

Health Professions Council

Visitors' report

Name of education provider	London Southbank University
Name and titles of programme(s)	BSc (Hons) Diagnostic Radiography PG Dip Diagnostic Radiography
Mode of Delivery (FT/PT)	BSc = Full time/Part time in service PG Dip = Full time
Date of Visit	6-8 March 2007
Proposed date of approval to commence	BSc = September 2007 PG Dip Diagnostic Radiography = September 2007
Name of HPC visitors attending (including member type and professional area)	Shaaron Pratt (Radiographer) Linda Mutema (Radiographer)
HPC Executive officer(s) (in attendance)	Mandy Hargood
Joint panel members in attendance (name and delegation):	Professor Phil Cardew (Pro VC and Chair) Catherine Moss (Secretary) Mr John Newton Society and College of Radiographers Professor Mike Molan LSBU Professor Geoffrey Elliott LSBU Lisa Greatrex LSBU

Scope of visit (*please tick*)

New programme	<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 type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Proposed student cohort intake number please state	BSc 67 P G Dip 10
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ALL CONDITIONS MET

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

CONDITIONS

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

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

- 1.1.1 PG Dip/MSc degree with honours for the following professions:
- Diagnostic radiography

Condition: The documentation must be revised to make it clear that the PGDip is the HPC approved qualification for entry onto the register, not the MSc.

Reason: Currently the PGDip is an exit award for those who do not complete the entire MSc, however the University only seeks HPC approval for the PGDip, not the entire MSc. The documentation for the PGDip therefore needs to be separated from the documentation for the MSc.

SET 3. *Programme management and resource standards*

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

Condition: Three months before the programme commences a written statement explaining what student numbers, timing and resource allocation will be required, together with an explanation of any impact this will have on other existing programmes.

Reason: The University have indicated that the programme is not likely to start until September 2008 and could not provide firm information on the impact the programme is likely to have on the commissioning numbers for other programmes or on the resources available to other programmes.

SET 6. *Assessment standards*

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

Condition: The learning outcomes of the PGDip modules should be revised to ensure that they are consistent with the level expected of an M level programme.

Reason: The current learning outcomes are insufficiently different from the BSc to justify its higher level status.

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

Condition: The assessment requirements for each module should be reviewed to ensure that they are consistent with the revised learning outcomes.

Reason: The current assessment is inconsistent with the requirements of an M level programme.

RECOMMENDATIONS

SET 2 Programme admissions

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

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

Recommendation: Criminal conviction and health checks could be updated on an annual basis, or students could be asked to complete an annual self declaration.

Reason: Currently CRB checks and health checks are required before the programme commences, however there does not appear to be any mechanism to ensure these are kept up to date.

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: Access to IT facilities and internet access should be equally available to all students on practice placement.

Reason: After discussion with the students it became evident that the internet access was variable in the hospital setting due to the various restrictions imposed by the trusts on access. This means that some students were unable to access the internet and specifically Blackboard as often as they wished.

SET 4. Curriculum Standards

4.6 The range of learning and teaching approaches used must be appropriate to the subjects in the curriculum.

Recommendation: Where the BSc (Hons) and the PG Dip are delivered jointly, the programme team should consider the learning and teaching approach is appropriate for the academic level.

Reason: The visitors noted that there could be an issue of an inappropriate academic level being taught when the two groups have shared learning.

SET 5. Practice placements standards

5.1 Practice placements must be integral to the programme.

Recommendation: There should be equity of experience across all placements.

Reason: Currently students are not necessarily having the same placement experience and this could result in inadequate learning outcomes for the students on placements.

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

Recommendation; There should be closer monitoring of student clinical progress.

Reason: This should ensure that all the learning outcomes for the placements are achieved at the appropriate stages.

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

5.7.1 the learning outcomes to be achieved;

Recommendation: Students need to be better informed of their responsibilities on placements.

Reason: Discussions with students and representatives from clinical placements indicated on occasion students and clinical staff were unaware of the learning outcomes of specific placements. The students by knowing their responsibilities on placement will know what their own learning outcomes are.

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.

Recommendation: Feedback on student assessments should be more explicit.

Reason: **To facilitate the student learning experience. Students felt that, used on their own, generic marking schemes were not very helpful as a form of assignment feedback. They found additional comments by lecturers more useful.**

COMMENDATIONS

- 1. The module guidelines and clinical portfolios are excellent.**

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:

**Linda Mutema
Shaaron Pratt**

Date: 9 March 2007