

**Health Professions Council  
Approvals Panel – 5 December 2006**

**PROGRAMME APPROVAL**

**Executive Summary and Recommendations**

**Introduction**

The Visitors have confirmed that the conditions relating to the following programmes approval have been met. The Visitors are now satisfied that the programmes meets the Standards of Education & Training and wish to recommend approval. The attached Visitors' reports have been updated to reflect that the conditions have been met.

<b>Education Provider</b>	<b>Programme Name</b>	<b>Delivery mode</b>
Coventry University	Certificate in Non-medical Prescribing	PT & FT
University of Greenwich (Partnership with London Ambulance Service)	Foundation Degree in Paramedic Science	Mixed
University of London Goldsmith's College	MA Art Psychotherapy	FT/PT
University of Lincoln	BSc (Hons) Applied Biomedical Science	PT
Manchester Metropolitan University	MSc Physiotherapy (Pre-registration)	FT
Nottingham Trent University	BSc (Hons) Applied Biomedical Science	FT/PT
University of Ulster	BSc Hons Dietetics Postgraduate Diploma Dietetics MSc Dietetics	FT FT FT
University of Worcester	Foundation Degree in Pre-Hospital, Unscheduled and Emergency Care	FT

**Decision**

The Panel is asked to approve the above named programmes, in line with the Visitors' recommendation that the programme now meets the Standards of Education and Training.

**Background information**

None

**Resource implications**

None

**Financial implications**

None

**Appendices**

Visitors Reports (8)

**Date of paper**

23 November 2006

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2006-11-20	a	EDU	PPR	Programmes for approval - Dec 2006	Draft DD: None	Public RD: None

## Health Professions Council

### Visitors' report

<b>Name of education provider</b>	Coventry University
<b>Name and titles of programme(s)</b>	Certificate in Non-Medical Prescribing
<b>Mode of Delivery (FT/PT)</b>	P/T F/T
<b>Date of Visit</b>	12 October 2006
<b>Proposed date of approval to commence</b>	February 2007
<b>Name of HPC visitors attending (including member type and professional area)</b>	Robert Fellows – Paramedic Patricia Fillis – Radiography
<b>HPC Executive officer(s) (in attendance)</b>	Abigail Creighton Daljit Mahoon (Observer)
<b>Joint panel members in attendance (name and delegation):</b>	Mr R Farmer (Chair) Associate Dean, Faculty of Engineering and Computing, Coventry University Mrs H Mills, Assistant Registrar, Quality Enhancement Unit, Coventry University Mr C Perkin, Principal Lecturer, Faculty of Business, Environment and Society Mr Ben -Yusuf Ali, Senior Lecturer, Faculty of Health and Social Care, University West of England Ms J James, Nursing and Midwifery Council

**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**

	<b>Yes</b>	<b>No</b>	<b>N/A</b>
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.**

<b>Requirement (please insert detail)</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
1	<input type="checkbox"/>	<input checked="" 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>25</b>
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ALL CONDITIONS SAME

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

## **CONDITIONS**

### **Condition 1**

#### **SET 2 Programme admissions**

The admission procedures must:

- 2.2.2 criminal convictions checks;
- 2.2.3 compliance with any health requirements.

#### **Condition:**

To make explicit within the programme documentation the process for criminal conviction checks and health requirements for those applicants from the Independent Sector.

#### **Reason:**

The mechanism by which the process for criminal conviction checks are carried out on prospective students from the Independent Sector was not explicit within the documentation reviewed.

### **Condition 2**

#### **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:**

That the documentation specifies the team involved in the delivery of the programme.

#### **Reason:**

The documentation reviewed contained a number of CV's but it was not clear who from the total submitted would be part of the programme team and involved in the teaching on these modules.

### **Condition 3**

#### **SET 6 Assessment standards**

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

#### **Condition:**

That for the Masters level route the assessment is amended for Module M34HS to include both an O.S.C.E. and a Viva component.

#### **Reason:**

The O.S.C.E. will bring to the assessment schedule an element of marked assessment that will allow demonstration of practice to be formally assessed.

#### **Condition 4**

##### **SET 6 Assessment standards**

6.7.1 Student progression and achievement within the programme.

##### **Condition:**

That the documentation for all module assessment at Level 3 and M Level be clarified and presented as a table indicating the method of assessment, the pass mark and the weighting of the assessment component for each module. This information should be presented consistently in module descriptors and student and supervisor handbooks.

##### **Reason:**

The methods of assessment together with individual pass marks and weightings were not clear within the documents reviewed.

#### **Condition 5**

##### **SET 6 Assessment standards**

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

##### **Condition:**

That documentation is provided that sets out the appointment process and criteria for appointment of the External Examiner for the programme.

##### **Reason:**

The documentation states that the programme has an appointed External Examiner but they are not named and it is not clear from which part of the register they have been appointed from or the application and selection process in place for the external examiner.

**Deadline for Conditions to be met: 17<sup>th</sup> November 2006**

**To be submitted to Approvals Panel/Committee on 5<sup>th</sup> December 2006**

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:**

**Robert Fellows**

**Patricia Fillis**

**Date: 16 October 2006**

## Health Professions Council

### Visitors report

<b>Name of education provider</b>	University of Greenwich (Partnership with London Ambulance Service)
<b>Name and titles of programme(s)</b>	Foundation Degree in Paramedic Science
<b>Mode of Study</b>	Mixed (FT 1 <sup>st</sup> year, PT subsequent years)
<b>Date of event</b>	13 <sup>th</sup> and 14 <sup>th</sup> June 2006
<b>Proposed date of approval to commence</b>	September 2006
<b>Name of HPC visitors attending (including member type and professional area)</b>	Marcus Bailey (Paramedic) David Halliwell (Paramedic)
<b>HPC Executive officer(s) (in attendance)</b>	Nicole Borg (Executive Officer)
<b>Joint panel members in attendance (name and delegation):</b>	Prof Margaret Noble (Chair) pro-vice chancellor, UoG Dr. Richard Blackburn, Head of Dept of Life Science Dr. Jim Demetre, School of Health and Social Care, UoG Aidan Ward External Higher Education Gill Taylor, British Paramedic Association Jennifer Crawford, Quality Assurance Officer, School of Health and Social Care

#### 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	Yes		
Programme planning team	Yes		
Placements providers and educators			

#### Confirmation of facilities inspected

	yes	no
Library learning centre	Yes	
IT facilities	Yes	
Specialist teaching accommodation	Yes	

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.

*This is a new programme that has not been previously approved by HPC*

<b>Proposed student cohort intake number please state</b>	18 London Ambulance Service students, once per year
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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 apply selection and entry criteria, including:**

**2.2.2 criminal convictions checks;**

**Condition:** The HEI must identify a process to ensure that students have undertaken an enhanced CRB check.

**Reason:** Current provision is provided by the London Ambulance Service (LAS) and the partnership arrangements need to be articulated to ensure the HEI is aware of CRB status prior to students commencing the programme.

**2.2 apply selection and entry criteria, including:**

**2.2.5 accreditation of Prior Learning and other inclusion mechanisms**

**Condition:** Must clearly articulate the APL mechanism for existing IHCD ambulance technicians

**Reason:** The documentation stated that, for example, IHCD ambulance technicians would be encouraged to enter the programme at Year 2. It is felt, and supported by the professional body, that this is not wholly reflective of the IHCD award. APL should be considered on an individual basis and the documentation should be changed to reflect this.

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

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

**3.2 The programme must be managed effectively.**

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

**3.5 Subject areas must be taught by staff with relevant specialist expertise and knowledge.**



**Condition:** The HEI must produce a written business case that identifies the programme in relation to planned intakes, staffing arrangements as the student numbers increase and that articulates where paramedic lecturers will provide specific input on modules.

**Reason:** Currently there were limited verbalised plans for the programme with no strategy to support the programme after the first intake. The HEI needs to identify (suggested 5 year) how the programme staffing, from the HEI, will increase to support a potential 54 students at any one time once the programme is established. The plans should articulate where paramedic specific input is required. This business case should also identify that this programme is a partnership with LAS (as a delivery site and placement provider).

**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:** The HEI must agree the attendance requirements and clearly articulate these in the student handbook

**Reason:** Current attendance is 100%. A mechanism is stated that all students who miss sessions will have an action plan but the concern centres around the wording in the student handbook that may appear to suggest that students shouldn't be absent for genuine reasons. The course team explained that this was not the case and support would be given, but this should be reflected in the student guide. The visitors also ask that you consider the 100% attendance requirement in line of the above comments.

#### **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.**

**4.2 The programme must reflect the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession.**

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

**4.4 The curriculum must remain relevant to current practice.**

**4.5 The delivery of the programme must assist autonomous and reflective thinking, and evidence based practice.**

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

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

**Condition:** The HEI must identify where the Standards of Proficiency (SOPs) are met along with the professional body guidance and QAA benchmark statement. Must provide a list of year one placements (not fine detail, but should identify the range).

**Reason:** Currently there appears to be SOP's (2b1 and 2b2) missing from the programme. Although evidence based practice was verbally stated as a hidden part of the curriculum in order to achieve registration and for the programme to be current,

this needs to be explicitly stated. Students completing this programme should be able to utilise evidence after analysing and reviewing its content and usability. Once this has been completed these should form learning outcomes for the programme and measured. Currently there is no formal year one placement plan.

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

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

**5.8 Unless other arrangements are agreed, practice placement educators:**

**5.8.1 have relevant qualification and experience;**

**5.8.2 are appropriately registered; and**

**5.8.3 undertake appropriate practice placement educator training.**

**Condition:** Must detail the mentor arrangements for numbers and clinical practice level.

**Reason:** Current plans do not provide detail of numbers that are required or will be prepared to support this course. This should be identified to ensure that adequacy of practice placements educators will be present to support student progression. The visitors also ask for clear rationale and detail on the use of EMT as mentors and the role and benefit that can be offered to student paramedics.

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

**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 timings and the duration of any placement experience and associated records to be maintained;**

**Condition:** The HEI/LAS must produce a year one placement plan

**Reason:** Currently there is no plan for which placement areas will be attended on year one visits. This should be identified along with why these areas have been chosen to support learning outcomes. There should also be a process to record placement attendance.

### **SET 6. Assessment standards**

**6.7 Assessment regulations clearly specify requirements:**

**6.7.1 for student progression and achievement within the programme;**

**Condition:** The course documentation must articulate emergency driving and its effects on the course

**Reason:** Currently this is not explained in the course documentation. If student fail to demonstrate the standard then they can be discontinued from the programme. This should be documented for the students and progression routes considered.

**6.7 Assessment regulations clearly specify requirements:**

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

**Condition:** The HEI Must appoint an external examiner from the paramedic profession

**Reason:** No external examiner for this programme.

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

**To be submitted to Approvals Committee on: 3<sup>rd</sup> August 2006**

**RECOMMENDATIONS**

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

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

**Recommendation:** The HEI and LAS should produce a staff development plan to support their collaborative working.

**Reason:** Currently there are a range of activities that are being undertaken for HEI staff to gain knowledge on paramedics. It would be desirable for the HEI and LAS to produce a plan on supporting LAS staff (with special consideration for training officers) to be integrated and developed with higher education.

**COMMENDATIONS**

1. Collaborative working – The LAS and University of Greenwich should be commended for the development of this programme in an integrated manner. There is a strong working relationship that has allowed for a partnership approach to be developed.
2. The support from the HEI and LAS on individual basis should be commended for the amount of support and enthusiasm each has provided in this venture.

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:**

**Marcus Bailey:**

**David Halliwell:**

**Date: 22<sup>nd</sup> June 2006**

**Health Professions Council**

**Visitors' report**

<b>Name of education provider</b>	University of London Goldsmith's College
<b>Name and titles of programme(s)</b>	MA Art Psychotherapy
<b>Mode of Delivery (FT/PT)</b>	FT/PT
<b>Date of Visit</b>	31/5/06 and 1/6/06
<b>Proposed date of approval to commence</b>	September 2007
<b>Name of HPC visitors attending (including member type and professional area)</b>	Philippa Brown Arts Therapist (Art) Education John Fulton Arts Therapist (Art) NHS Practitioner
<b>HPC Executive officer(s) (in attendance)</b>	Mandy Hargood
<b>Joint panel members in attendance (name and delegation):</b>	Janis Jeffries (Chair) Denise Miller

**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**

	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Senior personnel of provider with responsibility for resources for the programme	✓	<input type="checkbox"/>	<input type="checkbox"/>
Programme 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"/>

**Confirmation of facilities inspected**

	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Library learning centre	✓	<input type="checkbox"/>	<input type="checkbox"/>

IT facilities	✓	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation	✓	<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"/>	✓
2	<input type="checkbox"/>	<input type="checkbox"/>	✓
3	<input type="checkbox"/>	<input type="checkbox"/>	✓

<b>Proposed student cohort intake number please state</b>	<b>35</b>
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The following summarises the key outcomes of the Approvals event and provides reasons for the decision.

## CONDITIONS

### CONDITION 1

#### SETS 3.7, 3.8 and 3.12

- 3.7 The Resources to support student learning settings must be used effectively**
- 3.8 The facilities need to ensure the welfare and well-being of the students must be both adequate and accessible**
- 3.12 The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme**

That a health and safety review is undertaken in order to inform appropriate decisions that need to be made in order to provide accommodation that will lead to the SET being met.

The Visitors had some concern that in order for approval to be given for September 2006 the Health and Safety check required to be undertaken as a matter of urgency.

#### **Reason:**

Subsequent to the Visitors tour of the facilities provided for the teaching of the MA in Art Psychotherapy and having received the Departmental Strategy and the External Examiner report that highlighted concerns about the teaching accommodation; the visitors thought that those particular facilities were not to be of a satisfactory standard for student learning. Cognisance was given to the possibility that disabled access may also be problematic.

**CONDITION 2:**

**SET 3.9**

**3.9 Where students participate as patients or clients in practical or clinical teaching, appropriate protocols must be in place.**

That a protocol be put in place to gain informed consent by students with regard to meeting the SET.

Reason:

In order to protect all parties in the clinical and experiential learning process.

**Condition 3:**

**SET 6.1 and 6.2**

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

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

That the programme amendment relayed to the visitors at the meeting is implemented by September 2006.

Reason:

The visitors were made aware of a programme amendment currently being progressed that takes account of assessment methods and procedures.

**Condition 4:**

**SET 6.1 and 6.4**

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

**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**

Assessment criteria and methods are conveyed in transparent form to the students at appropriate intervals and that this be published in the student handbook

**Reason:**

The students appeared to be unclear about assessment procedures.

**Condition 5:**

SET 3.12

**3.12 The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme**

That there is parity across the documentation.

**Reason:**

The Visitors found inconsistencies in recording course units in the Definitive Course document and the Student Handbook. The Visitors found the documentation led to difficulties in ensuring the SET's were met.

**RECOMMENDATIONS**

**Recommendation 1:**

SET 4.2

That the document outlining the Lecture Series explicitly incorporates teaching on Art Psychotherapy and psychosis, Art Psychotherapy and learning disabilities and Art Psychotherapy with personality disorders.

**Reason:** The visitors felt this would meet the SET more fully.

**Recommendation 2**

SET 5.6

To review the current systems of monitoring and auditing of all placements.

**Reason:**

The Visitors felt that there needed to be a greater distinction made between administrative tasks and academic duties.

**Recommendation 3**

SET 5.7.2

To review the time frame for the setting up of placements

**Reason:**

The Visitors were made aware that placement educators would like earlier contact with students to meet HR requirements of the placement e.g. police checks.

**Recommendation 4:**

SET 5.8.1 and 5.8.2

To put a contract in place with the placement that includes verification of the placement educator's qualifications and registration

**Reason:** Administrative documents would meet the SET more fully.

**Recommendation 5:**

SET 5.10

Documentation sent to the placement educators is required to incorporate course documentation relevant to the placement and the concurrent academic course work being delivered

**Reason:**

To ensure placement educators are kept informed of the student learning

**Commendations**

The Visitors commend the high calibre of the staff team and for their determined commitment to the and delivery of the programme in a challenging environment.

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:**

**Philippa Brown**

**John Fulton**

**Date: 6/6/2006**



# Health Professions Council

## Visitors report

<b>Name of education provider</b>	University of Lincoln
<b>Name and titles of programme(s)</b>	BSc (Hons) Applied Biomedical Science
<b>Date of event</b>	25-26 April 2006
<b>Proposed date of approval to commence</b>	September 2006
<b>Mode of Study</b>	PT
<b>Name of HPC visitors attending (including member type and professional area)</b>	Martin Nicholson, Biomedical Scientist Mary MacDonald, Biomedical Scientist HPC Partners
<b>HPC Executive officer(s) (in attendance)</b>	Jo Kemp
<b>Joint panel members in attendance (name and delegation):</b>	Don Blackburn – Chair Martin Pinnick – Quality Phillipa Dyson – University Library Dave Kenyon – Faculty of Media and Humanities Alán Wainwright – IBMS Jim Blackstock- IBMS

### 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"/>

### 1.1 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 planning 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"/>

### 1.2 Confirmation of facilities inspected

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

<b>Proposed student cohort intake number please state</b>	Intakes for 8
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ALL CONDITIONS MET

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

## CONDITIONS

### Condition 1

**3.9 Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.**

**Condition:** The University must have evidence that where student participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.

**Reason:** This was not cited by the Visitors in the documentary evidence.

### Condition 2

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

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

**Condition:** The University ensures that the pass mark for all assessments ensures that students meet all Standards of Proficiency.

**Reason:** The current University regulations allow students to be Condoned in a module which does not guarantee that all the Standards of Proficiency are being met.

### Condition 3:

**6.7.2 for awards which do not provide eligibility for inclusion onto the Register not to contain any reference to an HPC protected title in their title.**

**Condition:** The University must ensure that the documentation regarding the award of a BSc without the Applied Honours, clearly states that this award does not lead to direct registration with the HPC.

**Reason:** From the Visitors reading of the documentation, this was not clearly cited in the documents.

### Condition 4:

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

**Condition:** The University must appoint an external examiner who is HPC registered.

**Reason:** The External Examiners currently being used are not on the HPC register.

**Deadline for Conditions to be met: 15 June 2006**

**To be submitted to Approvals Committee on: 4 July 2006**

## RECOMMENDATIONS

### Recommendation 1

**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.**

**Recommendation:** The University should ensure consistent availability of books and journals.

**Reason:** The availability of books and journals on occasions was inadequate as indicated by the students.

### Recommendation 2

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

**Recommendation:** The University should ensure that documentation clearly states the process for monitoring placements.

**Reason:** From the Visitors reading of the documentation, this was not clear.

### Recommendation 3

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

**Recommendation:** The University should ensure that documentation clearly states the process in the event of a placement failure.

**Reason:** From the Visitors reading of the documentation, this was not clear.

## COMMENDATIONS

1. The documentation has been well prepared in detail with excellent cross referencing to SETs and SOPs.
  2. Cooperation between Education Providers, Commissioners and employers is an exemplar.
- 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:

*Martin Nicholson*

*Mary MacDonald*

**Date:** 09/05/06

## Health Professions Council

### Visitors' report

<b>Name of education provider</b>	Manchester Metropolitan University
<b>Name and titles of programme(s)</b>	MSc Physiotherapy (Pre-registration)
<b>Mode of Delivery (FT/PT)</b>	FT
<b>Date of Visit</b>	26 – 27 September 2006
<b>Proposed date of approval to commence</b>	January 2007
<b>Name of HPC visitors attending (including member type and professional area)</b>	Anthony Power Katie Bosworth
<b>HPC Executive officer(s) (in attendance)</b>	Osama Ammar (lead) Mandy Hargood (observer)
<b>Joint panel members in attendance (name and delegation):</b>	Philip Lloyd (Chair) Stuart Ramsden (Secretary) Pat Procter (Faculty Representative) Peggy Cooke (Dean of Faculty Representative) Roy Turner (Academic Standards) Sandra Sharpe (Faculty Administrator) Susan Johnson (External Assessor) Susan Smith (External Assessor) Nina Thompson (CSP) Richard Stephenson (CSP)

**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**

	<b>Yes</b>	<b>No</b>	<b>N/A</b>
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.**

<b>Requirement (please insert detail)</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
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>14</b>
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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 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:** The education provider must make clear the current Home Office restrictions on the employment of overseas physiotherapists in the United Kingdom in any advertising, promotional material for the course and at interview.

**Reason:** The visitors felt applicants to the programme may not be aware of the current restrictions on the employment of physiotherapists in the United Kingdom and that it is important these applicants are given accurate information to inform any decision on whether to undertake the programme.

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

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 provide the new audit tool for assessing practice placement providers which must include particular reference to the placement provider having a satisfactory equal opportunities and anti-discrimination policies in place.

**Reason:** Currently placement providers are assessed by the programme team on the basis of in-depth knowledge of the provider built up through formal and informal contact. In future, the education provider may use a wider range of placement practice providers (for example, in the commercial and voluntary sector) and it is important that every provider is subject to scrutiny in terms of their equal opportunity and anti-discrimination policies.

## **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 education provider must include in the programme specification/ definitive document the stipulation for the appointment of at least one external examiner from the relevant part of the Register.

**Reason:** Although the programme team intends to make use of an existing external examiner from the undergraduate programme, it is felt appropriate to ensure that any successive appointments will hold relevant profession specific knowledge.

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

**To be submitted to Approvals Panel on: 5<sup>th</sup> December 2006 (Panel)**

## **RECOMMENDATIONS**

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

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:** Existing facilities are appropriate, but in light of the education provider's stated intention to develop e- learning approaches, the provision of information technology facilities and services needs prioritisation in the budget planning process. This recommendation is of particular importance in view of the planned relocation of the course to a new site in the near future.

**Reason:** The rationale for the course is predicated on the assumption that students, who are all graduates, will be able to manage their learning in an effective manner using a variety of study techniques including significant use of e-learning. If this is to be achieved in practice adequate facilities and support must be available.

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

4.4 The curriculum must remain relevant to current practice.

**Recommendation:** Given the growing awareness of the importance of inter-professional learning for physiotherapy students the education provider should seek to implement its inter-professional learning strategy as soon as possible.

**Reason:** The education provider has undertaken significant collaborative work with other programme teams in the Faculty of Health, Social Care and Education to develop a strategy for inter-professional learning. The education provider needs to



move from strategy formulation to implementation in order for students to benefit from this important aspect of education practice.

**Commendations –**

1. The management team for the proposed MSc Physiotherapy (pre-registration) operate in a cohesive and effective manner.
2. The programme for the course is well designed, rigorous and uses a range of imaginative learning and teaching approaches.

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:**

**Visitor: Anthony Power**

**Visitor: Kathleen Bosworth**

**Date: 2<sup>nd</sup> October 2006**

ALL CONDITIONS MET