice areas/facilities that are available.	Learning resources
28 June 2007	Queen Margaret University	BSc (Hons) Speech & Language Therapy	Full-time	The relationship between placement providers and programme team is commendable.	Placements
28 June 2007	Queen Margaret University	Graduate Diploma Speech & Language Therapy	Flexible	The relationship between placement providers and programme team is commendable.	Placements
28 June 2007	Queen Margaret University	BSc (Hons) Speech & Language Therapy	Full-time	The programme team are to be commended on the strong commitment to supporting students.	Student support
28 June 2007	Queen Margaret University	Graduate Diploma Speech & Language Therapy	Flexible	The programme team are to be commended on the strong commitment to supporting students.	Student support
03 July 2007	Centre for Psychotherapy (Belfast Health & Social Care Trust)	MSc Art Psychotherapy	Part-time	The visitors wished to commend the content and design of module 3 'Working with Diversity'.	Programme design
03 July 2007	Centre for Psychotherapy (Belfast Health & Social Care Trust)	MSc Art Psychotherapy	Part-time	The visitors wished to commend the commitment from the Centre of Psychotherapy and the staff team on this existing and innovative development for Northern Ireland.	HEI and employer support
03 July 2007	Centre for Psychotherapy (Belfast Health & Social Care Trust)	MSc Art Psychotherapy	Part-time	The visitors wished to commend the Clinical Handbook for Practicum.	Programme documentation
03 July 2007	Centre for Psychotherapy (Belfast Health & Social Care Trust)	MSc Art Psychotherapy	Part-time	The visitors wished to commend the positive feedback on the support students received by the programme leader.	Student support
05 July 2007	Suffolk, University Campus	Non Medical Prescribing	Part-time	The visitors would like to commend the strong sense of student support from the programme team.	Student support
11 July 2007	Bournemouth University	FdSc Paramedic Science	Full-time	The Visitors would like to commend the university on their use of an external adjudicator in the academic appeals policy and procedure process.	Programme design
11 July 2007	Bournemouth University	FdSc Paramedic Science	Full-time	The Visitors would like to commend the programme team and SWAST on the creation of the practice placement co-ordinator role.	Placements