

Health Professionals Council  
Department of Education and Policy

**Visitors report**

<b>Name of education provider</b>	Queen Margaret University College Edinburgh
<b>Name and titles of programme(s)</b>	Postgraduate Diploma Dietetics
<b>Mode of Delivery FT/PT</b>	Full Time
<b>Date of event</b>	1 <sup>st</sup> and 2 <sup>nd</sup> December 2005
<b>Proposed date of approval to commence</b>	September 2006
<b>Name of HPC visitors attending (including member type and professional area)</b>	Professor Carol Lloyd, HPC Council Member, Occupational Therapist (Education) Karen Shewan, Registrant, Dietitian (Practice)
<b>HPC Executive officer(s) (in attendance)</b>	Nicole Borg Joanna Kasmir
<b>Joint panel members in attendance (name and delegation):</b>	<u>Internal Panellists</u>  Dr Tom Carline Senior Lecturer Podiatry School of Health Sciences  Dr Fiona Coutts Senior Lecturer, Physiotherapy School of Health Sciences  Dr George Wilson Lecturer, Consumer and Retail Management School of Business and Enterprise

**Scope of visit (please tick)**

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

**Part 1.****1.1 Confirmation of meetings held**

	yes	no	n/a
Senior personnel of provider with responsibility for resources for the programme	✓	<input type="checkbox"/>	<input type="checkbox"/>
Programme planning team	✓	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	✓	<input type="checkbox"/>	<input type="checkbox"/>
Students (current or past as appropriate)	✓	<input type="checkbox"/>	<input type="checkbox"/>

**1.2 Confirmation of facilities inspected**

	yes	No
Library learning centre	✓	<input type="checkbox"/>
IT facilities	✓	<input type="checkbox"/>
Specialist teaching accommodation	✓	<input type="checkbox"/>

**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.	<input type="checkbox"/>	<input type="checkbox"/>	✓
2.	<input type="checkbox"/>	<input type="checkbox"/>	✓
3.	<input type="checkbox"/>	<input type="checkbox"/>	✓

Proposed student cohort intake number please state	12
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The following summarises the key outcomes of the approvals event and provides reasons for the decision.

## CONDITIONS

### ***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.

**Condition:** The number of Dietitians available to teach and support students should at all times be adequate to enable the curriculum to be fulfilled, so that graduates have the relevant knowledge and skills to practice safely and effectively in accordance with the Standards of Proficiency.

**Reason:** There are only two Dietitians directly involved in managing and teaching, both the undergraduate and postgraduate programmes. There is one other Dietitian, but he is programme leader for the MSc Public Health Nutrition and has considerable responsibilities on other programmes. The HPC Visitors were concerned how standards would be maintained in the event of long term sickness/absence of one of these Dietitians.

### ***SET 4. Curriculum Standards***

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 programme team must revisit the aims, and both module and assessment outcomes, to ensure that they match and are consistent with the Standards of Proficiency.

**Reason:** The number of aims per module are disparate and sometimes excessive (from 2 to 6). The module and assessment learning outcomes are different and do not always support the aims.

**SET 5. Practice placements standards**

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

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

5.7.1 the learning outcomes to be achieved;

5.7.4 the assessment procedures including the implications of, and any action to be taken in the case of failure; and

5.7.5 communication and lines of responsibility

5.8.3 undertake appropriate practice placement educator training.

5.9 There must be collaboration between the education provider and practice placement providers.

**Condition:** The programme team must state the future plans to build on the considerable developments and changes that have taken place in practice placement organisation. This must include the preparation of placement educators; the development of learning outcomes and common assessment tools/processes on placement; the monitoring and evaluation systems to be used; and the lines of responsibility and communication.

**Reason:** The recent changes in organisation, approval and quality assurance of placements has placed considerable extra responsibility upon the programme leaders. There has been a lot of work done, but there was little indication as to how this was going to be continued.

**Deadline for *Conditions* to be met: 31<sup>st</sup> March 2006**

**To be submitted to Approvals Committee on: 17<sup>th</sup> May 2006**

## Recommendations

### ***SET 3. Programme management and resource standards***

3.10 A system of academic and pastoral student support must be in place.

**Recommendation:** The programme leaders should evaluate the process they currently use to support students on placement.

**Reason:** It is not current practice to routinely visit students on placement unless there are any problems, or a visit is requested by student or placement educator. There may be associated benefits to regular visiting, such as development of closer partnerships with individual placement educators, monitoring of the assessment procedures, and an opportunity for tutors to update on practice.

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.

**Recommendation:** Student attendance monitoring should be formalised to ensure equality.

**Reason:** Student attendance at mandatory sessions is currently only monitored on an informal basis. This can work with very small numbers of students, but can be difficult with a slightly larger cohort and where there are a number of visiting lecturers .

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.

**Recommendation:** Information regarding how students can access any necessary journals should be updated in the student handbook.

**Reason:** Some students are currently not clear about the various routes they can use to access journal articles.

## **SET 4. Curriculum Standards**

4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.

**Recommendation:** That interprofessional learning (IPL) with other AHPs and nurses be explored and implemented as soon as is practicable, both in the university and on placements.

**Reason:** There is limited IPL on campus, with public health nutritionists. There is no IPL on campus with the other healthcare professionals who dietitians are most likely to work with in the NHS.

## **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:** That a system be implemented to monitor the number of assessments and the workload on both students and staff,

**Reason:** There are a large number of small assessments in some of the modules.

## **Commendations**

### **Commendations**

1. The enthusiasm and commitment of the Programme Leaders
2. The use of a wide variety of innovative teaching methods.
3. The mapping of the Standards of Proficiency and the Standards for Education & Training to the programme documentation.
4. The excellent work already done to develop and improve placement provision.

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:**

**Carol Lloyd** .....

**Karen Shewan** .....

**Date: 6<sup>th</sup> Dec 2005**

All Conditions Met