Health Professions Council
Approvals Panel – 5 September 2006

VISITORS' REPORTS

Executive Summary and Recommendations

Introduction

The attached Visitors' reports for the following programmes have been sent to the education providers and following a 28 day period no representations have been received. The education providers are in the process of meeting the conditions recommended by the HPC Visitors.

Education Provider	Programme Name	Delivery mode
University of Brighton	BSc (Hons) Applied Biomedical Science	F/T
Colchester Institute (University of Essex)	BSc (Hons) Occupational Therapy	F/T & P/T
Goldsmith's College, University of London	MA Art Psychotherapy	F/T & P/T
University of Greenwich (Partnership with London Ambulance Service)	Foundation Degree in Paramedic Science	Mixed
Guildhall School of Music & Drama (City University)	MA Music Therapy	F/T & P/T
University of Hull	M Biomedical Science	F/T
Liverpool John Moores University	CPD in Non-Medical Prescribing	P/T
London South Bank University	Non-Medical Prescribing	F/T
Nottingham Trent University	BSc (Hons) Applied Biomedical Science	F/T
Roehampton University	MA Music Therapy	F/T & P/T
Sheffield Hallam University	BSc(Hons) Physiotherapy	P/T
University of York	Supplementary Prescribing for Allied Health Professionals	P/T

Decision
The Panel is asked to –

accept the Visitors' report for the above named programmes, including the conditions recommended by the Visitors
or
accept the Visitors' report for the above named programmes, and vary the conditions recommended by the Visitors

Background information
None

Resource implications
None

Financial implications
None

Appendices
Visitors Reports (12)

Date of paper
21 August 2006

Health Professions Council

Visitors' report

Name of education provider	Brighton University
Name and titles of programme(s)	BSc (Hons) Applied Biomedical Sciences
Mode of Delivery (FT/PT)	Full time
Date of Visit	22/23 06.2006
Proposed date of approval to commence	September 2006
Name of HPC visitors attending (including member type and professional area)	Mr Robert Keeble Biomedical Sciences Mrs Mary Popeck Biomedical Sciences
HPC Executive officer(s) (in attendance)	Ms Jo Kemp
Joint panel members in attendance (name and delegation):	

Scope of visit *(please tick)*

New programme	X
Major change to existing programme	☐
Visit initiated through Annual Monitoring	☐

Confirmation of meetings held

	Yes	No	N/A
Senior personnel of provider with responsibility for resources for the programme	X	☐	☐
Programme team	X	☐	☐
Placements providers and educators	X	☐	☐
Students (current or past as appropriate)	X	☐	☐

Confirmation of facilities inspected

	Yes	No	N/A
Library learning centre	X	☐	☐
IT facilities	X	☐	☐

Specialist teaching accommodation	X	☐	☐

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	☐	☐	X
2	☐	☐	☐
3	☐	☐	☐

Proposed student cohort intake number please state	**8 each year**

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

CONDITIONS

Condition 1
5.6 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

Condition: The Education provider must specify in documents the mechanism for the effective approval and the monitoring system for all placements

Reason: From the visitors reading of the document the approval and monitoring system was unclear. As discussed during the meeting, referencing enrolment and commitment to CPA accreditation would provide this.

Condition 2
5.7.4 the assessment procedures including the implications of, and any action to be taken in the case of failure;

Condition: The formal process of the procedures in the case of any failures must be fully documented.

Reason: The visitors were unclear from the documentation of the exact procedure.

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 Education provider must fully specify the titles of the different Biomedical Science awards within all documentation.

Reason: From the Visitors reading of the documentation this was unclear and conflicting in relation to this standard.

Condition 4
6.7.5 for the appointment of at least one external examiner from the relevant part of the Register.

Condition: The Education Provider must appoint an external examiner who is on the HPC Register in Biomedical Sciences.

Reason: There is currently one external examiner and their name does not appear on the Register.

Deadline for Conditions to be met: 31ˢᵗ July 2006
To be submitted to Approvals Panel/Committee on: 5 September 2006

RECOMMENDATIONS

Recommendation 1
3.4 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Recommendation: As discussed in the meetings, the appointment of an additional Facilitator should go ahead as soon as possible.

Reason: This extra appointment will ensure adequate support for the existing Training Facilitator and students when the next cohort of students starts this year.

Commendations

2.2.2 The Education Provider has given a plain and robust description of the section on Criminal Conviction checks in the student hand book, which reflects careful thought about all aspects of CRB checks.

3.2 The Education Provider has a very effectively managed program and has provided excellent documentation on the program.

5.9. The collaboration between the Education Provider and the employers should be taken as a model of best practice.

The nature and quality of instruction and facilities meets the Standards of Education and Training.

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

Visitors' signatures:

Mary Popeck

Robert Keeble

Date: June 2006

Health Professions Council

Visitors' Report

Name of education provider	Colchester Institute
Name and titles of programme(s)	BSc (Hons) Occupational Therapy

Mode of Delivery (FT/PT)	Two pathways:
	    (1) Two year full-time
	    (2) Four year part time

Date of Visit	7 June 2006
Proposed date of approval to commence	September 2006
Name of HPC visitors attending (including member type and professional area)	Dr Moira Helm Prof Pamela Eakin (Visitors Occupational Therapy)
HPC Executive officer(s) (in attendance)	Mandy Hargood
Joint panel members in attendance (name and delegation):	COT University of Essex

Scope of visit *(please tick)*

New programme	√
Major change to existing programme	√
Visit initiated through Annual Monitoring	☐

Confirmation of meetings held

	Yes	No	N/A
Senior personnel of provider with responsibility for resources for the programme	√	☐	☐
Programme team	√	☐	☐
Placements providers and educators	√	☐	☐
Students (current or past as appropriate)	√	☐	☐

Confirmation of facilities inspected

	Yes	No	N/A
Library learning centre	√	☐	☐
IT facilities	√	☐	☐
Specialist teaching accommodation	√	☐	☐

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	☐	☐	√
2	☐	☐	√
3	☐	☐	√

Proposed student cohort intake number please state	2 year	16
	4 year	24

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

CONDITIONS

Condition 1
3.2 The programme must be managed effectively.

Condition:
The programme documentation to be re-written in the University of Essex's Quality framework format.

One document should present both occupational therapy programmes as two pathways for the same award i.e. BSc (Hons) Occupational Therapy.

The rationale for each pathway should be presented.

The structure of each pathway should be presented and (if applicable) indicate how the two pathways inter-link.

The programme document should contain a section on regulations governing student progression and achievement. These should include both University of Essex's regulations and programme specific regulations e.g. failure of practice of placement. This also relates to the conditions for SET 6.7. (below).

Reason:
The programme documentation was incomplete and lacking in structure.
As the University of Essex is now responsible for the award, the programme document should be structured according to the University's standard format/template for all of its programmes.
In addition to the standard information, the document should contain the other elements listed above. These elements are required so that the professional, as well as academic, standards for the occupational therapy programmes can be identified.

Condition 2
3.4 There must be an adequate number of appropriately qualified and experienced staff in place to deliver an effective programme.

Condition:
Any staff changes should be notified immediately to the HPC so that they can be monitored under the annual monitoring process. The University of Essex should provide a strategy for dealing with staff shortages, should they occur.

Reason:
There seemed to have been a significant loss of staff to the programme in the recent past. This has been rectified with a number of new appointments but this has affected the experience and qualifications profile of the programme team.

The programme team needs committed management support, including resources, from the University of Essex and Colchester Institute, to help consolidate the team and further develop the programmes

Condition 3
3.6 A programme for staff development must be in place to ensure continuing professional and research development.

Condition:
The visitors want to see a strategic plan in terms of the long term development of these and other programmes. The visitors would also like to see details of proposed staff development for individuals.

Reason:
It had been suggested that the two year full-time pathway would become a masters level award. The current academic profile of the programme team would not support this. (See also paragraph 3.4., above, regarding the qualifications and experience profile of the current programme team.)

Condition 4
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.

Condition:
Articulate plans for embedding virtual learning in the programmes.

Reason:
This was raised during the visit but no details of how it would be operationalised were given.

Condition 5
5.6 The education provider must maintain a thorough and effective system for approving and monitoring all placements.

Condition:
To provide evidence of an effective system for approving and monitoring placements.

Reason:
Methods of monitoring placements were discussed during the visit but there was no written documentation provided. An account of how these methods are systematically applied is required.

Condition 6
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 have relevant qualification and experience;
5.8.2 are appropriately registered; and
5.8.3 undertake appropriate practice placement educator training.

Condition:
Update the placement handbooks to incorporate all the items listed under SET 5.7. and 5.8. (above)

Reason:
The existing placement handbooks are for the current programme. The items listed under SET 5.7. and 5.8. are not fully covered in these existing handbooks. Therefore it was not clear how the requirements under SET 5.7. and 5.8. were being met.

Condition 7
6.7 Assessment regulations clearly specify requirements:

6.7.1 for student progression and achievement within the programme;

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;

6.7.3 for an aegrotat award not to provide eligibility for admission to the Register; and

6.7.4 for a procedure for the right of appeal for students; and

Condition:
Include all of the items listed under 6.7. (except 6.7.5.) in the programme document. Relates to conditions for SET 3.2. (above)

Reason:
The requirements for SET 6.7. were not included in the programme document.

Deadline for Conditions to be met: 19 July 2006

Commendations

The team was commended on the fact that they had managed to deliver the programmes through a period of significant upheaval.

The new staff members were commended on their upbeat and well-motivated attitude to their work.

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:

Moira Helm

Pamela Eakin

Date: 20 June 2006

Health Professions Council

Visitors' report

Name of education provider	University of London Goldsmith's College
Name and titles of programme(s)	MA Art Psychotherapy
Mode of Delivery (FT/PT)	
Date of Visit	31/5/06 and 1/6/06
Proposed date of approval to commence	September 2006
Name of HPC visitors attending (including member type and professional area)	Philippa Brown Arts Therapist (Art) Education John Fulton Arts Therapist (Art) NHS Practitioner
HPC Executive officer(s) (in attendance)	Mandy Hargood
Joint panel members in attendance (name and delegation):	Janis Jeffries (Chair) Denise Miller

Scope of visit *(please tick)*

New programme	✓
Major change to existing programme	☐
Visit initiated through Annual Monitoring	☐

Confirmation of meetings held

	Yes	No	N/A
Senior personnel of provider with responsibility for resources for the programme	✓	☐	☐
Programme team	✓	☐	☐
Placements providers and educators	✓	☐	☐
Students (current or past as appropriate)	✓	☐	☐

Confirmation of facilities inspected

	Yes	No	N/A
Library learning centre	✓	☐	☐

	Yes	No	N/A
IT facilities	✓	☐	☐
Specialist teaching accommodation	✓	☐	☐

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	☐	☐	✓
2	☐	☐	✓
3	☐	☐	✓

Proposed student cohort intake number please state	**35**

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 SETs 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

Name of education provider	University of Greenwich (Partnership with London Ambulance Service)
Name and titles of programme(s)	Foundation Degree in Paramedic Science
Mode of Study	Mixed (FT 1st year, PT subsequent years)
Date of event	13th and 14th June 2006
Proposed date of approval to commence	September 2006
Name of HPC visitors attending (including member type and professional area)	Marcus Bailey (Paramedic) David Halliwell (Paramedic)
HPC Executive officer(s) (in attendance)	Nicole Borg (Executive Officer)
Joint panel members in attendance (name and delegation):	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)*

New programme	✓
Major change to existing programme	☐
Visit initiated through Annual Monitoring	☐

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

Proposed student cohort intake number please state	18 London Ambulance Service students, once per year

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 meet 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: 31st July 2006

To be submitted to Approvals Committee on: 3rd 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: 22nd June 2006

Health Professions Council

Visitors' report

Name of education provider	Guildhall School of Music and Drama
Name and titles of programme(s)	Master of Arts Music Therapy
Mode of Delivery (FT/PT)	Full Time year 1 Half time year 2
Length of Programme	2 years
Date of Visit	1 June 2006
Proposed date of approval to commence	September 2006
Name of HPC visitors attending (including member type and professional area)	Diane Waller Pauline Etkin
HPC Executive officer(s)	Karen Scott Colin Bendall (observing)
Joint panel members in attendance (name and delegation):	None

Scope of visit *(please tick)*

New programme (PG Dip final intake September 2005)	X
Major change to existing programme	☐
Visit initiated through Annual Monitoring	☐

Confirmation of meetings held

	Yes	No	N/A
Senior personnel of provider with responsibility for resources for the programme	X	☐	☐
Programme team	X	☐	☐
Placements providers and educators	X	☐	☐
Students (current or past as appropriate)	X	☐	☐

Confirmation of facilities inspected

	Yes	No	N/A

Library learning centre	X	☐	☐
IT facilities	X	☐	☐
Specialist teaching accommodation	X	☐	☐

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	☐	☐	☐
2	☐	☐	☐
3	☐	☐	☐

Proposed student cohort intake number please state	**15**

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

CONDITIONS

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.

> **Condition 1:** The school is required to further develop and implement a programme of staff development for Music Therapy staff, which is appropriate to those involved in the delivery of a Master level programme.

> **Reason:** The GSMD introduction of a Master level programme requires a broader range of skills from staff involved in the delivery of the programme.

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 2:** The documentation must clearly articulate the attendance requirements for the programme including details of mandatory attendance and the actions to be taken in the case of non-attendance. This relates to both assessed and non-assessed components of the programme.

> **Reason:** The documentation indicates only that a "high level" of attendance is required. This is not a clear indicator of mandatory attendance requirements.

SET 6. *Assessment standards*

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

> **Condition 3:** The programme team must review the assessment criteria for the M Level modules of the programme to ensure appropriateness to the level of study and to provide a clear indication of M Level expectations.

> **Reason:** While the learning outcomes for the programme are clearly articulated, it is necessary that the assessment criteria are transparent, clear and reflect the expectations of M Level study.

Deadline for Conditions to be met: TBA
To be submitted to Approvals Panel/Committee on: TBA

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:** It is recommended that the programme team continues working toward greater levels of IT access and training for students including presentation skills, power point and Sibelius.

> **Reason:** The music therapy students seen at the Visit indicated that while they had not had any difficulties to date in accessing equipment or skills assistance, there was none immediately available and specifically for their use.

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.

> **Recommendation:** It is recommended that the programme team explore the availability of a wider variety of psychodynamically based personal therapies for music therapy students. For example, music therapy, art therapy and drama therapy.

> **Reason:** This recommendation relates to the HPC's Standard of Proficiency at 1a.6. The students currently involved in the programme were almost exclusively using therapists sourced through the London Centre for Psychotherapy which is heavily focused on psychoanalysis. As music therapy students, it was thought that access to a broader selection of therapy and therapists could be of benefit, and relevance, to their studies.

SET 5. *Practice placements standards*

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

> **Recommendation:** It is recommended that the programme team further consider implementing a formal system for dealing with the issue of confidentiality in relation to the student progression meetings.

> **Reason:** The meeting with the placement providers indicated that placement supervisor's meetings sometimes covered highly confidential issues in relation to students. In a small profession such as music therapy, this could, in extreme circumstances, impact on their future as employees and colleagues.

Commendations

The HPC Visitors would like to commend the programme team for:

- The high level of documentation provided prior to the validation event.
- The obvious commitment of the course team to delivering a high quality programme
- The integration of music therapy into the postgraduate framework of the GSMD and the support for this initiative.
- The high level of communication between the GSMD and their students and placement providers. All parties felt that they were respected and valued.

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:

      Diane Waller

      Pauline Etkin

Date: 2 June 2006

Health Professions Council

Visitors' Report

Name of education provider	University of Hull
Name and titles of programme(s)	M Biomedical Science
Date of event	23-24 May 2006
Proposed date of approval to commence	September 2006
Mode of delivery	Full time
Name of HPC visitors attending (including member type and professional area)	Martin Nicholson HPC Visitor David Houliston HPC Visitor
HPC Executive officer(s) (in attendance)	Karen Scott Greg Ross Sampson
Joint panel members in attendance (name and delegation):	Karen Nicholson (University of Hull) C Chowdrey IBMS Peter Ruddy IBMS Nick Kirk IBMS

Scope of visit *(please tick)*

New programme	**X**
Major change to existing programme	☐
Visit initiated through Annual Monitoring	☐

Part 1.

1.1 Confirmation of meetings held

	yes	no	n/a
Senior personnel of provider with responsibility for resources for the programme	**X**	☐	☐
Programme planning team	**X**	☐	☐
Placements providers and educators	**X**	☐	☐

1.2 Confirmation of facilities inspected

	yes	no
Library learning centre	**X**	☐
IT facilities	**X**	☐
Specialist teaching accommodation	**X**	☐

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.	☐	☐	☐
2.	☐	☐	☐
3.	☐	☐	☐

Proposed student cohort intake number please state	31

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

2.2.1 evidence of a good command of written and spoken English;

> **Condition 1:** The documentation must explicitly state the English language criteria for admission to the programme.
>
> **Reason:** The documentation provided to the panel included the University policy but did not state the requirements for this programme. The programme team stated that the English language requirements for entry to the programme were an IELTS score of 6.5 or a pass in English at GCSE level.

SET 3. *Programme management and resource standards*

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 2: The documentation must clearly articulate, in all relevant documents, where attendance for the programme is mandatory.

Reason: The documentation does not clearly state the requirements for attendance.

SET 4. *Curriculum Standards*

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.

Condition 3: The Haematology module must contain both theory and practical aspects of ABO blood serology.

Reason: The team noted that there were plans to include this module in the programme. However, the documentation did not include information about this module.

SET 5. *Practice placements standards*

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

Condition 4: The documentation must clearly state the procedures to be taken when a placement does not obtain CPA approval.

Reason: The documentation states that all labs must be CPA accredited or working towards CPA accreditation but does not indicate the consequences for a lab which fails accreditation. While it was clear from discussion that there are procedures in place, these must be clearly documented.

SET 6. *Assessment standards*

6.7 Assessment regulations clearly specify requirements:

6.7.1 for student progression and achievement within the programme;

Condition 5: The programme team must clearly document the possible exit routes for the M Biomedical Science programme.

Condition 6: The programme team must clearly document which of the Biomedical Science pathways lead to HPC registration.

Reason: This information was not clear in the documentation. Students must be made aware of the pathways for this programme in order to make informed decisions about their progress and career path.

6.7.3 for an aegrotat award not to provide eligibility for admission to the Register;

Condition 7: The programme team must include a policy statement which identifies the procedures surrounding aegrotat awards and clarify that an aegrotat award will not allow eligibility for entry to the HPC Register

Reason: This information was stated in the documentation.

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

Condition 8: The programme team must appoint an external examiner who is from the relevant part of the HPC Register

Reason: The current external examiner is not on the HPC register

Deadline for *Conditions* to be met: 12 July 2006
To be submitted to Approvals Committee on: September 2006

RECOMMENDATIONS

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

Recommendation: Consider the upgrading of the' Welcome to Biomedical Science at Hull 'document to a full prospectus and include information about entry and progression requirements.

Reason: The information given to students at open days was useful, however a single document for prospective students could be much more comprehensive and specific to Biomedical Science programmes.

6.7 Assessment regulations must clearly specify requirements for:

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

Recommendation: It is recommended that the programme team reconsider the title of the Biomedical Science programmes which lead to eligibility to apply for HPC Registration, in order to distinguish them from other Biomedical Science programmes offered by the University.

Reason: The programme team currently offers four programmes in Biomedical Science. In order for students make an informed decision about the programme they wish to undertake, and to avoid confusion and ambiguity for graduates applying for HPC Registration, the title should be changed to distinguish them from programmes that do not lead to eligibility to apply for HPC Registration.
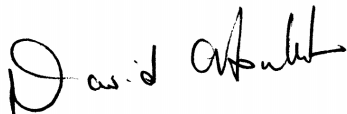
COMMENDATIONS

1) The Memorandum of Agreement with the placement providers is an excellent initiative.

2) The clear collaboration and support between the University and placement providers is to be commended.

3) The training days for all placement providers are an excellent initiative which ensures that providers are fully informed of their responsibilities at all times. It also encourages communication and feedback from which all parties benefit.

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

Visitors' signatures:

Martin Nicholson

David Houliston

Date: 25.05.2006

Health Professions Council

Visitors' Report

Name of education provider	Liverpool John Moores University
Name and titles of programme(s)	CPD in Non-Medical Prescribing
Mode of Delivery (FT/PT)	P/T
Date of Visit	28 June 2006
Proposed date of approval to commence	September 2006
Name of HPC visitors attending (including member type and professional area)	Ann Green – Visitor and Physiotherapist Shaaron Pratt – Visitor and Radiographer
HPC Executive officer(s) (in attendance)	Mandy Hargood Yasmin Hussain (Partner Manager)
Joint panel members in attendance (name and delegation):	Graham Sherwood (Chair) School of Biological and Health Sciences Mike Browne LJMU Quality Committee Representative Mike Brownsell University of Chester Nicola Pryce Roberts LJMU School of Engineering Rebecca Bartlett LJMU School of Engineering Annette Johnson (Faculty Quality Manager and Clerk of Panel)

Scope of visit *(please tick)*

New programme	✔
Major change to existing programme	☐
Visit initiated through Annual Monitoring	☐

Confirmation of meetings held

	Yes	No	N/A
Senior personnel of provider with responsibility for resources for the programme	✔	☐	☐
Programme team	✔	☐	☐
Placements providers and educators	✔	☐	☐
Students (current or past as appropriate)	✔	☐	☐

Confirmation of facilities inspected

	Yes	No	N/A
Library learning centre	✓	☐	☐
IT facilities	✓	☐	☐
Specialist teaching accommodation	✓	☐	☐

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	☐	☐	✓
2	☐	☐	✓
3	☐	☐	✓

Proposed student cohort intake number please state	90

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

CONDITIONS

SET 2 *Programme admission*

Condition 1

2.2.1 evidence of a good command of written and spoken English;

Condition:
The HPC require evidence of a good command of spoken English.

Reason:
As part of the admissions process the course team interview all applicants, this enables the team to assess their command of spoken English. However this is not stated in the programme documentation.

Condition 2

2.2.2 criminal convictions checks;

Condition:
The HPC require evidence of full Criminal Conviction Checks within the admissions process and this should not be left to the student's employer within the NHS, especially for independent practitioners in the private sector who may self fund through the programme.

Reason:
It was stated in the programme documentation that students should supply evidence of current CRB approval (normally through an employee statement). It is recognised by the admissions team that students will be predominately drawn from the NHS due to SHA funding. The institution should assure itself that all applicants have been CRB checked. Students could self fund from private practice and may not have been CRB checked.

SET 4. *Curriculum Standards*

Condition 3

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:
The Standards of Education and Training must be mapped against JMU documentation.

Reason:
The lack of mapping of Standards of Education and Training within the JMU documentation does not allow cross referencing of the SETs to the programme. Mapping gives assurances that SETs have been met.

Condition 4

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

Condition:
Evidence based practice must be included as an intended learning outcome in modules Practice of Non-Medical Prescribing and Pharmacology for Non-Medical Prescribing.

Reason:
The course team provided evidence that all modules are evidence based but this is not articulated in the intended learning outcomes of the modules Practice of Non- Medical Prescribing and Pharmacology for Non-Medical Prescribing

Condition 5

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

Condition:
The HPC require one named external examiner who must be from the HPC register.

Reason:
The SETs require an external examiner from the HPC register. It is articulated that only one need to be appointed in addition to the NMC external examiner and not several Allied Health Professionals.

Deadline for Conditions to be met: 14 July 2006

RECOMMENDATIONS

Recommendation 1

5.8.3 undertake appropriate practice placement educator training.

Recommendation:
That the programme team actively facilitate attendance at training days for Designated Medical Supervisors

Reason:

The programme team offer annual training days but due to work pressures Designated Medical Supervisors may not be able to attend. The visitors recommended that the team continue to facilitate attendance and in consultation with supervisors offer a choice of time and mode of delivery.

Commendations:

The DVD that has been produced as a collaborative project involving nine universities within the North West Region is an excellent learning resource to support the Non-Medical Prescribing Programme.

The level and quality of student support that is offered by the programme team is commendable

The practice placement agreement is thorough and includes all relevant details to enhance the partnerships that are fundamental to the success of the programme.

The student handbook is helpful and informative.

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

Visitors' signatures:

Ann Green

Shaaron Pratt

Date: 3 July 2006