

## Health Professions Council

### Visitors' report

<b>Name of education provider</b>	Staffordshire University
<b>Name and titles of programme(s)</b>	Supplementary prescribing for allied health professionals
<b>Mode of Delivery (FT/PT)</b>	Part time
<b>Date of Visit</b>	6 <sup>th</sup> December 2006
<b>Proposed date of approval to commence</b>	February 2007
<b>Name of HPC visitors attending (including member type and professional area)</b>	David Whitmore (Paramedic) Norma Brook (Physiotherapist)
<b>HPC Executive officer(s) (in attendance)</b>	Osama Ammar Chris Hipkins (Observer)
<b>Joint panel members in attendance (name and delegation):</b>	Steve-Wynn Williams (Chair) Shirley Keeling (Administrative Quality Manager/Secretary) Carol Parton (Quality Administrator/Observer)

#### Scope of visit (please tick)

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

Date  
2006-12-06

Ver.  
a

Dept/Cmte  
APV

Doc Type  
APV

Title  
Visitors' Report - Staffordshire  
University - non-medical  
Prescribing

Status  
Draft  
DD: None

Int. Aud.  
Public  
RD: None

	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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>

<b>Proposed student cohort intake number please state</b>	<b>40 per year in 4 intakes</b>
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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:

2.2.4 appropriate academic and/or professional entry standards;

**Condition:** The course team must revisit and resubmit the definitive documentation and any advertising materials to clearly articulate the Department of Health imposed entry requirement for three years post-registration experience of practice.

**Reason:** From the submitted documentation and discussion, the course team demonstrated an awareness of the Department of Health requirement; however the Visitors felt the stipulation required clarity in all the documentation relating the course admission requirements.

### **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 course team must revisit and resubmit the definitive documentation to include in a single document the information contained in the *Validation support document; Module handbook, Briefing notes prescribing mentor*. This definitive document must have as appendices the various types of assessment and the marking policy, the student handbook, the criteria checklist for entry, the proforma for educational audits and curriculum vitae. Throughout the resubmitted the documentation the programme team must alter incorrect referencing as follows: 'professional body' to read 'regulatory body' when in relation to HPC; 'accreditation' to read 'approval'; and 'registration' to read 'annotation' when in relation to prescribing entitlements.

**Reason:** The Visitors felt that the submitted documentation contained all the relevant information, but that through re-organisation of the component documents, the definitive document would bring greater clarity to the design and operation of the course. The Visitors also identified in the submitted documentation misrepresentations, through misuse of terminology, of the process of professional regulation under HPC.

## **SET 6. Assessment standards**

6.7.5 for the appointment of at least one external examiner from the relevant part of the Register.

**Condition:** The course team must revisit and resubmit the definitive documentation to include the stipulation that at least one external examiner must be from the relevant part of the Register.

**Reason:** In order to include profession specific knowledge within the quality management of assessment procedures, the Visitors felt the course required the input of an appropriately registered allied health professional as an external examiner.

**Deadline for Conditions to be met: 20<sup>th</sup> December 2006**

**Date Visitors' Report submitted to Panel for approval: 1<sup>st</sup> February 2007**

**Date Programme submitted to Panel for approval: 1<sup>st</sup> February 2007**

## **RECOMMENDATIONS**

### **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.

**Recommendation:** The course team should consider obtaining written consent from students participating as patients or clients in teaching if in future the decision is made to include role-play in the teaching and learning strategy.

**Reason:** Through discussion it was clear that consent protocols were not required for the course at the current time; however the Visitors wanted to raise awareness so the course team would be in a position to implement a process if required.

### **SET 5. Practice placements standards**

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

**Recommendation:** The course team should consider the inclusion within the definitive documentation of the statement that “all mentors must attend a training day prior to working as a mentor”.

**Reason:** Through discussion it became apparent there was an historical problem of attendance which has now been addressed; however the Visitors felt in order to

prevent the training day being considered optional it would be prudent to include a statement in the mentor information.

5.13 The placement providers must have 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.

**Recommendation:** The course team should consider that, if practice placements were ever to be outside NHS environments, assurances will be required to demonstrate the equal opportunities and anti-discriminatory policies are satisfactory.

**Reason:** With the inclusion of allied health professionals on the course, the range of placement opportunities may accordingly increase to include private practice centres and the Visitors wanted to draw the course team's attention to this likelihood so appropriate considerations can be made.

## **Commendations**

The Visitors commend the team on their integration of innovative research into the effectiveness of non-medical prescribing in all its facets. In addition, the visitors were pleased to see the inclusion of up to date reports of that research being presented to new cohorts.

The Visitors also commend the teaching and learning methods and their appropriateness to the learning outcomes. The Visitors felt the course team exhibited responsiveness to the requirements of students, to the demands of the learning outcomes and the overall responsibility of producing graduates fit to practice.

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:**

**Norma Brook**

**David Whitmore**

**Date: 7<sup>th</sup> December 2007**