

Health Professions Council

Visitors' report

Name of education provider	Edge Hill University
Name and titles of programme(s)	Dip HE Operating Department Practice
Mode of Delivery (FT/PT)	FT
Date of Visit	1 st – 2 nd May 2007
Proposed date of approval to commence	September 2007
Name of HPC visitors attending (including member type and professional area)	Mr Alan Mount – Professional Lead in ODP & Critical Care – Canterbury Christ Church University Mr Nick Clark – Senior Lecturer - HSHS
HPC Executive officer(s) (in attendance)	Miss Daljit Mahoon
Joint panel members in attendance (name and delegation):	Ms Wendy Cooke - (Chair) - Secondary ICT programme leader - Faculty of education - Edge Hill University Mr Edmund Harrison (secretary) – Academic Quality Officer Ms Angela Birchall - Journalism - Faculty of Arts & Sciences – Edge Hill University Mr James Caveney – ODP course director – University of Wales Bangor

Scope of visit (please tick)

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

Confirmation of meetings held

	Yes	No	N/A
Senior personnel of provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students (current or past as appropriate)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Confirmation of facilities inspected

	Yes	No	N/A
Library learning centre	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IT facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Requirement (please insert detail)	Yes	No	N/A
1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Proposed student cohort intake number please state	100
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The following summarises the key outcomes of the Approvals event and provides reasons for the decision.

CONDITIONS

Condition 1

SET 2 Programme admissions

2.2.1 The admission procedures must apply selection and entry criteria, including evidence of a good command of written and spoken English;

Condition:

The programme team should amend the statement within the admissions criteria to indicate that there is an English IELTS level for overseas students to meet on entry

Reason:

The current admissions criterion does not include a statement on English language requirements for overseas students. The HPC does not have a specific entry level requirement. There is an expectation that students must reach IELTS 7.0 on completion of the programme, as there is a requirement for them to meet the Standards of Proficiency, requirement under 1.b.4.

Condition 2

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

Condition:

The programme team must review the documentation to include the term 'enhanced' when referring to CRB checks

Reason:

References made within the documentation referring to CRB checks were inconsistent in stating the students will be required to complete an 'enhanced' CRB clearance check. This needs to be clearly stipulated and consistent within the documentation.

Condition 3

2.3 The admission procedures must ensure that the education provider has an equal opportunities and anti-discriminatory policy in relation to candidates and students, together with an indication of how this will be implemented and monitored.

Condition:

The programme team must submit a clear equal opportunities and anti-discriminatory policy from the university.

Reason:

The visitors were unable to see clear evidence of an equal opportunities and anti-discriminatory policy from the university. Documentation must be submitted which clearly presents that a policy within the university is in place.

Condition 4

SET 3 Programme Management and Resource Standards

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

Condition:

The programme team must redraft and submit documentation to include a form utilised to obtain consent from students prior to them participating as patients or clients in practical and clinical teaching, e.g. role plays, practicing profession-specific techniques.

Reason:

The documentation lacked evidence which insured that this standard is met. A consent mechanism needs to be put in place to ensure that potential candidates are aware of the expectations of the programme regarding the level of participation expected by and from the student.

Condition 5:

SET 4. Curriculum Standards

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

Condition:

The programme team must include within the module descriptors reference to HPC, in particular HPC Standards of Conduct, Performance and Ethics and reference to the HPC website.

Reason:

Within the module descriptors, such as within the list of learning resources, there were no references made to HPC. This should be included so that students are aware of the importance and allocation of HPC information.

Condition 6:

SET 5. Practice placements standards

5.3 The practice placement settings must provide:

5.3.1 a safe environment; and for

5.3.2 safe and effective practice.

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

Condition

The programme team must review and submit an up to date audits for clinical placements.

Reason:

The visitors were unable to view any recent clinical audits at the event which would have enabled them to determine whether the above SETs were being met. An up to date clinical audit would clearly demonstrate the approval and monitoring of placements.

Condition 7

5.8.2 Unless other arrangements are agreed, practice placement educators are must be appropriately registered.

Condition:

The programme team must review and submit a clear and up to date mentor list which includes mentors registered qualifications.

Reason:

It was difficult to see within the documentation, clear up to date information regarding placement mentor staff, such as who they are and what qualifications they hold. Through the use of a clear mentor list it would enable the visitors to determine whether this SET has been met.

Condition 8

6.7 Assessment regulations clearly specify requirements:

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

Condition:

The programme team must amend and resubmit the first paragraph within the briefing paper for the validation document to be changed from 'students' who successfully complete the programme will be able to register', it should be 'will be eligible to apply for registration'. This also applies to the paragraph in the validation submission document, section 2.2, page 12.

Reason:

Terminology used within the documentation was misleading for it implied that registration is automatic after the completion of the programme which is incorrect. Students should be made aware that registration is not automatic and that on completion of the programme they will be eligible to apply for registration with HPC.

RECOMMENDATIONS

Recommendation 1:

SET 2 Programme admissions

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

Recommendation:

Encourage the practice to include a follow up on health checks in years 2 and 3.

Reason:

At present students do not have to carry out any additional health checks once they are on the programme. An additional screening for health checks would ensure any changes to students' health would be picked up.

Recommendation 2

SET 3. Programme management and resource standards

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

Recommendation

The visitors recommend continuing to undertake the intention to appoint the additional members of staff to support the large cohort of students.

Reason:

There should always be an assurance that there is enough staff to deliver the programme effectively, without compromising our standards and that there is an adequate balance between staff and students.

Recommendation 3:

SET 3. Programme management and resource standards

3.12 The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.

Recommendation:

To ensure that the current resources available at Aintree campus are transferred successfully over to the new site and this is included within the HPC annual monitoring process.

Reason:

It is important for students to continue to have access to resources to support the required learning and teaching activities of the programme during and after the move to the new site.

Recommendation 4

SET 4. Curriculum Standards

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

Recommendation:

To review the Inter-professional learning within the programme to be more integrated.

Reason

The Visitors were assured that students were exposed to inter-professional learning; however it was not formally integrated within the programme. The visitors' encourage the development of inter-professional learning to be more embedded within the programme.

Recommendation 5:**SET 5. Practice placements standards**

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

5.8 Unless other arrangements are agreed, practice placement educators:

5.8.1 must have relevant qualification and experience;

5.8.3 undertake appropriate practice placement educator training.

Recommendation:

To review those current mentors who are currently D32/D33 qualified to be a priority to undertake the full mentor award.

Reason:

Mentors should possess the knowledge, skills and experience to support students and ensure they have a safe environment for effective learning. It would greatly aid those mentors who currently do not possess a mentor award to undertake one, enhancing their skills for this specific role.

Recommendation 6:**SET 6. Assessment standards**

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.

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

Recommendation:

To review the making and timely feedback of assignments given to students.

Reason:

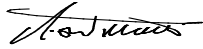
In light of students' comments, it was strongly felt that many would have improved in their assignments if they had received feedback of previous assignments earlier.

The nature and quality of instruction and facilities meets the Standards of Education and Training.

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

Visitors' signatures:

Mr Alan Mount



Mr Nick Clark

Date: 14th May 2007

ALL CONDITIONS MET