

Visitors' report

Name of education provider	Bournemouth University
Programme name	BSc (Hons) Physiotherapy
Mode of delivery	Full time
Relevant part of HPC Register	Physiotherapist
Date of visit	12 – 14 May 2009

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Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Physiotherapist' or 'Physical Therapist' must be registered with us. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. The education provider has until 13 July 2009 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 25 August 2009. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 16 July 2009. The visitors will consider this response and make a separate recommendation to the Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Committee on 25 August 2009.

Introduction

The HPC visited the programme at the education provider to consider major changes proposed to the programme. The major change affected the following standards - programme admissions standards, programme management and resources standards, curriculum standards, practice placements standards and assessment standards. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider validated the programme and the professional body considered their accreditation of the programme. The visit also considered the following programmes - BSc (Hons) Occupational Therapy, Dip HE Operating Department Practice, and FdSc Paramedic Science. The education provider, the professional body and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. Separate reports exist for the other programmes. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. Separate reports, produced by the education provider and the professional body, outline their decisions on the programmes' status.

Visit details

Name of HPC visitors and profession	Joanna Jackson (Physiotherapist) Kathleen Bosworth (Physiotherapist)
HPC executive officer(s) (in attendance)	Tracey Samuel-Smith
Proposed student numbers	26
Initial approval	1 September 2005
Effective date that programme approval reconfirmed from	September 2009
Chair	Catherine Symonds (University of Bournemouth) Keith Wilkes (University of Bournemouth Occupational Therapy/Physiotherapy chair)
Secretary	Nikki Finnes (University of Bournemouth) Liz Walters (University of Bournemouth Occupational Therapy/Physiotherapy secretary)
Members of the joint panel	Mark Ridolfo (Internal panel member) Barbara Richardson (Internal panel member)

	Rebecca Khanna (Internal panel member) Nina Thomson (The Chartered Society of Physiotherapy) Sara Eastburn (The Chartered Society of Physiotherapy)
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Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the visit the HPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators/mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

The HPC did not see the learning resources or the specialist teaching accommodation as the nature of the major change did not affect learning resources or specialist teaching accommodation, so there was no requirement to visit them.

Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the ongoing approval of the programme is reconfirmed.

The visitors agreed that 49 of the SETs have been met and that conditions should be set on the remaining 14 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors did not make any recommendations for the programme. Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for ongoing approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

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

Condition: The education provider must clearly articulate, within the advertising materials, the selection and entry criteria applicable to all applicants to the programme.

Reason: From the programme documentation and discussions with the programme team, the visitors learnt that selection and entry criteria were in place for criminal conviction checks; English language; any health requirements; and academic and/or professional entry requirements for UK and EU applicants. However, the visitors could not see this information reflected in the advertising materials for the programme, either for UK or EU applicants. The visitors were therefore concerned that applicants would not have sufficient information to be able to make an informed choice about whether to take up an offer of a place on the programme and felt that the materials must be updated.

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

Condition: The education provider must ensure the advertising materials for the programme follow the guidelines provided in the HPC “Regulatory status advertising protocol for education providers”.

Reason: From the documentation submitted it was clear that the advertising materials for the programme did not fully comply with the advertising guidelines issued by HPC. Specifically, the advertising materials stated that graduates were eligible to register with the HPC. The visitors felt this implied that upon successful completion of the programme graduates could automatically gain registration with the HPC; which is not the case. To enable applicants to make an informed choice about the programme, the visitors felt the advertising materials must be updated to show that successful completion of an approved programme leads to ‘eligibility to apply for registration with the HPC’.

4.1 The learning outcomes must ensure that those who successfully complete the programme meet the Standards of Proficiency for their part of the Register.

Condition: The education provider must submit documentation which clearly articulates the learning outcomes to show how students who successfully complete the programme meet the standards of proficiency.

Reason: From the documentation, the visitors learnt that many of the academic modules were shared across the Faculty or with the occupational therapy

programme; for example the Foundations of Therapy and Clinical Reasoning modules. From the module descriptors, the visitors could not identify the profession specific learning outcomes which would be taught and assessed in each academic module. This was discussed with the programme team and they provided the visitors with further clarification. The visitors felt that this information must be incorporated into the programme documentation so that the learning outcomes for the academic modules are clearly articulated.

The visitors also received a draft practice placement handbook for the first year (Level C) of the programme. The visitors discussed this with the programme team and learnt that the practice placement handbooks for the second and third years (Levels I and H respectively) were also in draft format. However they did not receive a copy of these documents. The visitors were therefore unable to identify the placement learning outcomes across the three years and how students would progress through these. The visitors felt that the learning outcomes must be clearly articulated for the practical modules.

To enable the visitors to be able to identify the learning outcomes and therefore determine how students meet the standards of proficiency, the visitors would like to receive clearly articulated programme documentation for the academic and practical modules.

4.2 The programme must reflect the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession.

Condition: The education provider must ensure the programme reflects the skills as articulated in the curriculum guidance for the profession.

Reason: From the documentation, the visitors learnt that many of the modules were shared across the Faculty or with the occupational therapy programme; for example the Foundations of Therapy and Clinical Reasoning modules. From the module descriptors, the visitors could not identify the profession specific learning outcomes and therefore skills which would be taught and assessed in each academic module. The visitors were therefore unable to determine whether the programme reflected the skills as articulated in the curriculum guidance for the profession and would like to receive further documentation.

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

Condition: The education provider must ensure that the profession specific skills and knowledge are adequately addressed.

Reason: From the documentation, the visitors learnt that many of the academic modules were shared across the Faculty or with the occupational therapy programme; for example the Foundations of Therapy and Clinical Reasoning modules. From the module descriptors, the visitors could not identify the profession specific learning outcomes which would be taught and assessed in

each academic module. This was discussed with the programme team and they provided the visitors with further clarification. The visitors feel that this information must be incorporated into the programme documentation to ensure the profession specific skills and knowledge are adequately addressed.

5.3.1 The practice placement settings must provide a safe environment.

Condition: The education provider must ensure that all practice placement settings provide a safe environment.

Reason: From the documentation and discussions with the programme team and students, the visitors learnt that some placements are outside of the NHS, such as in the private sector or emerging markets. In addition, the visitors learnt that students undertake an elective placement at Level H. This could be in a local hospital but could be, if the student organised it, in a different country. From the discussions with the programme team the visitors learnt that the education provider utilises a practice placement quality assurance tool to check that NHS placements provide a safe environment. This quality assurance tool did not appear to apply to placements outside of the NHS and did not apply to international placements. The visitors would therefore like to receive confirmation of how the education provider ensures that all practice placements provide a safe environment.

5.3.2 The practice placement settings must provide safe and effective practice.

Condition: The education provider must ensure that all practice placement settings provide safe and effective practice.

Reason: From the documentation and discussions with the programme team and students, the visitors learnt that some placements are outside of the NHS, such as in the private sector or emerging markets. In addition, the visitors learnt that students undertake an elective placement at Level H. This could be in a local hospital but could be, if the student organised it, in a different country. From the discussions with the programme team the visitors learnt that the education provider utilises a practice placement quality assurance tool to check that NHS placements provide safe and effective practice. This quality assurance tool did not appear to apply to placements outside of the NHS and did not apply to international placements. The visitors would therefore like to receive confirmation of how the education provider ensures that all practice placements provide safe and effective practice.

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

Condition: The education provider must clearly articulate the mechanisms which ensure that a thorough and effective system of approving and monitoring all placements is undertaken.

Reason: From the documentation and discussions with the programme team and students, the visitors learnt that some placements take place outside of the NHS, such as in the private sector or emerging markets. In addition, the visitors learnt that students undertake an elective placement at Level H. This could be in a local hospital but could be, if the student organised it, in a different country. During discussions with the programme team the visitors learnt that the education provider utilises a practice placement quality assurance tool to approve and monitor NHS placements. This quality assurance tool did not appear to apply to placements outside of the NHS and did not apply to international placements. The visitors were therefore unsure of the systems used to approve these placements before use and monitor them on an ongoing basis. The visitors would therefore like to receive further documentation which details the mechanisms used for all placements.

5.7.1 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the learning outcomes to be achieved.

Condition: The education provider must ensure students and practice placement educators are provided with detailed information about the learning outcomes to be achieved.

Reason: Prior to the visit, the visitors received a draft practice placement handbook for the first year (Level C) of the programme. The visitors discussed this with the programme team and learnt that the practice placement handbooks for the second and third years (Levels I and H respectively) were also in draft format. However, they did not receive a copy of these documents. The visitors were concerned that without specific learning outcomes, there was a risk that learning outcomes could be interpreted and applied differently depending on the practice placement educator. The visitors would therefore like to receive documentation which provides students and practice placement educators with detailed information about the learning outcomes to be achieved.

5.7.4 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the assessment procedures including the implications of, and any action to be taken in the case of failure.

Condition: The education provider must ensure students and practice placement educators are provided with detailed information about the assessment procedures, including the implications of failure, and any action to be taken in the case of such failure.

Reason: Prior to the visit, the visitors received a draft practice placement handbook for the first year (Level C) of the programme. The visitors discussed this with the programme team and learnt that the practice placement handbooks for the second and third years (Levels I and H respectively) were also in draft format. However, they did not receive a copy of these documents. The visitors were concerned that without specific learning outcomes and associated assessment methods, there was a risk that assessments could be interpreted

and applied differently depending on the practice placement educator. The visitors would therefore like to receive documentation which provides students and practice placement educators with detailed information about the assessment procedures, including the implications of, and any action to be taken in the case of failure.

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

Condition: The education provider must ensure that clearly articulated learning outcomes and assessment methods are supplied to practice placement providers.

Reason: Prior to the visit, the visitors received a draft practice placement handbook for the first year (Level C) of the programme. The visitors discussed this with the programme team and learnt that the practice placement handbooks for the second and third years (Levels I and H respectively) were also in draft format. However, they did not receive a copy of these documents. The visitors were concerned that without specific learning outcomes and associated assessment methods, there was a risk that assessments could be interpreted and applied differently depending on the practice placement educator. The visitors felt that this was necessary information which must be provided to practice placement providers and would therefore like to receive updated information which clearly articulates the learning outcomes and assessment methods.

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

Condition: The education provider must ensure that the placement providers' equal opportunity and anti-discriminatory policies are in place, and monitored.

Reason: From the documentation and discussions with the programme team and students, the visitors learnt that some placements are outside of the NHS, such as in the private sector or emerging markets. In addition, the visitors learnt that students undertake an elective placement at Level H. This could be in a local hospital but could be, if the student organised it, in a different country. From the discussions with the programme team the visitors learnt that the education provider utilises a practice placement quality assurance tool to ensure that NHS placements have equal opportunity and anti-discriminatory policies in place and that they are monitored. This quality assurance tool did not appear to apply to placements outside of the NHS and did not apply to international placements. The visitors would therefore like to receive confirmation of how the education provider ensures that this standard is met for all placements.

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

Condition: The education provider must clearly articulate how the regulations on condonement ensure a student can demonstrate fitness to practice.

Reason: From the documentation and programme team meeting, the visitors learnt that students can not receive condonement for any of the practical modules. They also learnt that students could receive condonement for one academic module. However, the visitors were unclear which module, or at what level, this condonement could be applied. They would therefore like to receive information which demonstrates how the condonement policy allows students to demonstrate fitness to practice.

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

Condition: The education provider must clearly articulate the assessment methods which measure the learning outcomes and skills required to practice safely and effectively.

Reason: From the documentation, the visitors learnt that many of the academic modules were shared across the Faculty or with the occupational therapy programme; for example the Foundations of Therapy and Clinical Reasoning modules. From the module descriptors, the visitors could not identify the profession specific learning outcomes which would be taught and assessed in each academic module. This was discussed with the programme team and they provided the visitors with further clarification. The visitors felt that this information must be incorporated into the programme documentation so that the learning outcomes for the academic modules are clearly articulated.

The visitors also received a draft practice placement handbook for the first year (Level C) of the programme. The visitors discussed this with the programme team and learnt that the practice placement handbooks for the second and third years (Levels I and H respectively) were also in draft format. However they did not receive a copy of these documents. The visitors were therefore unable to identify the placement learning outcomes across the three years and how students would progress through these. The visitors felt that the learning outcomes must be clearly articulated for the practical modules.

To enable the visitors to be able to determine how students meet the learning outcomes and assessment methods for the academic and practical elements of the programme and therefore how they can practice safely and effectively, the visitors would like to receive updated programme documentation.

6.4 The measurement of student performance and progression must be an integral part of the wider process of monitoring and evaluation, and use objective criteria.

Condition: The education provider must ensure the assessment regulations clearly specify the requirements for the measurement of student performance and progression.

Reason: The conditions which are attached to SETs 4 and 5 require the education provider to submit clearly articulated learning outcomes and assessment methods. It is therefore possible that amended learning outcomes and assessment procedures will be proposed. The visitors will need to receive evidence that the assessment procedures and methods measure student performance and progression through the use of objective criteria.

Joanna Jackson
Kathleen Bosworth

Visitors' report

Name of education provider	Bournemouth University
Programme name	BSc (Hons) Occupational Therapy
Mode of delivery	Full time
Relevant part of HPC Register	Occupational therapist
Date of visit	12 – 14 May 2009

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Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Occupational therapist' must be registered with us. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the ongoing approval of the programme. The education provider has until 13 July 2009 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 25 August 2009. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 16 July 2009. The visitors will consider this response and make a separate recommendation to the Committee on the ongoing approval of the programme. It is anticipated that this recommendation will be made to the Committee on 25 August 2009.

Introduction

The HPC visited the programme at the education provider to consider major changes proposed to the programme. The major change affected the following standards - programme admissions standards, programme management and resources standards, curriculum standards, practice placements standards and assessment standards. The programme was already approved by the HPC and this visit assessed whether the programme continued to meet the standards of education and training (SETs) and continued to ensure that those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider validated the programme and the professional body considered their accreditation of the programme. The visit also considered the following programmes - BSc (Hons) Physiotherapy, Dip HE Operating Department Practice, and FdSc Paramedic Science. The education provider, the professional body and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of all the programmes and dialogue throughout the visit; this report covers the HPC's recommendations on this programme only. Separate reports exist for the other programmes. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. Separate reports, produced by the education provider and the professional body, outline their decisions on the programmes' status.

Visit details

Name of HPC visitors and profession	Jane Grant (Occupational Therapist) Bernadette Waters (Occupational Therapist)
HPC executive officer(s) (in attendance)	Tracey Samuel-Smith
Proposed student numbers	36
Initial approval	1 September 2005
Effective date that programme approval reconfirmed from	September 2009
Chair	Catherine Symonds (University of Bournemouth) Keith Wilkes (University of Bournemouth Occupational Therapy/Physiotherapy chair)
Secretary	Nikki Finnes (University of Bournemouth) Liz Walters (University of Bournemouth Occupational Therapy/Physiotherapy secretary)
Members of the joint panel	Mark Ridolfo (Internal panel member) Barbara Richardson (Internal panel member)

	member) Rebecca Khanna (Internal panel member) Remy Reyes (College of Occupational Therapists) Karen Morris (College of Occupational Therapists)
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Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the visit the HPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators/mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

The HPC did not see the learning resources or the specialist teaching accommodation as the nature of the major change did not affect learning resources or specialist teaching accommodation, so there was no requirement to visit them.

Recommended outcome

To recommend a programme for ongoing approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the ongoing approval of the programme is reconfirmed.

The visitors agreed that 48 of the SETs have been met and that conditions should be set on the remaining 15 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for ongoing approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors did not make any recommendations for the programme. Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for ongoing approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

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

Condition: The education provider must clearly articulate, within the advertising materials, the selection and entry criteria applicable to all applicants to the programme.

Reason: From the programme documentation and discussions with the programme team, the visitors learnt that selection and entry criteria were in place for criminal conviction checks; English language; any health requirements; and academic and/or professional entry requirements for UK and EU applicants. However, the visitors could not see this information reflected in the advertising materials for the programme, either for UK or EU applicants. The visitors were therefore concerned that applicants would not have sufficient information to be able to make an informed choice about whether to take up an offer of a place on the programme and felt that the materials must be updated.

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

Condition: The education provider must ensure the advertising materials for the programme follow the guidelines provided in the HPC “Regulatory status advertising protocol for education providers”.

Reason: From the documentation submitted it was clear that the advertising materials for the programme did not fully comply with the advertising guidelines issued by HPC. Specifically, the advertising materials stated that graduates were eligible to register with the HPC. The visitors felt this implied that upon successful completion of the programme graduates could automatically gain registration with the HPC; which is not the case. To enable applicants to make an informed choice about the programme, the visitors felt the advertising materials must be updated to show that successful completion of an approved programme leads to ‘eligibility to apply for registration with the HPC’.

2.2.5 The admission procedures must apply selection and entry criteria, including accreditation of prior learning and other inclusion mechanisms.

Condition: The education provider must ensure that the accreditation of prior learning and other inclusion mechanisms are clearly articulated within the programme documentation.

Reason: Prior to the visit, the visitors received a copy of the University wide admissions procedures for the accreditation of prior learning/experiential

learning. From discussions with the programme team, the visitors were unable to determine whether these were applicable to the programme or whether there were programme specific admissions procedures for the accreditation of prior learning. The visitors would therefore like to receive programme documentation which clearly articulates the accreditation of prior learning/experiential learning for the programme.

4.1 The learning outcomes must ensure that those who successfully complete the programme meet the Standards of Proficiency for their part of the Register.

Condition: The education provider must submit documentation which clearly articulates the learning outcomes to show how students who successfully complete the programme meet the standards of proficiency.

Reason: From the documentation, the visitors learnt that many of the academic modules were shared across the Faculty or with the physiotherapy programme; for example the Foundations of Therapy and Clinical Reasoning modules. From the module descriptors, the visitors could not identify the profession specific learning outcomes which would be taught and assessed in each academic module. This was discussed with the programme team and they provided the visitors with further clarification. The visitors felt that this information must be incorporated into the programme documentation so that the learning outcomes for the academic modules are clearly articulated.

The visitors also received a draft practice placement handbook for the first year (Level C) of the programme. The visitors discussed this with the programme team and learnt that the practice placement handbooks for the second and third years (Levels I and H respectively) were also in draft format. However they did not receive a copy of these documents. The visitors were therefore unable to identify the placement learning outcomes across the three years and how students would progress through these. The visitors felt that the learning outcomes must be clearly articulated for the practical modules.

To enable the visitors to be able to identify the learning outcomes and therefore determine how students meet the standards of proficiency, the visitors would like to receive clearly articulated programme documentation for the academic and practical modules.

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

Condition: The education provider must ensure that the profession specific skills and knowledge are adequately addressed.

Reason: From the documentation, the visitors learnt that many of the academic modules were shared across the Faculty or with the physiotherapy programme; for example the Foundations of Therapy and Clinical Reasoning modules. From the module descriptors, the visitors could not identify the profession specific

learning outcomes which would be taught and assessed in each academic module. This was discussed with the programme team and they provided the visitors with further clarification. The visitors feel that this information must be incorporated into the programme documentation to ensure the profession specific skills and knowledge are adequately addressed.

5.3.1 The practice placement settings must provide a safe environment.

Condition: The education provider must ensure that all practice placement settings provide a safe environment.

Reason: From the documentation and discussions with the programme team and students, the visitors learnt that some placements are outside of the NHS, such as in the private sector or emerging markets. In addition, the visitors learnt that students undertake an elective placement at Level H. This could be in a local hospital but could be, if the student organised it, in a different country. From the discussions with the programme team the visitors learnt that the education provider utilises a practice placement quality assurance tool to check that NHS placements provide a safe environment. This quality assurance tool did not appear to apply to placements outside of the NHS and did not apply to international placements. The visitors would therefore like to receive confirmation of how the education provider ensures that all practice placements provide a safe environment.

5.3.2 The practice placement settings must provide safe and effective practice.

Condition: The education provider must ensure that all practice placement settings provide safe and effective practice.

Reason: From the documentation and discussions with the programme team and students, the visitors learnt that some placements are outside of the NHS, such as in the private sector or emerging markets. In addition, the visitors learnt that students undertake an elective placement at Level H. This could be in a local hospital but could be, if the student organised it, in a different country. From the discussions with the programme team the visitors learnt that the education provider utilises a practice placement quality assurance tool to check that NHS placements provide safe and effective practice. This quality assurance tool did not appear to apply to placements outside of the NHS and did not apply to international placements. The visitors would therefore like to receive confirmation of how the education provider ensures that all practice placements provide safe and effective practice.

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

Condition: The education provider must clearly articulate the mechanisms which ensure that a thorough and effective system of approving and monitoring all placements is undertaken.

Reason: From the documentation and discussions with the programme team and students, the visitors learnt that some placements take place outside of the NHS, such as in the private sector or emerging markets. In addition, the visitors learnt that students undertake an elective placement at Level H. This could be in a local hospital but could be, if the student organised it, in a different country. During discussions with the programme team the visitors learnt that the education provider utilises a practice placement quality assurance tool to approve and monitor NHS placements. This quality assurance tool did not appear to apply to placements outside of the NHS and did not apply to international placements. The visitors were therefore unsure of the systems used to approve these placements before use and monitor them on an ongoing basis. The visitors would therefore like to receive further documentation which details the mechanisms used for all placements.

5.7.1 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the learning outcomes to be achieved.

Condition: The education provider must ensure students and practice placement educators are provided with detailed information about the learning outcomes to be achieved.

Reason: Prior to the visit, the visitors received a draft practice placement handbook for the first year (Level C) of the programme. The visitors discussed this with the programme team and learnt that the practice placement handbooks for the second and third years (Levels I and H respectively) were also in draft format. However, they did not receive a copy of these documents. The visitors were concerned that without specific learning outcomes, there was a risk that learning outcomes could be interpreted and applied differently depending on the practice placement educator. The visitors would therefore like to receive documentation which provides students and practice placement educators with detailed information about the learning outcomes to be achieved.

5.7.4 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the assessment procedures including the implications of, and any action to be taken in the case of failure.

Condition: The education provider must ensure students and practice placement educators are provided with detailed information about the assessment procedures, including the implications of failure, and any action to be taken in the case of such failure.

Reason: Prior to the visit, the visitors received a draft practice placement handbook for the first year (Level C) of the programme. The visitors discussed this with the programme team and learnt that the practice placement handbooks for the second and third years (Levels I and H respectively) were also in draft format. However, they did not receive a copy of these documents. The visitors were concerned that without specific learning outcomes and associated

assessment methods, there was a risk that assessments could be interpreted and applied differently depending on the practice placement educator. The visitors would therefore like to receive documentation which provides students and practice placement educators with detailed information about the assessment procedures, including the implications of, and any action to be taken in the case of failure.

5.8.3 Unless other arrangements are agreed, practice placement educators must undertake appropriate practice placement educator training.

Condition: The education provider must clearly articulate the mechanisms in place to ensure there are sufficient numbers of appropriate trained practice placement educators.

Reason: From discussions with the programme team and from documentation received at the visit, the visitors learnt that all practice placement educators must have attended appropriate training before a student can be placed with them. The visitors received a copy of the practice placement educator database which indicated whether a practice placement educator had received training. The visitors were concerned because it appeared that a high percentage of the practice placement educators had received no training. In addition, it appeared that some placements had no appropriately trained individuals on site. The visitors recognise that this may be because the database had not been updated to reflect the recent practice placement educator training which had taken place. However, the visitors would like to be assured of the mechanisms in place to ensure that there are sufficient numbers of appropriately trained practice placement educators.

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

Condition: The education provider must ensure that clearly articulated learning outcomes and assessment methods are supplied to practice placement providers.

Reason: Prior to the visit, the visitors received a draft practice placement handbook for the first year (Level C) of the programme. The visitors discussed this with the programme team and learnt that the practice placement handbooks for the second and third years (Levels I and H respectively) were also in draft format. However, they did not receive a copy of these documents. The visitors were concerned that without specific learning outcomes and associated assessment methods, there was a risk that assessments could be interpreted and applied differently depending on the practice placement educator. The visitors felt that this was necessary information which must be provided to practice placement providers and would therefore like to receive updated information which clearly articulates the learning outcomes and assessment methods.

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

Condition: The education provider must ensure that the placement providers' equal opportunity and anti-discriminatory policies are in place, and monitored.

Reason: From the documentation and discussions with the programme team and students, the visitors learnt that some placements are outside of the NHS, such as in the private sector or emerging markets. In addition, the visitors learnt that students undertake an elective placement at Level H. This could be in a local hospital but could be, if the student organised it, in a different country. From the discussions with the programme team the visitors learnt that the education provider utilises a practice placement quality assurance tool to ensure that NHS placements have equal opportunity and anti-discriminatory policies in place and that they are monitored. This quality assurance tool did not appear to apply to placements outside of the NHS and did not apply to international placements. The visitors would therefore like to receive confirmation of how the education provider ensures that this standard is met for all placements.

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

Condition: The education provider must clearly articulate how the regulations on condonement ensure a student can demonstrate fitness to practice.

Reason: From the documentation and programme team meeting, the visitors learnt that students can not receive condonement for any of the practical modules. They also learnt that students could receive condonement for one academic module. However, the visitors were unclear which module, or at what level, this condonement could be applied. They would therefore like to receive information which demonstrates how the condonement policy allows students to demonstrate fitness to practice.

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

Condition: The education provider must clearly articulate the assessment methods which measure the learning outcomes and skills required to practice safely and effectively.

Reason: From the documentation, the visitors learnt that many of the academic modules were shared across the Faculty or with the physiotherapy programme; for example the Foundations of Therapy and Clinical Reasoning modules. From the module descriptors, the visitors could not identify the profession specific learning outcomes which would be taught and assessed in each academic module. This was discussed with the programme team and they provided the visitors with further clarification. The visitors felt that this information must be

incorporated into the programme documentation so that the learning outcomes for the academic modules are clearly articulated.

The visitors also received a draft practice placement handbook for the first year (Level C) of the programme. The visitors discussed this with the programme team and learnt that the practice placement handbooks for the second and third years (Levels I and H respectively) were also in draft format. However they did not receive a copy of these documents. The visitors were therefore unable to identify the placement learning outcomes across the three years and how students would progress through these. The visitors felt that the learning outcomes must be clearly articulated for the practical modules.

To enable the visitors to be able to determine how students meet the learning outcomes and assessment methods for the academic and practical elements of the programme and therefore how they can practice safely and effectively, the visitors would like to receive updated programme documentation.

6.4 The measurement of student performance and progression must be an integral part of the wider process of monitoring and evaluation, and use objective criteria.

Condition: The education provider must ensure the assessment regulations clearly specify the requirements for the measurement of student performance and progression.

Reason: The conditions which are attached to SETs 4 and 5 require the education provider to submit clearly articulated learning outcomes and assessment methods. It is therefore possible that amended learning outcomes and assessment procedures will be proposed. The visitors will need to receive evidence that the assessment procedures and methods measure student performance and progression through the use of objective criteria.

Jane Grant
Bernadette Waters

Visitors' report

Name of education provider	University of Brighton
Programme name	BSc (Hons) Paramedic Practice
Mode of delivery	Full time
Relevant part of HPC Register	Paramedic
Date of visit	23 – 24 June 2009

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Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. This means that anyone using the title 'Paramedic' must be registered with us. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. The education provider has until 30 July 2009 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 25 August 2009. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 7 August 2009. The visitors will consider this response and make a separate recommendation to the Committee on the approval of the programme. It is anticipated that this recommendation will be made to the Committee on 25 August 2009.

Introduction

The HPC visited the programme at the education provider as it was a new programme which was seeking HPC approval for the first time. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The professional body considered their accreditation of the programme. The professional body and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of the programme and dialogue throughout the visit; this report covers the HPC's recommendations on the programme only. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. A separate report, produced by the education provider and the professional body outlines their decisions on the programme's status.

Visit details

Name of HPC visitors and profession	Paul Bates (Paramedic) Susan Boardman (Paramedic)
HPC executive officer(s) (in attendance)	Mandy Hargood
Proposed student numbers	20
Proposed start date of programme approval	September 2009
Chair	Lynne Caladine (University of Brighton)
Secretary	Helen Basterra (University of Brighton) Shoshana Ormonde (University of Brighton)
Members of the joint panel	Jim Petter (College of Paramedics)

Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The HPC did not review external examiners reports for the last two years prior to the visit as there is currently no external examiner as the programme is new.

During the visit the HPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators/mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HPC met with students from the BSc (Hons) Mental Health Nursing and Dip HE Adult Nursing, as the programme seeking approval currently does not have any students enrolled on it.

Recommended outcome

To recommend a programme for approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 59 of the SETs have been met and that conditions should be set on the remaining 4 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors have also made a number of recommendations for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

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

Condition: The education provider must ensure the advertising materials for the programme follow the guidelines provided in the HPC “Regulatory status advertising protocol for education providers”.

Reason: From the documentation submitted it was clear that the advertising materials for the programme did not fully comply with the advertising guidelines issued by HPC. Currently the programme flyer refers to accreditation with the HPC rather than eligibility to apply for registration with the HPC. Therefore, to provide applicants with full and clear information in order to make an informed choice about whether to join the programme, the visitors would like to receive amended documentation that accurately describes the correct wording regarding eligibility to apply for registration upon graduation from the programme.

3.1 The programme must have a secure place in the education provider’s business plan.

Condition: The education provider must provide documentation that clearly articulates the Memorandum of Co-operation for the programme with South East Coast Ambulance NHS Trust (SECAMB).

Reason: At the visit the visitors were provided with a draft Memorandum of Co-operation by the programme team. During the meeting with the programme team the visitors were informed that the Memorandum of Co-operation was in the process of being signed. The visitors would like to receive revised documentation to include the signed version of the Memorandum of Co-operation with SECAMB so that the visitors can be assured that the relationship between the education provider and SECAMB is secure prior to the commencement of the programme.

3.1 The programme must have a secure place in the education provider’s business plan.

Condition: The education provider must provide documentation that clearly articulates the service level agreements for the programme with SECAMB.

Reason: At the visit the visitors were provided with a draft service level agreement by the programme team. During the meeting with the programme team the visitors were informed that the service level agreements were in the process of being signed. The visitors would like to receive revised documentation to include the signed version of the service level agreement with SECAMB so that the visitors can be assured that the service level agreements with regard to SECAMB staff teaching on the programme is secure.

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

Condition: The education provider must ensure that a registered paramedic is appointed to the staff delivering the programme.

Reason: During the meeting with the programme team and from the evidence provided prior to the visit it would appear that the practical paramedic skills for the programme will be front loaded in terms of teaching. In order to teach these skills the programme team informed the visitors that these skills would be taught by staff from SECAMB via the service level agreement, but there was no indication as to who this would be. Whilst the visitors noted that there would be staff from SECAMB coming in as visiting lecturers to the programme, there would be no member of staff involved in the delivery and future development of the programme. In order for the visitors to be assured that there will be appropriately qualified staff in place to deliver the practical skills, they would like to receive documentation to show that a registered paramedic member of staff will be appointed as a member of the programme team prior to the commencement of the programme.

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

Condition: The education provider must ensure that a registered paramedic is appointed to the staff delivering the programme.

Reason: During the meeting with the programme team and from the evidence provided prior to the visit it would appear that the practical paramedic skills for the programme will be front loaded in terms of teaching. In order to teach these skills the programme team informed the visitors that these skills would be taught by staff from SECAMB via the service level agreement, but there was no indication as to who this would be. Whilst the visitors noted that there would be staff from SECAMB coming in as visiting lecturers to the programme, there would be no member of staff involved in the delivery and future development of the programme. In order for the visitors to be assured that there will be appropriately qualified staff with the relevant specialist knowledge and expertise in place to deliver the practical skills, they would like to receive documentation to show that a registered paramedic member of staff will be appointed to the programme team prior to the commencement of the programme.

Recommendations

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

Recommendation: The education provider should consider revising the current consent form to reflect the programme under consideration, and consider adding further areas for obtaining consent such as videoing of practical assessments.

Reason: The education provider had a suitable form for student consent and the visitors were happy that this met the standard. However the form did contain several typographical errors and referred to nursing programmes. The visitors were happy for the form to be generic but considered that a paramedic specific title could be added. The form could also be enhanced by adding in other areas for seeking consent on such areas as the videoing of students as new technology develops.

4.2 The programme must reflect the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession.

Recommendation: The education provider should consider revising the title of the module “Specialist Paramedic Practice” to avoid any confusion to the employment status in respect of the current career framework for paramedics.

Reason: Whilst they were happy this standard was met, the visitors considered that the current title of this module did not reflect the content of the module. Specialist paramedic is a level of practice recognised by the College of Paramedics, which was not represented by the current content of the module described. In discussions with the programme team, it was recognised that the title of this module should be revised to reflect more appropriately the content currently contained within the module.

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

Recommendation: The education provider should consider revising the current audit tool to make it generic to meet the requirements of all programmes.

Reason: The visitors were happy that the practice placements were being approved and monitored effectively. However the visitors felt that the document used could be more generic to meet the needs of all of the programmes within the Faculty.

5.8.1 Unless other arrangements are agreed, practice placement educators must have relevant qualifications and experience.

Recommendation: The education provider should consider enhancing the mentor database to include the relevant mentor qualifications and future updates to the experience of practice placement educators.

Reason: The visitors were content that the education provider met this standard through their database which listed the practice placement educators and where the practice placement educators were based. The visitors recommend that the database has sections added to show the mentor qualifications held by the practice placement educators and future updates to the mentor training received.

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

Recommendation: The education provider should consider the use and appropriateness of formative Obstructive Structured Clinical Examinations (OSCEs) in skills related modules.

Reason: The visitors were content that the assessment methods employed to measure the learning outcomes and skills of the modules required to practice safely and effectively were at threshold. However the visitors felt that the use of OSCEs could imply they are pass or fail examinations rather than a formative assessment. The visitors felt it might be more appropriate to use scenarios with feedback/action plans and this could be revisited.

Paul Bates
Susan Boardman

Visitors' report

Name of education provider	Keele University
Programme name	Supplementary Prescribing for Allied Health Professionals
Mode of delivery	Part time
Relevant entitlement(s)	Supplementary prescribing
Date of visit	17 June 2009

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Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

As well as approving educational programmes for people who want to join the Register, the HPC also approve a small number of programmes for those already on the Register. The post-registration programmes we currently approve are supplementary prescribing programmes (for chiropodists / podiatrists, radiographers and physiotherapists) and programmes in local anaesthetics and prescription-only medicine (for chiropodists / podiatrists).

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. The education provider has until 7 August 2009 to provide observations on this report. This is independent of meeting any conditions. The report and any observations received will be considered by the Education and Training Committee (Committee) on 25 August 2009. At this meeting, the Committee will accept the visitors' recommended outcome, including the conditions. If necessary, the Committee may decide to vary the conditions.

The education provider is due to redraft and resubmit documentary evidence in response to the conditions outlined in this report by 7 August 2009. The visitors will consider this response and make a separate recommendation to the Committee on the approval of the programme. It is anticipated that this recommendation will be made to the Committee on 25 August 2009.

Introduction

The HPC visited the programme at the education provider as it was a new programme which was seeking HPC approval for the first time. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was an HPC only visit. The education provider did not review the programme at the visit and the professional body did not consider their accreditation of the programme. The education provider supplied an independent chair and secretary for the visit.

Visit details

Name of HPC visitors and profession	Glyn Harding (Paramedic) Robert Cartwright (Paramedic)
HPC executive officer(s) (in attendance)	Rachel Greig
Proposed student numbers	16
Proposed start date of programme approval	September 2009
Chair	Maggie Bailey (Keele University)
Secretary	Val Samways (Keele University)
Members of the joint panel	Peter Grannell (Internal Panel Member) Kay Stevenson (Internal Panel Member)

Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider:

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

The HPC did not review external examiners reports prior to the visit as there is currently no external examiner as the programme is new.

The HPC did not review SOPs mapping document prior to the visit as a mapping document was not required by the visitors as the programme is a post-registration qualification.

During the visit the HPC saw the following groups or facilities:

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators/mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (eg specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HPC did not meet with the student as the programme was new so there were no current or past students to meet.

Recommended outcome

To recommend a programme for approval the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 55 of the SETs have been met and that conditions should be set on the remaining 8 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors have also made a recommendation for the programme.

Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

2.2.2 The admission procedures must apply selection and entry criteria, including criminal convictions checks.

Condition: The education provider must clearly articulate when and how the education provider takes responsibility for ensuring applicants undertake appropriate criminal conviction checks.

Reason: In the submitted documentation it was stated that as part of the programme admissions procedure applicants would have to provide a recent CRB clearance certificate. No definition of 'recent' was included within the documentation, however, during the meeting with the programme team it was clarified that their expectation of a recent CRB check was one made within one year. From the programme team meeting the visitors also learnt that it was the employer (normally a NHS Trust) who carried out the criminal conviction check and therefore only those applicants, who were not working within their own work environment, would be expected to provide a CRB certificate. The visitors were concerned that not all applicants to the programme would therefore be required to undertake a criminal conviction check in an appropriate time frame. The visitors therefore felt that the education provider must clarify how they take responsibility for ensuring all applicants to the programme undertake an appropriate criminal conviction check.

2.2.3 The admission procedures must apply selection and entry criteria, including compliance with any health requirements.

Condition: The education provider must submit evidence that the programme documentation includes information about any health requirements.

Reason: The documentation submitted to the visitors prior to the visit did not contain information about health requirements of applicants. In discussions with the programme team, the visitors were satisfied that an appropriate system was in place when applying entry criteria in compliance with any health requirements however felt that this should be outlined in the admissions procedures. Therefore, an outline of pre-programme enrolment health requirements needs to be detailed in the programme admissions documentation to better inform students of any programme-related health requirements.

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

Condition: The education provider must ensure there is an adequate number of appropriately qualified staff in place to deliver an effective programme.

Reason: From the documentation submitted by the education provider it was not possible to determine the number of staff and associate lecturers contributing to the programme. After discussion with the programme team it was stated that many staff members who will lecture on the programme had not yet been appointed. The visitors were therefore unable to determine if this standard was met. Therefore the visitors require further evidence to assure them there is a

sufficient number of staff in place to deliver an effective programme and that these staff hold appropriate qualifications and experience.

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

Condition: The education provider must demonstrate that programme staff and associate lecturers have relevant specialist expertise and knowledge.

Reason: From the documentation submitted by the education provider it was not possible to determine that all staff and associate lecturers contributing to the programme had relevant specialist expertise and knowledge. After discussion with the programme team it was stated that many staff members who will lecture on the programme had not yet been appointed. The visitors were therefore unable to determine if this standard was met. Therefore the visitors require further evidence to ensure that teaching on the programme is performed by those with relevant specialist expertise and knowledge.

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

Condition: The education provider must revisit the protocols used to obtain consent to ensure the mechanism in place to gain consent is appropriate to all situations and there are clearly articulated opt-out pathways.

Reason: From the documentation provided by the education provider during the visit it was clear that a policy for obtaining student consent was in place. However, as part of the policy students had to declare that they would be required to participate in practical skills sessions in order to fulfil the requirements of the course. The visitors felt that this wording did not make it clear that students could opt out of certain situations during a practical if they so wished. In order to ensure this standard is being met the visitors need evidence that a more coherent policy for obtaining student consent is in place and this is not confused with the policy that students must attend all practical sessions.

3.11 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.

Condition: The programme team must redraft the programme documentation, including the student handbook, to clearly state when attendance is mandatory and indicate what percentage of attendance must be achieved as a minimum requirement.

Reason: During the meeting with the programme team the visitors were told they expected 100 per cent attendance from their students. However the documentation submitted prior to the visit did not state this. Additionally the visitors noted discrepancies between the module pro-forma and programme specification in relation to attendance and found the breakdown of mandatory taught days, placement hours and private study confusing. They were therefore unable to identify what is expected of students in terms of attendance, where it is

mandatory, and what are the minimum attendance requirements of the programme. The visitors would therefore like to receive updated programme documentation to more clearly state what is expected of the students in terms of expected attendance and mandatory hours.

4.2 The programme must reflect the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession.

Condition: The education provider must remove all reference to the HPC when describing the Outline Curriculum document.

Reason: Throughout the documentation submitted by the education provider there is reference to a publication called Outline Curriculum for Training Programmes to prepare Allied Health Professionals as Supplementary Prescribers (HPC, 2004). The HPC does not set learning outcomes instead we use our standards to ensure that upon completion of an education programme individuals are safe and effective to practice. Therefore to reflect the philosophy of the curriculum guidance the mention of the Outline Curriculum document should be attributed to the correct body.

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

Condition: The education provider must clearly articulate the mechanisms which ensure that a thorough and effective system of monitoring placements is undertaken.

Reason: From the documentation received at the visit, the visitors were satisfied that there is a thorough and effective system in place for approving new placements. From the Initial Placement Information Review and Audit (IPIRA) document and process, the visitors learnt that the annual system of monitoring placements utilises different documentation and follows a different process. To ensure that this standard has been met, the visitors would like to receive documentation which clearly articulates the mechanisms used to monitor placements on an ongoing basis.

Recommendations

4.1 The learning outcomes must ensure that those who successfully complete the programme meet the Standards of Proficiency for their part of the Register.

Recommendation: The education provider should consider indicating in the learning outcomes that the HPC standard of proficiency (SOP) for supplementary prescribing programmes is covered by successful completion of the programme.

Reason: In the programme documentation submitted prior to the visit, the visitors could not find any reference to the HPC standard of proficiency (SOP) for a supplementary prescribing programme. However because the learning outcomes had been mapped against the Outline Curriculum document they were satisfied that the SOP was being met as part of the learning outcomes of the programme. The visitors however felt that specific mention of the HPC SOP in the learning outcomes would highlight to individuals that it was covered by successful completion of the programme. The SOP reads as follows: *Registrants must know and be able to apply the key concepts which are relevant to safe and effective practice as a supplementary prescriber in order to have their name annotated on the Register.*

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