

**Approvals Committee Panel
2 February 2006**

**Education Department
Programmes for Approval**

Introduction

Attached is Visitor's final report for the below programme which requires approval by the Panel

Education Provider	Programme Name	Mode of Delivery	Comments/Date
Glasgow Caledonian University	Local Analgesia with nail Surgery for Podiatrists	Full time	

Decision

The Panel is asked to **approve** the above programme upon recommendation from the HPC visitors in attendance at the event.

Background information

None

Resource implications

None

Financial implications

None

Background to papers

None

Appendices

Visitor Reports and condition reports for the above programmes.

Health Professionals Council
Department of Education and Policy

Visitors report

Name of education provider	Glasgow Caledonian University
Name and titles of programme(s)	Local Analgesia with Nail Surgery for Podiatrists
Date of event	21 October 2005
Proposed date of approval to commence	February 2006
Name of HPC visitors attending (including member type and professional area)	Jean Mooney Joanna Jackson
HPC Executive officer(s) (in attendance)	Karen Scott
Joint panel members in attendance (name and delegation):	Valerie Webster (Chair) Paul Frowe

Scope of visit (please tick)

New programme	<input checked="" type="checkbox"/>
Major change to existing programme	<input type="checkbox"/>
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	Yes		
Programme planning team	Yes		
Placements providers and educators	Yes		

1.2 Confirmation of facilities inspected

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

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.

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

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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All conditions met

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

CONDITIONS

Preliminary Requirement:

The HPC visitors require that the HEI must remove all statements within the documentation that state or imply that the HPC is responsible for awarding the qualification in Local Anaesthesia Surgery to students who successfully complete all elements of this course.

Reason: The University is responsible for the award of the qualification (that is their Certificate of Competence in Local Anaesthesia). The HPC will recognise that qualification after the programme has received HPC approval, but the HPC does not award the qualification.

SET 2 Programme admissions

The admission procedures must:

2.2 apply selection and entry criteria, including:

2.2.2 criminal convictions checks;

Condition 1: The HEI admissions procedure must make explicit its procedure for ensuring that all applicants have been subject to a CRB (enhanced disclosure) check

Reason: The process for ensuring that all entrants to the programme have demonstrated that they have been subject to a CRB (enhanced disclosure) check was not presented in the documentation provided to the HPC.

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.

Condition 2: The HEI must provide a copy of the consent form that will be used by students to indicate their consent to participate as a patient or client during practical and clinical teaching.

Reason: As students undertaking the programme will be participating as 'patients' or 'clients' in practical and clinical teaching, a protocol for obtaining their informed consent must be presented. The University must ensure that informed consent is gained from all students enrolled on the programme to allow them to act as model 'patients' and 'clients' or assist in any other way in role play settings. This will assure the HPC that all students enrolled to the programme accept the nature of the role play in advance, and thus are able to give their informed consent to participate in role play exercises inherent within the programme delivery

SET 6. Assessment standards

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

Condition 3: The HEI is required to provide statements within the course documentation that clarify

- the minimum level of achievement required for each clinical assessment in order to achieve a pass grade in that assessment; and
- the minimum level of achievement required within each sub-section of the clinical assessment in order to achieve a pass grade within that section of the assessment.

Reason: The documentation did not specify this information and without clarification of the minimum levels required to achieve pass grades in all assessments it is not possible to ensure

- that the assessments are compliant with the relevant benchmark statements and
- that they accurately measure the student's skills to practise local anaesthesia and surgery in a safe and effective manner, and
- thus 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.

Condition 4: The HEI is required to give statements within the course documentation to clarify how the learning outcomes and skills that are required to ensure safe and effective practice of local anaesthesia and surgery are measured within the diet of assessments.

Reason: The documentation did not specify these requirements. Without such statements it is not possible to ensure that all aspects of student assessment both

- meets the relevant benchmark statements in an objective manner with reference to external reference frameworks, and
- assures that the student can demonstrate fitness to practice

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

Condition 5: The HEI is required to state within the course documentation the process by which it provides a rigorous and effective assessment process, linked to external reference frameworks.

Reason: The course documentation did not provide evidence of this requirement. Without such a statement, the means by which the student's fitness to practice cannot be assured, and the HPC would not have the confidence that the criteria used by the HEI to measure the student performance were objective and externally valid, and compliant with the relevant external benchmark statements

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.

Condition 6: All aspects of student assessment within the LA and Surgery programme must demonstrate that they form part of a wider process of monitoring and evaluation

Reason: The HEI must document that students are assessed using externally validated objective criteria that in order to demonstrate the student's fitness to practice both

- comply with the HEI requirements to assess (and give feedback of that assessment to) student performance, and
- assure that the student's performance in assessment is to the requisite benchmark statements of competency in the use and application of local anaesthesia and surgery.

6.5 There must be effective mechanisms in place to assure appropriate standards in the assessment.

Condition 7: The HEI must provide assurance that all aspects of student assessment meet appropriate standards.

Reason: The HEI's assessment of student performance must assure the HEI that the HEI's mechanisms of assessment of all assessed areas within the programme are shown

- to be objective,
- to meet externally validated criteria of benchmark competencies
- to measure the range of skill and knowledge that the student will require to practice local anaesthesia and surgery in a safe and effective manner, and
- to allow the student to demonstrate fitness to practice

Deadline for Conditions to be met: 16 January 2006
To be submitted to Approvals Committee on: April 2006

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.

Recommendation 1: The course team is encouraged to undertake a mapping exercise to cross reference the learning outcomes of the programme to the content identified within the syllabus, and to publish this to students, university staff and clinical placement providers and tutors

Reason: The link between module content and learning outcomes is greatly facilitated when a clear statement of the reasons how and why all aspects of the module are presented within the course facilitated. This approach also explains and underpins the rationale of the assessment of the course content.

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

Recommendation 2: The course team are recommended to review and reconsider the format of delivery of the 3-day clinical programme, to allow a more flexible approach to its delivery so that students may also observe the practice of anaesthesia and nail surgery, and observe and participate in the treatment of patients who require post-operative wound care.

Reason: The indicated structure of the clinical programme requires students to attend for 3 consecutive days. This format may not have sufficient flexibility to allow students to

observe cases undergoing local anaesthesia and nail surgery before they begin their own 'hands on practice', or to fully appreciate the needs of the post operative care regime of patients who have undergone nail surgery. The indicated 3-day practice programme thus may not provide students with opportunities for reflection on the process of acquiring these essential skills.

The course team is strongly advised to consider the inclusion of opportunities for the students to observe the of the treatment of cases undergoing local anaesthesia and nail surgery, and also the aftercare regime of such patients, or videos of these elements, within the seminar structure of the 5 day theoretical programme.

SET 5. Practice placements standards

5.4 Learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.

Recommendation 3: The format of delivery of the theoretical and clinical programmes should be reviewed so that students can observe the practice of local anaesthesia and nail surgery and post-operative wound care, in advance of their 3-day clinical practice element. 5 day theory and 3 day clinical programmes should be reviewed to include the opportunity for students to observe the treatment of operative and post operative patients.

Reason: The programme would be enhanced by introducing the students to the clinical environment in advance of the start of the clinical programme. This aspect of practice could be built into the seminar sessions on days 4 and 5 of the theoretical programme. The current planned structure of the clinical programme over 3 consecutive days does not appear to allow time for students to appreciate the post operative requirements of patients undergoing nail surgery and does not provide students with opportunities for reflection on the process of acquiring the required skills.

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

Recommendation 4: It is advised that the format of delivery of the theoretical and clinical programmes is reviewed so that students can observe the practice of local anaesthesia and nail surgery and post-operative wound care, in advance of their 3-day clinical practice element. 5 day theory and 3 day clinical programmes should be reviewed to include the opportunity for students to observe the treatment of operative and post operative patients.

Reason: The programme would be enhanced by introducing the students to the clinical environment in advance of the start of the clinical programme. This aspect of practice could be built into the seminar sessions on days 4 and 5 of the theoretical programme. The current planned structure of the clinical programme over 3 consecutive days does not appear to allow time for students to appreciate the post operative requirements of patients undergoing nail surgery and does not provide students with opportunities for reflection on the process of acquiring the required skills.

5.10 The education provider must ensure necessary information is supplied to practice placement providers.

Recommendation 5: A placement education handbook should be provided for clinical educators involved with the 3-day practice-based clinical programme (a placement handbook is provided for student use)

Reason: The current clinical team is very experienced and is very familiar with the University procedures but the induction of new educators to the 3-day clinical practice team would be greatly facilitated by a placement educators handbook.

5.11 Practice placement providers must ensure necessary information is available at the appropriate time for both the education provider and students.

Recommendation 6: A placement educators handbook should be provided for all clinical educators who are to be involved with the delivery of the 3-day practice-based clinical programme (a placement hand book is provided for student use)

Reason: The current clinical team is very experienced and is very familiar with the University procedures but the induction of new educators to the 3-day clinical practice team would be facilitated by a placement educators handbook.

Commendations

Commendation 1: The visitors were pleased to note the good use of the 'Blackboard' web-based programme of learning to encourage pre-course essential learning for prospective students, to support the taught and practical elements of the Module.

Reason: Prospective students to the course are encouraged to forge links with the University staff before the start of the programme and to gain familiarity with the use of 'Blackboard' before they commence the programme.

Commendation 2: The visitors were pleased to note the clear evidence of collaboration between the clinical educators and the University.

Reason: All aspects of the programme were well supported by University staff at the joint validation event on 21.10.05

Commendation 3: The visitors were very pleased to note the excellent library facilities available to course participants

Reason: The library personnel supporting the programme are very enthusiastic and committed to the support and facilitation of all aspects of Podiatry education

Commendation 4: The visitors were very pleased to note the responsiveness of the programme team during throughout approval event.

Reason: All team members, both University- and NHS-based were enthusiastic about the programme and constructive and flexible in their approach to the delivery of the programme, in order to achieve the optimal learning and teaching experience for the student. The nature and quality of instruction and facilities meets the Standards of Education and Training.

All conditions met

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

Visitors' signatures:

Dr. Jean Mooney:



Dr. Joanna Jackson:

Date: 27.10.05

All conditions met