![hpc health professions council logo]

Visitors' report

Name of education provider	Swansea University
Programme name	Supplementary prescribing for allied health professionals
Mode of delivery	Part Time
Relevant part of HPC register	Podiatry/Chiropody Radiography Physiotherapy
Relevant entitlement(s)	Supplementary Prescribing
Date of visit	23 July 2008

Contents

Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

As well as approving educational programmes for people who want to join the Register, the HPC also approve a small number of programmes for those already on the Register. The post-registration programmes we currently approve are supplementary prescribing programmes (for chiropodists / podiatrists, radiographers and physiotherapists) and programmes in local anaesthetics and prescription-only medicine (for chiropodists / podiatrists).

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. This recommended outcome was accepted by the Education and Training Committee on 2 December 2008. At the Education and Training Committee's meeting on 2 December 2008, the programme was approved. This means that the education provider has met the condition(s) outlined in this report and that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

Introduction

The HPC visited the programme at the education provider as it was a new programme which was seeking HPC approval for the first time. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was part of a joint event. The education provider reviewed the programme. The education provider and the HPC formed a joint panel, with an independent chair and secretary, supplied by the education provider. Whilst the joint panel participated in collaborative scrutiny of the programme and dialogue throughout the visit; this report covers the HPC's recommendations on the programme only. As an independent regulatory body, the HPC's recommended outcome is independent and impartial and based solely on the HPC's standards. A separate report, produced by the education provider outlines their decisions on the programme's status.

Visit details

Name of HPC visitors and profession	Dr Jean Mooney (Podiatrist)
	Mr Gordon Burrow (Podiatrist)
HPC executive officer(s) (in attendance)	Miss Katherine Lock
Proposed student numbers	Maximum 20
Proposed start date of programme approval	January 2009
Chair	Ms Diane Mort
Secretary	Mrs Jayne Walters
Members of the joint panel	Jane Thomas (Internal Panel Member)
	Sue Ashelby (External Panel Member)

Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider.

	Yes	No	N/A
Programme specification	☒	☐	☐
Descriptions of the modules	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SETs	☒	☐	☐
Mapping document providing evidence of how the education provider has met the SOPs	☐	☐	☒
Practice placement handbook	☒	☐	☐
Student handbook	☒	☐	☐
Curriculum vitae for relevant staff	☒	☐	☐
External examiners' reports from the last two years	☐	☒	☐

The HPC did not review the external examiners reports from the last two years as the education provider did not submit them. However, they did table them at the visit itself.

The HPC did not review the mapping document providing evidence of how the education provider has met the SOPs prior to the visit as a mapping document was not required by the visitors as the programme is a post-registration qualification.

During the visit the HPC saw the following groups or facilities;

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	☒	☐	☐
Programme team	☒	☐	☐
Placements providers and educators/mentors	☐	☒	☐
Students	☒	☐	☐
Learning resources	☒	☐	☐
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	☒	☐	☐

The HPC met with students from the nursing and midwifery independent prescribing programme, as the programme seeking approval currently does not have any students enrolled on it.

The HPC did not meet with the placement providers and educators/mentors as they were unable to attend the visit.

Recommended outcome

To recommend a programme for approval the visitors must be assured that the programme meets all of the SETs and that those who complete the programme meet the SOP for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 45 of the SETs have been met and that conditions should be set on the remaining 18 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors have also made a recommendation. Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors did not make any commendations on the programme. Commendations are observations of innovative best practice by a programme or education provider.

Conditions

2.1 The admission procedures must give both applicant and the education provider the information they require to make an informed choice about whether to make or take up the offer of a place on a programme.

Condition: The education provider must redraft the programme flyer to better reflect that an HPC-registered Allied Health Professionals (AHPs) who successfully completes the programme will have the HPC register annotated with the Supplementary Prescribing entitlement.

Reason: The education provider provided a marketing flyer on the day of the visit which is available to potential students. The flyer did not state which AHPs can access the programme. It explained that completion of this programme led to HPC registration. It also explained that the outcome of the programme would be to independently prescribe. AHPs can only supplementary prescribe. This information was not giving the applicant the information they required to make or take up the offer of a place on a programme.

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 education provider must submit evidence that the student handbook includes reference to the required English Level for registered AHPs.

Reason: The student handbook that was submitted to the visitors prior to the visit did not include a statement on the level of English required for the programme. Whilst the prospective students will be registered AHPs and the standard of proficiency regarding the level of English will be met, there was no mention of this in the student handbook.

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

Condition: The education provider must submit evidence that the student handbook includes information that applicants will be required to show evidence that they have undertaken a recent enhanced CRB check prior to enrolment on the programme

Reason: The student handbook that was submitted to the visitors prior to the visit did not include any information about enhanced CRB checks carried out prior to admission to the programme. Pre-programme information for students must include detail on the need for enhanced CRB check, and the procedures in that are in place, should the applicant receive a positive identification on enhanced CRB check.

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

Condition: The education provider must submit evidence that the student handbook includes information about any health requirements.

Reason: The student handbook submitted to the visitors prior to the visit did not contain information about health requirements. The hand book was not clear if the education provider asked students to bring evidence of recent health checks to the start of the programme, or and did not describe how the vaccination process was explained to students A clearer outline of pre-programme enrolment health requirements within the student handbook will better inform students of any programme-related health requirements.

2.2.4 The admission procedures must apply selection and entry criteria, including appropriate academic and/or professional entry standards.

Condition: The education provider needs to resubmit the documentation available to students on the programme to include which registered AHPs can enrol onto the programme.

Reason: The documentation did not state which AHPs (i.e.: Physiotherapists, Radiographer, Podiatrists / Chiropodists) could enrol onto the programme. In discussion with the senior management team and the programme team it was apparent that they unaware that Radiographers could also supplementary prescribe. The handbooks need to state clearly those AHPs who can be accepted on the programme, after the course team has researched the AHPs that may wish to access this programme.

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

Condition: The education provider must provide evidence of how many cohorts will enrol onto the programme in each academic year stating the maximum and minimum size of each cohort, including the maximum numbers of students on each level within the cohort.

Reason: The documentation, provided prior to the visit, gave a provisional start date for AHP-SP from November 2008. In discussion with the senior management and programme teams, it became apparent that the start date for the AHPs will not begin in November 2008. The teams were also unsure and gave differing answers to questions around the numbers of AHPs within each cohort. The teams explained that students will enrol to either the Level 3 or M level programme, but it was unclear to the Visitors whether the Level 3 and Level M programmes are run at the same time, and also unclear how many AHPs would be recruited to each level. In meeting this condition the visitors will be able to determine if the amount of staff in place can deliver an effective programme.

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

Condition: The education provider must provide evidence that there is an adequate number of appropriately qualified teaching staff on the programme, with details of their roles and student contact commitments.

Reason: The documentation submitted prior to the visit did not detail that AHP-staff were involved in the teaching and learning programme, although names of two visiting AHP lecturers were presented during the visit. It was not clear, however, which aspects of the SP programme was taught by the AHPs, nor their student contact hours. The AHP-staff CVs were not available to the Visitors. The Visitors wish to have a clearer understanding of the teaching role and student contact commitment of each member of staff involved with the teaching programme, to ensure this SET is met

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

Condition: The education provider must submit evidence of a process in place to ensure all visiting lecturers have undertaken staff and continuing professional development

Reason: The programme team stated that visiting lecturers were part of the teaching team. However, Visitors did not see CVs so were unaware as to whether the standard is met. In order to meet this SET the Visitors need assurance that processes are in place that ensure that visiting lecturers, as well as permanent staff involved with the programme team, are involved in the staff development process.

3.7 The resources to support student learning in all settings must be used effectively.

Condition: The education provider must design a student handbook to better reflect the supplementary prescribing programme for AHPs.

Reason: The documentation sent prior to the visit was confusing to read. It stated that it was a handbook for students and placement providers but included information that was irrelevant or inaccurate, such as the SETs mapping and inaccurate appendix citing. It included the undergraduate student handbook only, when there are two levels available, both aimed at post-registration AHPs. It was designed for Nurses and Pharmacists; there needs to be a guide for AHPs which is easy for them to access and understand.

5.3.1 The practice placement settings must provide a safe environment.

Condition: The education provider must formulate a process to ensure a safe environment is provided for students at placement.

Reason: The programme team did not submit any information as to the auditing of placements before the visit. The audits supplied at the visit were an audit of student work, rather than illustrating a process to approve and monitor the safety and effectiveness of the placement itself. Part of the audit process should ensure assessments of risk and safety policies in the workplace.

5.3.2 The practice placement settings must provide safe and effective practice.

Condition: The education provider must formulate a process to ensure provision of safe and effective practice.

Reason: The programme team did not submit any information as to the auditing of placements before the visit. The audits supplied at the visit were an audit of student work, rather than illustrating a process to approve and monitor the safety and effectiveness of the placement itself. The audit process should review the assessment of understanding learning outcomes, resources available and the role of the placement provider in their role to make sure placement providers practice safety and effectively.

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

Condition: The education provider must formulate a process to maintain a through and effective system for approving and monitoring all placements.

Reason: The programme team did not submit any information as to the auditing of placements before the visit. The audits supplied at the visit were an audit of student work, rather than illustrating a process to approve and monitor the safety and effectiveness of the placement itself. The audit process must include approval of approve new placements, and their future monitoring.

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;

Condition: The education provider must design a handbook for practice placement educators that is specific to the AHP students, including learning outcomes to be achieved.

Reason: The documentation included a generic practice placement handbook for all healthcare staff. The education provider must design a more specific handbook for placement staff that includes information about the learning outcomes. This must be a handbook that outlines the learning outcomes for AHPs (not Nurses and Pharmacists). Currently there is no evidence that the practice placement educator has gained this information.

5.7   Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:
5.7.2   timing and the duration of any placement experience and associated records to be maintained;

Condition: The education provider must design a handbook for practice placement educators that is specific to the AHP students, including timing and duration of any placement experience and associated records to be maintained.

Reason: The documentation included a generic practice placement handbook for all healthcare staff. The education provider must design a more specific handbook for placement staff that includes information about timings and the duration of the placement and records to be maintained. This must be a

handbook that outlines information specific to for AHPs (not Nurses and Pharmacists). Currently there is no evidence that the practice placement educator has gained this information.

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

Condition: The education provider must design a handbook for practice placement educators that is specific to the AHP students, including any expectation of professional conduct

Reason: The documentation included a generic practice placement handbook for all healthcare staff. The education provider must design a more specific handbook for placement staff that includes information about expectation of professional conduct. This must be a handbook that outlines information specific to for AHPs (not Nurses and Pharmacists). Currently there is no evidence that the practice placement educator has gained this information.

5.7   Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:
5.7.4   the assessment procedures including the implications of, and any action to be taken in the case of failure;

Condition: The education provider must design a handbook for practice placement educators that is specific to the AHP students, including placement assessment procedures and any action to be taken in the case of failure.

Reason: The documentation included a generic practice placement handbook for all healthcare staff. The education provider must design a more specific handbook for placement staff that includes information about placement assessment procedures including the implications of and action to be taken in cases of failure. This must be a handbook that outlines information specific to for AHPs (not Nurses and Pharmacists). Currently there is no evidence that the practice placement educator has gained this information.

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

Condition: The education provider must design a handbook for practice placement educators (PPEs) that is specific to the AHP students, including communication and lines of responsibility.

Reason: The documentation included a generic practice placement handbook for all healthcare staff. The education provider must design a more specific handbook for placement staff that includes information about communication and lines of responsibility. This must be a handbook that outlines information specific to for AHPs (not Nurses and Pharmacists). The responsibilities of the student

and PPE's must be made clearer, and detail who to contact, in what situation. There is not evidence that the placement provider have gained this 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.

Condition: The education provider must formulate a process to ensure an equal opportunity and anti-discriminatory policy is in place when auditing student placements.

Reason: The programme team did not submit any information as to the auditing of placements before the visit. The audits supplied at the visit were an audit of student work, rather than illustrating a process to approve and monitor the safety and effectiveness of the placement itself.   Part of the audit process should ensure that placement providers have an equal opportunities and anti-discriminatory policies in place and used effectively.

Recommendations

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: The programme team should consider endorsing Swansea University's attendance policy of 80% attendance throughout the programme.

Reason: The documentation received prior to the visit stated that all students must maintain an 80% attendance record. Throughout discussion with the programme team it was apparent that students are aware of this policy and registers were taken. However, the programme team explained that absence was dealt with on a case by case basis if the need should ever arise. Visitors recommend that the statement of mandatory attendance in the documentation is used and communicated effectively to all students.

Dr Jean Mooney
Mr Gordon Burrow