

Health Professions Council
Department of Education and Policy

Visitors report

Name of education provider	The Robert Gordon University, School of Life Sciences, Aberdeen
Name and titles of programme(s)	BSc (Hons) Applied Biomedical Science
Mode of study	Full time
Date of event	Tuesday 25 th - Wednesday 26 th October 2005
Proposed date of approval to commence	September 2006
Name of HPC visitors attending (including member type and professional area)	Neil Willis Martin Nicholson
HPC Executive officer(s) (in attendance)	Karen Scott Joanna Kasmir - observer
Joint panel members in attendance (name and delegation):	Professor Robert Newton (Chair) Mrs Jennie Parry (School of Nursing and Midwifery) Dr Clare Parks (Faculty Administrative Officer)

Scope of visit (please tick)

New programme	x
Major change to existing programme	x
Visit initiated through Annual Monitoring	<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	x	<input type="checkbox"/>	<input type="checkbox"/>
Programme planning team	x	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	x	<input type="checkbox"/>	<input type="checkbox"/>

1.2 Confirmation of facilities inspected

	yes	no
Library learning centre	x	<input type="checkbox"/>
IT facilities	x	<input type="checkbox"/>
Specialist teaching accommodation	x	<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. A copy of the reply from the School of Life Sciences to the Internal Review Report 28-30 April 2004 is required. A number of issues raised in section 3.1.2.2 directly relate to issues which need to be confirmed as being resolved regarding the new course e.g. the requirement for a Memorandum of agreement applying to the Placement Educators.	X	<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	21
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ALL CONDITIONS MET - PROGRAMME APPROVED

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:

2.1 give both the 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 1: The documentation must reflect the fact that the programme does not automatically guarantee HPC registration for graduates but rather provides them with ‘eligibility to apply’ for HPC registration.

Reason: Applicants must be fully informed of the outcome of the course and of their responsibilities in regard to applying for HPC registration.

Condition 2: The documentation must remove all reference to **state** registration.

Reason: HPC registration, to which the documentation refers, is not state registration

Condition 3: The documentation must remove all reference to the HPC as a professional body.

Reason: The HPC is a statutory, regulatory body, rather than a professional body.

SET 3. Programme management and resource standards

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

Condition 4: The *Course Development Proposal Pro-forma* must be updated to demonstrate that the programme is included in the Faculty academic plan.

Reason: This section on the pro-forma document currently indicates that this is not the case.

3.8 The facilities needed to ensure the welfare and well-being of students must be both adequate and accessible.

Condition 5: The education provider must demonstrate how it expects students to be supported in terms of accommodation and other major expenses when on placement.

Reason: While the education provider is hoping to be able to provide bursaries to cover such expenses, this was not guaranteed at the time of the visit.

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.

Condition 6: Clarification for students and placement educators regarding identifying mandatory attendance whilst on placements and how this is to be monitored.

Reason: This information was not clear at the time of the visit, nor was it evidenced in the documentation.

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 7: The provider must demonstrate that all learning outcomes are assessed
(This condition is repeated at SET 6.1 below)

Reason: There was insufficient documentation regarding assessment of the learning outcomes on the practice placement

4.4 The curriculum must remain relevant to current practice:

Condition 8: The bibliography in the module descriptors must be updated to incorporate recent publications.

Reason: Many of the bibliographies are somewhat dated. The programme team advised that updated versions exist. These must be included in the current documentation.

Condition 9: The HPC's Standards of Conduct Performance and Ethics must be incorporated into the bibliography for module AS1999 and all practical modules

Reason: All graduates and students on placement must be familiar with these standards.

SET 5. Practice placements standards

- 5.1 Practice placements must be integral to the programme.**
- 5.2 There must be an adequate number of appropriately qualified and experienced staff at the placement.**
- 5.3 The practice placement settings must provide:**
 - 5.3.1 a safe environment; and**
 - 5.3.2 safe and effective practice.**
- 5.4 Learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.**
- 5.5 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.**
- 5.6 The education provider must maintain a thorough and effective system for approving and monitoring all placements.**
- 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;**
 - 5.7.2 timings and the duration of any placement experience and associated records to be maintained;**
 - 5.7.3 expectations of professional conduct;**
 - 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 Unless other arrangements are agreed, practice placement educators:**
 - 5.8.1 must have relevant qualification and experience;**
 - 5.8.2 must be appropriately registered; and**
 - 5.8.3 must undertake appropriate practice placement educator training.**
- 5.9 There must be collaboration between the education provider and practice placement providers.**
- 5.10 The education provider must ensure necessary information is supplied to practice placement providers.**
- 5.11 Practice placement providers must ensure necessary information is available at the appropriate time for both the education provider and students.**
- 5.12 A range of learning and teaching methods that respect the rights and needs of patients or clients and colleagues must be in place throughout practice placements.**
- 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 10: It is essential that a full placement plan is developed including details of the method of delivery and assessment. The full involvement of the placement educators in the development of the programme will be required.

Reason: The full involvement of all, including the placement educators, is essential for the development of a programme for this section of the course to meet the HPC Standards of Education and Training.

Condition 11 (repeated at SET 6.3 below): The programme documentation must be revised to clearly state which components of the IBMS Certificate of Competence are completed by the Education Provider and which are completed at the Practice Placement.

Reason: There was insufficient information provided about this aspect of the programme delivery. It is essential that students, placement educators and education provider staff are aware of where the responsibility for delivery and assessment of the learning outcomes are delivered.

Condition 12: Memoranda of Agreement must be drawn up between the University and all placement providers. The agreements must be drawn up in conjunction with the placement providers to ensure consistency in provision across all placements.

Reason: Memoranda of agreement with all placement providers will ensure that their duties and responsibilities are clear. There was doubt about the level of involvement of the placement providers in many areas of the programme and placement design and implementation.

5.8 Unless other arrangements are agreed, practice placement educators; 5.8.3 must undertake appropriate practice placement educator training

Condition 13: The 2 day CELT training programme must be made compulsory for all placement educators and delivered no later than the 2nd week of the tem.

Reason: Some placement educators had not been on the training programme and as such were not sufficiently trained as educators.

Condition 14: The 2-day CELT training programme must incorporate the aims and learning outcomes of the programme.

Reason: While the placement educators stated that the programme had been useful for improving their presentation skills and developing an understanding of the academic component of the programme, it was also stated that the educators had 'not considered the learning outcomes' during the training. This is considered to be critical to educator training as per SET 5.7.1.

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

Condition 15: The School must instigate formal, regular meetings between the programme team and all practice placement educators and trainers.

Reason: It was clear that the placement educators did not have sufficient information about the placements and what is entailed.

5.10 The education provider must ensure necessary information is supplied to practice placement educators:

Condition 16: The placement providers must be informed of the length of the placement period.

Reason: While the programme team clearly indicated that the placements were of 7 weeks duration, the placement educators indicated that they understood the length of the placement to be 6 weeks. This must also be clear throughout the documentation.

SET 6. Assessment standards

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

Condition 7: The provider must demonstrate that all learning outcomes are assessed

(This condition is repeated at SET 6.1 below)

Reason: There was insufficient documentation regarding assessment of the learning outcomes on the practice placement

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

6.3 All assessments must provide a rigorous and effective process by which compliance with external frameworks can be measured

Condition 11 (repeated): The programme documentation must be revised to clearly state which components of the IBMS Certificate of Competence are completed by the Education Provider and which are completed at the Practice Placement.

Reason: There was insufficient information provided about this aspect of the programme delivery. It is essential that students, placement educators and education provider staff are aware of where the responsibility for delivery and assessment of the learning outcomes are delivered.

6.7 Assessment regulations must clearly specify requirements for

6.7.1 student progression and achievement within the programme

Condition 18: The education provider must articulate, in the documentation, the ways in which a student who misses a substantial part of a practice placement (due to illness or other legitimate reasons) will be accommodated and how the placement providers will be required to manage this.

Reason: There was no clear, across-the-board, understanding of how such circumstances would be managed at the placement level

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

Condition 19: There must be an HPC registered external Examiner appointed.

Reason: This was not in place at the time of the visit

Deadline for Conditions to be met: 7 July 2006

To be submitted to Approvals Committee on: 5 September 2006

RECOMMENDATIONS

Recommendation: The education provider reconsiders the programme title.

Reason: The use of the term 'with professional registration' in the programme title is potentially misleading to students, new graduates and to the public.

COMMENDATIONS

- 1) The excellent quality of the SETs and SoPs mapping exercise
- 2) The very positive comments from the students
- 3) The excellent laboratory facilities
- 4) The IT facilities and their rolling continuous replacement program
- 5) The general quality of their paperwork
- 6) The positive approach by the team

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

Visitors' signatures:

Neil Willis

Martin Nicholson

Date: 15 November 2005