Health Professionals Council
Department of Education and Policy

Visitors report

Name of education provider	University of Wales Institute
Name and titles of programme(s)	BSc (Hons) Podiatry
Date of event	14th/15th April 2005
Proposed date of approval to commence	
Name of HPC visitors attending (including member type and professional area)	Dr. Paul D. Blakeman Susan Farrell
HPC Executive officer(s) (in attendance)	Nicole Borg
Joint panel members in attendance (name and delegation):	

Scope of visit *(please tick)*

New programme	☐
Major change to existing programme	☒
Visit initiated through Annual Monitoring	☐

Part 1.

1.1 Confirmation of meetings held

	yes	no	n/a
Senior personnel of provider with responsibility for resources for the programme	☒	☐	☐
Programme planning team	☒	☐	☐
Placements providers and educators	☒	☐	☐

1.2 Confirmation of facilities inspected

	yes	No
Library learning centre	☒	☐
IT facilities	☒	☐
Specialist teaching accommodation	☒	☐

1.3 Confirmation that particular requirements/specific instructions (if any) of the Education and Training Committee that have been explored e.g. specific aspects arising from annual monitoring reports.

Requirement (please insert detail)	yes	No	n/a
1.	☐	☐	☐
2.	☐	☐	☐
3.	☐	☐	☐

Proposed student cohort intake number please state	

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

CONDITIONS

SET 2 *Programme admissions*

The admission procedures must:
2.2   apply selection and entry criteria, including:
2.2.1 evidence of a good command of written and spoken English;
2.2.2 criminal convictions checks;
2.2.3 compliance with any health requirements; and
2.2.4 appropriate academic and/or professional entry standards;
2.2.5 Accreditation of Prior Learning and other inclusion mechanisms
2.3   ensure that the education provider has an equal opportunities and anti-discriminatory policy in relation to candidates and students, together with an indication of how this will be implemented and monitored.

Condition: Link clearly within the documentation to relevant University Policies.

Reason: We can assume that such policies do exist but these are not referred to or identified in the documentation and therefore the elements of SET 2 are only implied. Evidence is therefore needed.

SET 3. Programme management and resource standards

3.2 The programme must be managed effectively.

Condition: Produce and include in documentation an organisation chart that clearly defines the management structure and processes.

Reason: This was not clear in the documentation and hence the assessment of staff as a resource could not be fully made in respect of roles and responsibilities.

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

Condition: Define clearly and identify within the documentation the CVs for key placement staff.

Reason: Placement staff need support and this was described to us but it was recognised that this was on a voluntary basis of staff development. A stronger statement and evidence of the protocol could be included in the documentation to identify where, when and how staff development of placement staff is accomplished.

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

Condition: Provide within the documentation the protocol for obtaining student and patient consent in practical and clinical teaching

Reason: There was no written evidence within the documentation as evidence of this protocol.

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: Change the form of wording in the programme overview (page 14) to clearly state that clinical attendance is mandatory.

Reason: The current wording seems to suggest that attendance at clinical placement is not mandatory.

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

Condition: Secure a larger budget than that identified at the visit (£300.06 per year) to cover expenditure on library text books.

Reason: This annual budget is not regarded as sufficient to cover the required and often expensive contemporary medical/health texts needed.

SET 5. *Practice placements standards*

5.1 Practice placements must be integral to the programme.

Condition: Provide a rationale for the placement education in terms of the "split" with that provided in the University clinics and the difference in the learning experience they contribute.

Reason: There was some concern that the placements were viewed as "added value" rather then an integral part of the programme with their own contribution. This also extended to tracking students. Placement staff spoken to also identified the significant value of patients seen in placement clinics as opposed to those in the University clinics and as such tended to view them as more than "added value". A clearer statement of purpose is therefore required.

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

Condition: Add key placement staff CVs to the documentation.

Reason: To provide the evidence.

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

Condition: As SET 5.1, a rationale is required on the placement usage.

Reason: The rationale is required to provide evidence of current thinking on the integration of the placements into the award to meet the learning outcomes.

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

Condition: In relation to all of SET 5.7 and revisiting the conditions of SET 5.1, 5.2 and 5.5, a clearer statement of the policy and service agreements need to be included in the documentation

Reason: It is clear that there is a great deal of good will, enthusiasm and informal partnership with the Trusts but is not clear how the placements formally fit in the processes in terms of award development, and the integration of theory and practice within the programme. No doubt this exists but there is little written evidence of the formal processes as evidence within the documentation.

5.8 Unless other arrangements are agreed, practice placement educators:
5.8.1 have relevant qualification and experience;

Condition: Add CVs of the key placement staff to the documentation

Reason: Enables visitors to check 5.8.1

Recommendation

SET 5. *Practice placements standards*

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

Recommendation: That the team consider enhancing the placement experience by:
1. Increasing the hours in placement.
2. Assessing the placement via a specific placement/work based module.

Reasons: To extend the scope and patient contact for students of a broader range of patients as described by the placement staff and track students through a specified range of mandatory placement experiences integrated with specific learning outcomes related to a specific placement /worked based module.

SET 6. *Assessment standards*

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

Recommendation: The team should review the number of learning outcomes and the levels they describe within modules and years to meet the standard qualifications framework and review the number of assessments asked of the students.

Reason: There are a great number of learning outcomes that are necessary to encapsulate the level and type of learning. This tends to emphasise over-assessment. Also, a number of learning outcomes could be written to better reflect the level of a module.

Commendations

- The team are to be congratulated on the obvious enthusiasm and notable good will between Trust staff and University staff.
- The clinical facilities seen are also of a high a standard.