Education & Training Panel – 27 September 2007

Visitor 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
Bournemouth University	FdSc Paramedic Science	FT
Centre for Psychotherapy	MSc Art Psychotherapy	PT
Liverpool John Moores University	Foundation Degree paramedic Science	FT
Liverpool John Moores University	Foundation Degree paramedic Science	PT
Queen Margaret University	BSc (Hons) Speech and Language Therapy	FT
Queen Margaret University	Graduate Diploma Speech and Language Therapy	Flexible
University Campus Suffolk	Non-Medical Prescribing	PT
University of the West of England, Bristol	BSc (Hons) Applied Biomedical Science (Clinical)	FT

Decision

The Council/Committee is asked to agree the following:

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 (6)

Date of paper
17 September 2007

Date	Ver.	Dept/Cmte	Doc Type	Title	Status	Int. Aud.
2007-09-07	a	EDU	PPR	COVER SHEET Approve visitors report (no representations) - ETC - SEPT 07	Publication DD: None	Public RD: None

Health Professions Council

Visitors' report

Name of education provider	Bournemouth University
Name and titles of programme(s)	Fd Sc Paramedic Science
Mode of delivery (FT/PT)	Full time
Date of visit	11th and 12th July 2007
Proposed date of approval to commence	October 2007
Name of HPC visitors attending (including member type and professional area)	Vince Clarke (Clinician) Paul Burke (Educationalist)
HPC executive officer(s) (in attendance)	Tracey Samuel-Smith
Joint panel members in attendance (name and delegation):	Geoff Willcocks - Chair Nicki Finnes - Secretary Simon Dykes - External Bob Fellows - BPA representative John Martin - BPA representative Jacqueline Geoghegan - Independent, Internal Beryl Ratcliffe - Joint Programme Leader

Scope of visit *(please tick)*

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

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	20 - 30

The following summarises the key outcomes of the approval 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 programme team must redraft and resubmit the admission documentation to remove the entry requirement of 'a provisional C1 license'.

Reason: From discussions with the programme team, it became apparent there are no driving licence requirements for entry to the programme and therefore these must be removed. Examples can be found on the website and in the applicant information pack.

and

Condition: The programme team must redraft and resubmit the programme documentation to correctly name the Health Professions Council and to clarify the relationship between holding the qualification and entry to the HPC Register.

Reason: Currently some of the programme documentation incorrectly names the HPC and states that students are eligible to register with the HPC upon graduation. To provide full and clear information about the programme, the Visitors felt the programme documentation must be amended to state that upon graduation, students are eligible to apply for registration with the Health Professions Council.

SET 3. *Programme management and resource standards*

3.2 The programme must be managed effectively.

Condition: The programme team must forward documentation which shows the course management structures, including committees and associated responsibilities.

Reason: From discussions with the programme team and the review of course documentation, the Visitors noted recent changes to the joint programme leads. To provide the Visitors with information about the systems in place to manage the programme and the individuals involved, an up to date management structure must be forwarded.

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

Condition: The programme team must redraft and resubmit the programme documentation to remove the references to an HPC requirement of 1,500 hours of practice-learning experience and a portfolio.

Reason: The HPC does not stipulate a minimum number of hours or a portfolio for registration and as such, these references must be removed.

and

Condition: The programme team must redraft and resubmit the Practice Placement 1 unit descriptor to remove the key learning resource; IHCD (undated) Ambulance service ambulance driving.

Reason: During discussions the programme team confirmed there were no learning outcomes associated with driving in the programme and as such, the Visitors felt this key learning resource must be removed from the unit descriptor.

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 programme team must redraft and resubmit the student consent form to inform students they can decline to participate as patients or clients in practical and clinical teaching.

Reason: Currently the student consent form does not inform students they can decline to act as a patient or client. To ensure students are aware they can opt out of these situations, the Visitors felt the form must be updated.

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 programme team must redraft and resubmit the student handbook to clarify the attendance policy for the taught elements of the programme.

Reason: It is clear from the student handbook that an attendance policy is in place for the practice element of the programme. However, it is unclear whether there is an attendance policy for the taught element of the programme and the Visitors felt that should there be one in place, it must be clearly stated in the student handbook.

SET 4. *Curriculum Standards*

4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.

Condition: The programme team must redraft and resubmit the programme documentation to identify that upon completion of the programme, students will be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.5.

Reason: Currently the programme documentation is unclear at what level the students will exit the programme and to comply with standard of proficiency 1b.4, the Visitors felt the programme documentation must be updated.

SET 5. *Practice placements standards*

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

Unless other arrangements are agreed, practice placement educators:
5.8.1 have relevant qualification and experience;

Unless other arrangements are agreed, practice placement educators:
5.8.2 are appropriately registered; and

Unless other arrangements are agreed, practice placement educators:
5.8.3 undertake appropriate practice placement educator training.

Condition: The programme team must submit a full list of mentors, which includes their qualifications, experience, location and attendance at mentor training days. In addition, the programme team must submit the action plan designed to increase the number of appropriately trained mentors.

Reason: During discussions with the programme team and South West Ambulance Services NHS Trust (SWAST), the Visitors were provided with information about the number of mentors within the Dorset area. To provide a complete picture of the numbers and training of mentors in SWAST, a full list of mentors must be provided. SWAST did recognise that more appropriately trained mentors are needed and the Visitors would therefore like to see an action plan which will address this.

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

Condition: The programme team must redraft and resubmit the Practice Placement Handbook to include reference to HPC's standards of conduct, performance and ethics.

Reason: Currently the Practice Placement Handbook refers to the Professional Code of Conduct for the HPC. To ensure students are able to locate the correct documentation on HPC's website, the Practice Placement Handbook must be updated.

SET 6. *Assessment standards*

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 programme team must forward a copy of regulations which show that an External Examiner will be appointed, from the appropriate part of the register.

Reason: From discussions with the programme team and SWAST, it was noted the appointment of an External Examiner was in the early stages. The Visitors would like confirmation that the appointment is in the programme regulations.

Deadline for conditions to be met: 21 August 2007
Expected date visitors' report submitted to Panel for approval: 27 September 2007
Expected date programme submitted to Panel for approval: 27 September 2007

RECOMMENDATIONS

SET 5. *Practice placements standards*

5.1 Practice placements must be integral to the programme.

Recommendation: The programme team should consider including, in the service level agreement, details about the practice placement provision within the trust.

Reason: From discussions with the programme team and SWAST, it was clear a service level agreement had recently been signed and that this will be reviewed in a year's time. The Visitors believe it may be beneficial to include information about the provision of placements in the service level agreement, due to the changing nature of the health service.

COMMENDATIONS

- *The Visitors would like to commend the programme team and SWAST on the creation of the practice placement co-ordinator role.*

- *The Visitors would like to commend the university on their use of an external adjudicator in the academic appeals policy and procedure process.*

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:

Vince Clarke

Paul Burke

20th July 2007

Health Professions Council

Visitors' report

Name of education provider	Centre of Psychotherapy
Validating body	University of East London
Name and titles of programme(s)	MSc Art Psychotherapy
Mode of delivery (FT/PT)	Part-time
Date of visit	3 & 4 July 2007
Proposed date of approval to commence	February 2008
Name of HPC visitors attending (including member type and professional area)	Susan Hogan (Art Therapist) Simon Willoughby-Booth (Art Therapist)
HPC executive officer(s) (in attendance)	Abigail Creighton
Joint panel members in attendance (name and delegation):	Rosemary Kilpatrick (Chair) Charlene Lam (Secretary)

Scope of visit *(please tick)*

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

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 final year students on MA Art Therapy run by Queen's University Belfast)	☒	☐	☐

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	16 (intake every two years)

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

CONDITIONS

SET 3. *Programme management and resource standards*

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

Condition: The education provider must provide written confirmation that the University of East London (UEL) has successfully validated the programme and that a final version of the memorandum of cooperation has been agreed and signed by both partners.

Reason: The visitors received a draft report from the UEL validation meeting on 5 June 2007 and noted that there were a number of conditions which were due to be responded to in August 2007. During the meeting with the programme team, the UEL representative explained that progress had already been made to address a number of the conditions and that final approval from the UEL was likely to occur in September 2007. The visitors received a draft copy of the memorandum of cooperation prior to the visit and received verbal confirmation from the UEL representative at the visit that a final version had already been signed already. The visitors acknowledged the progress that had been made since the UEL validation event and were confident that the programme would receive institutional approval from the UEL. However, given the critical role of the UEL, they felt that final written confirmation of the partnership was needed to guarantee the security of the programme.

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

Condition: The education provider must clarify which members of the programme team will act as personal tutors and what contingency plans are in place for replacing the Programme Leader in the event of any unforeseen absence.

Reason: The visitors received CVs of the programme team prior to the visit and in the meeting with the programme team; they talked through the roles that the individual members would play in terms of the teaching and management of the programme. The visitors welcomed the personal tutor system detailed in the programme documentation, but were unclear which members of the programme team would be acting as personal tutors and how their contracted hours (predominantly part-time and sessional) would allow for them to act as effective tutors to students outside the contact hours allocated to the programme.

During the meeting with students, the students explained how the MA Art Therapy programme run by Queen's University Belfast relied heavily on the programme leader and gave examples of when the programme leader's sickness had had a negative impact on the programme delivery. Whilst the visitors recognised that this proposed programme would be run by a different education provider and sensed a great deal of support from the staff based at the Centre of Psychotherapy, they acknowledged that the programme leader still played a pivotal role and without them the programme could be in a vulnerable position.

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

Condition: The education provider must provide evidence of their staff development policy and it should cover both continuing professional and research development.

Reason: During the meetings with both the senior team and programme team, the visitors discussed the policies and opportunities for staff development. The senior team from the Centre of Psychotherapy gave examples of the types of ongoing clinical continuing professional development which were available through the Centre of Psychotherapy and the wider Belfast Health and Social Care Trust. The UEL representative explained that UEL would not expect the Centre of Psychotherapy to follow the UEL staff development policy, but instead to have an equivalent staff development policy in place. The UEL representative confirmed that the UEL would invite programme team members to attend UEL events, if appropriate and feasible. This echoed the draft memorandum of cooperation which said that the Centre of Psychotherapy were responsible for providing staff development course(s) and project(s) with the co-operation of UEL. The visitors agreed that the Centre of Psychotherapy needed to formulise their staff development policy and that it should cover academic and research development as well as clinical development, so that staff can continue to deliver an effective programme.

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 education provider must provide evidence of the protocol used to obtain students consent.

Reason: In the meeting with the programme team, the visitors discussed the activities that students would be participating in on the programme and it was agreed that it was necessary to obtain their consent. As there is no system in place for gaining students' consent, it was agreed that one needed to be created (e.g. consent form and guidelines).

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: The programme team must provide a list of core texts and journals and confirmation that they are available on site, either in hard copy or electronically. In addition, the programme team must clarify the quantity and reserving/borrowing arrangements for these resources.

Reason: During the tour of facilities, the visitors saw the current stock of books in the library and learnt about the existing reserving/borrowing arrangements. The programme team explained that they hoped to increase the library stock, following the donation of art therapy specific resources from both NIGAT (Northern Ireland Group for Art as Therapy – a local registered charity) and Queens University Belfast. It was noted that the Head of School at Queens University Belfast had agreed to this in principle, but there was no written confirmation at this stage.

In the meeting with the programme team, the visitors were informed of ongoing discussions between the Centre of Psychotherapy and Queens University Belfast regarding the access and usage of Queens University Belfast's book currently located in the Belfast Health and Social Care Trust. The programme team were hoping that students would be able to access these resources, either as honorary members of the Trust or through inter-library loans.

It was also explained that as the programme leader would remain an employee of the Queens University Belfast, then this would provide an avenue for utilising resources available at Queens University Belfast. Whilst this was certainly allowed staff access to resources, the visitors were aware of the reliance and pressure that this could place on the programme leader, if this became a main channel for students accessing books.

Prior to the visit, the visitors had noted that the UEL validation had insisted on the installation of a minimum of 6 PCs and the visitors saw where these would be located on the tour. During

the meeting the programme team, the UEL representative further explained the access that students would have to UEL resources electronically. This included access to UEL library and virtual learning environment and an Athens account for each student. The Centre of Psychotherapy also intends to create a specific website for the Centre, which will allow them to pull together the range of resources available students.

Whilst the visitors were encouraged by the progress and plans to date, they wished to receive confirmation that all the core texts and journals (already identified in the module booklets) would be available and accessible to students. The visitors also wished to see that the number and loan arrangements (e.g. reference only, short term, open electronic access) were appropriate for the student body.

SET 4. *Curriculum Standards*

4.1 The learning outcomes must ensure that those who successfully complete the programme meet the standards of proficiency for their part of the Register.

Condition: The programme team must provide evidence of where the following standards of proficiency in 3a.1 are met –

- understand how uses of the arts in arts therapy differs from uses of the arts for other purposes
- know theories of group work and the management of group process
- recognise methods of distinguishing between human health and sickness, including diagnosis, symptoms and treatment, particularly of mental health disorders and learning disabilities and be able to critique these systems of knowledge from different socio-cultural perspectives
- understand that while art therapy has a number of frames of reference, they must adopt a coherent approach to their therapy, including the relationship between theory and practice and the relevant aspects of connected disciplines including visual arts, aesthetics, anthropology, psychology, psychiatry, sociology, psychotherapy and medicine

Reason: In the meeting with the programme team, the visitors discussed where the students were taught and assessed in these particular standards. Discussion focused on where 'theories of group work', the ability 'to critique systems of knowledge from different socio-cultural perspectives' and the 'connected disciplines of aesthetics, anthropology and sociology' were reflected in the learning outcomes. In particular, the visitors' queries how the learning outcomes addressed core art psychotherapy theory as it relates to group processes. The programme team provided examples of how these areas were incorporated into the curriculum. However, the visitors felt that the documentation needed to be amended so that it was explicit from the learning outcomes that they standards were guaranteed to be met by all graduates.

SET 5. *Practice placements standards*

Unless other arrangements are agreed, practice placement educators:
5.8.3 undertake appropriate practice placement educator training.

Condition: The programme team must provide evidence of the proposed training for practice placement educators. This should include the details of the content, length, form and frequency.

Reason: Prior to the visit, the visitors received the Clinical Handbook for Practicum and were pleased with the content and style of the handbook. In the meeting with the placement providers and educators, the visitors received feedback from the placement educators on how

they used the handbook and the other opportunities available to them to learn about the role and expectations of being a placement supervisor. Each placement educator currently receives the handbook and a half day induction. There is no formal training and no refresher training.

In the meeting with the placement providers and educators, the visitors were informed of how the Centre of Psychotherapy found new placements and how difficult it was in Northern Ireland to find a large number of placements with Art Therapists/Art Psychotherapists. That said, the Centre of Psychotherapy explained that they had no problems securing placements in areas which do not have existing art therapy provision and there was rarely a problem with finding appropriate placement educators. Most placement educators had experience of supervising students from other health care professions. The visitors felt that it was important that all placement educators received some kind of formal training from the Centre of Psychotherapy so that they were aware of the academic and professional components of the MSc programme, the role and regulation of Art Therapists/Art Psychotherapists and the key responsibility that placement supervisors had in contributing towards a student's fitness to practise.

Deadline for conditions to be met: 27 September 2007
Expected date visitors' report submitted to Panel for approval: September 2007
Expected date programme submitted to Panel for approval: October 2007

RECOMMENDATIONS

SET 3. Programme management and resource standards

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

Recommendation: The programme team should consider revising the information available to students so that it is clearer about the range of welfare facilities available to them.

Reason: During the meeting with the senior team, the visitors were informed of a much wider range of facilities that were available to support the welfare and well being of students, than was detailed in the student handbook. Students will be able to access the facilities for staff at Belfast Health and Social Care Trust as they will hold honorary contracts and they will also be able to utilise online support from UEL. NIGAT and the BAAT regional group are also both open to students. The visitors felt that the documentation could be strengthen to reflect the wide range of facilities available to them.

SET 5. Practice placements standards

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

Recommendation: The programme team should consider formulising the mechanism for obtaining student feedback on placements and incorporating it into the wider system of monitoring.

Reason: During the meeting with the placement providers and educators, the visitors learnt how students informally feedback on placements to the members of the programme team. In the meeting with the students from Queens University Belfast, the students suggested that the Centre of Psychotherapy canvas student opinions on placements as this did not currently happen. They completed questionnaires on the academic components of the programme, but not the practical components. The visitors discussed student feedback on placements with the programme team and they were confident that student feedback was considered, but they felt that it could be formally collected, analysed and acted on.

SET 6. Assessment standards

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

Recommendation: The programme team should consider revising the information available to students so that it is clearer how UEL's professional suitability panel would operate for this programme.

Reason: In the documentation and draft memorandum of cooperation, references were made to the professional suitability panel and procedures of UEL. In the meeting with the programme team, the visitors queried how the professional suitability panel would operate in practice, given the geographical locations and the uncertainties in the draft memorandum of cooperation. The programme team and the UEL representative were unclear of the remit and policies relating to UEL's professional suitability panel and unable to confirm how it would work in practise at the Centre of Psychotherapy. Therefore, the visitors felt that the documentation should be revised so that it was accurate and clear for students. The visitors recommended that the documentation either explained how the panel would operate in

practice or that the documentation removed references to the panel, if the programme was not intending to use this UEL procedure.

COMMENDATIONS

- The visitors wished to commend the content and design of module 3 'Working with Diversity'.

- The visitors wished to commend the positive feedback on the support students received by the programme leader.

- The visitors wished to commend the Clinical Handbook for Practicum.

- The visitors wished to commend the commitment from the Centre of Psychotherapy and the staff team on this existing and innovative development for Northern Ireland.

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:

Susan Hogan

Simon Willoughy-Booth

Date: **13 July 2007**

Health Professions Council

Visitors' report

Name of education provider	Liverpool John Moores University
Name and titles of programme(s)	Foundation Degree Sciences Paramedic Studies
Mode of delivery (FT/PT)	FT / PT
Date of visit	26 – 27 June 2007
Proposed date of approval to commence	September 2007
Name of HPC visitors attending (including member type and professional area)	Paul Bates (Educationalist, Paramedic) Bob Dobson (Clinician, Paramedic)
HPC executive officer(s) (in attendance)	Osama Ammar
Joint panel members in attendance (name and delegation):	Tony Hall (Chair), Faculty of Business and Law, LJMU Helen Summers (Secretary), Quality Support Officer, LJMU Rosie Essay (Internal Panel Member), Faculty of Health, LJMU Lesley Wright (Internal Panel Member), Faculty of Technology and Environment, LJMU Bernie Garrett (External Panel Member), Edgehill University Jim Petter (British Paramedic Association), Great Western Ambulance Service

Scope of visit *(please tick)*

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

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	**September Cohort - 30**
	March Cohort - 30

The following summarises the key outcomes of the approval 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 programme team must redraft and resubmit the programme documentation to clearly articulate the relationship between successful completion of the award and eligibility to apply for registration with the Health Professions Council as a paramedic.

Reason: In the submitted documentation there were two instances (page 1 and page 11 of the main validation document) which indicated the programme led directly to registration or to license to practice. The Visitors felt the programme documentation must be amended to ensure applicants and students understand completion of the programme does not entitle automatic registration.

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: The programme team must redraft and resubmit the student consent form to clearly articulate that in instances where student information is disclosed to fellow students confidentiality requirements will be adhered to.

Reason: In the submitted documentation, a student consent form was provided but did not include a statement clearly articulating that information obtained during student interaction is confidential. In order to protect students practicing on each other during the course, the Visitors feel a confidentiality statement is required.

Deadline for conditions to be met: 16th August 2007
Expected date visitors' report submitted to Panel for approval: 27th September 2007
Expected date programme submitted to Panel for approval: 27th September 2007

COMMENDATIONS

The Visitors commend:

- The PLSS practice placement database which records an impressive level of detail about placement environments, student allocations and practice placement educators and their qualifications.

- The innovative approach towards patient assessment, which is enhanced by the use of consenting live patients.

- The developmental work which has taken place over the last two years to secure resources and train mentors before the commencement of the pre-registration programme.

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:

Bob Dobson

Paul Bates

Date: 27th June 2007

Health Professions Council

Visitors' report

Name of education provider	Queen Margaret University
Name and titles of programme(s)	BSc (Hons) Speech and Language Therapy Graduate Diploma Speech and Language Therapy
Mode of Delivery (FT/PT)	FT
Date of Visit	28th June 2007
Proposed date of approval to commence	September 2007
Name of HPC visitors attending (including member type and professional area)	Gillian Stevenson – Speech and Language Therapy Aileen Patterson – Speech and Language Therapy
HPC Executive officer(s) (in attendance)	Katherine Lock
Joint panel members in attendance (name and delegation):	Ann Marie Conway – Chair Shelia Adamson - Secretary

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 **Staffing provision**	☒	☐	☐
2 **Demand for Clinical Placements**	☒	☐	☐
3 **Reduction in contact hours**	☒	☐	☐

Proposed student cohort intake number please state	BSc(Hons) 40 G Dip 6

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

CONDITIONS

SET 3. *Programme management and resource standards*

3.4 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 programme team must provide evidence that the advertised role the replacement member of staff has been filled with an appropriately qualified and experienced speech and language therapist.

Reason: The programme team are severally understaffed due to the retirement of a member of staff and reduced staffing hours of two members of staff. It was felt that even though the programme team had the relevant expertise and knowledge there was a shortage of speech and language therapists to give profession-specific teaching and clinical education and to support the roles of others on the team. The programme team explained that they are currently advertising for a new member of full time staff and hope to fill the role as soon as possible.

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

Condition: The programme team must provide evidence that an appropriately qualified speech and language therapist has been recruited and appointed to teach paediatric dysphagia

Reason: The documentation could not provide the module lead for this subject due to a recent retirement. No one had been recruited for this role which was felt to be of significance and importance in the light of the comments made during annual monitoring which resulted in this visit. This may or may not be the newly appointed speech and language therapist but someone appropriately qualified and experienced must be recruited to teach this area of the curriculum.

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

Condition: The programme team must submit a programme which outlines staff development for the speech and language therapists including details on how they will develop their clinical practice

Reason: Due to staff shortages the programme team expressed that there is no time for clinical practice or a chance to further their professional development and additionally research targets were being compromised. It was not clear whether or not a programme to address this was in place and being implemented.

3.7 The resources to support student learning in all settings must be used effectively.
3.12 The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.

Condition: The programme team must provide confirmation that the space secured for this programme at the new campus will not result in any reduction in the amount of designated clinical teaching space/clinical SLT treatment area (including allocated space large enough for clinical group work)

Reason: Due to the relocation of the campus there was doubt from the programme team whether there would be use of a large space available for clinical work. The programme team said that there was space in the new building but clarity was needed to guarantee access to these particular rooms for specialist SLT work.

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 programme team must provide and implement the use of an appropriate protocol for obtaining student consent where students participate as patients or clients in practical or clinical teaching

Reason: Currently there is no protocol obtaining consent from students for their participation in practical teaching and learning.

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 programme team must provide evidence that there is a consistent approach to monitoring student attendance and that associated monitoring mechanisms are in place.

Reason: The programme team did not have any mechanisms in place. It was felt that each member of staff had their own ways of monitoring students. The documentation also claimed that full attendance was expected and students' attendance "may be" monitored.

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: The programme team must clarify the access students have to core texts and books by outlining the quantity and loan types of required and recommended texts and journals and online publications. They should also indicate how they intend using WebCT to support student learning and facilitate access to relevant publications.

Reason: When meeting with the students they indicated with illustrations that they did not have enough access to core texts and they would welcome better use of short term loans and fairer distribution of existing resources. It was unclear whether this was due to the type of loans allocated to each book or whether there was a genuine insufficient supply of core and supporting texts. Staff and students did not appear to be using WebCT to its maximum capacity; the documentation did state however that this will be increased when the campus re locates.

SET 5. *Practice placements standards*

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

Condition: The programme team must submit a procedure that is in place to approve and monitor all placements outside Scotland and overseas. This must include details of how they allocate students to and monitor their placements.

Reason: Queen Margaret University use English speaking placements outside Scotland such as Canada and the Republic of Ireland There was no auditing or mechanisms in place to monitor these placements; however there is training for local clinicians and monitoring of Scottish placements,

5.8 Unless other arrangements are agreed, practice placement educators
5.8.1 must have relevant qualifications and experience
5.8.2 are appropriately registered; and

Condition: The programme team must confirm that practice placement educators outside Scotland are either HPC registered or otherwise appropriately qualified and trained to supervise students.

Reason: The programme team currently have a system in place to monitor practice placement educators at their UK placements; however, the programme team stated they do not have mechanisms in place to monitor placements outside Scotland.

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 programme team must confirm the procedure in place to inform students of equal opportunities and anti discriminatory procedures at placements and a mechanism to monitor this.

Reason: The students on placement will need to know how to access these policies and what they should do if they feel they are discriminated against. It is the education provider's responsibility to monitor and support placements.   The programme team stated they monitor placements but not specifically these polices. When meeting the placements providers it became clear that there was not a formal procedure in place. Informal talks where given at the start of each placement. A procedure in place will ensure cross site consistency.

RECOMMENDATIONS

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

Recommendation: In light of current staffing levels, even when at full complement, with their commitment to research and to other programmes, the programme team should not increase the cohort size, including International students without further staffing increase.

Reason: Visitors acknowledged that once conditions are met there would be an adequate number of staff to teach on the programme as well as have involvement in other programmes outside Scotland, however, they felt the team would be stretched to capacity and any increases in student numbers would need to be offset with an increase in staffing.

SET 5. *Practice placements standards*

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

Recommendation: The programme team should consider their placement capacity when planning to increase graduate diploma students

Reason: The programme team said there was a possibility of taking on more Graduate Diploma students and fewer BSc (Hons) students. Although the total number of students would remain constant the difference in design of these two programmes would lead to a larger number of students on placements simultaneously. The visitors discussed placement capacity with the programme team and any changes to the balance of the two programmes could prove problematic. Already some students had reported that they had had to take their placements in a different mode than the majority of their peers to gain sufficient numbers of sessions.

Commendations
- **The programme team is to be commended on the strong commitment to supporting students**
- **A strong relationship is evident between placement providers and the programme team**
- **The team to be commended on engendering and maintaining a strong research ethos in speech sciences despite pressures of other demands.**

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:

Gillian Stevenson

Aileen Patterson

Date: 11th July 2007

Health Professions Council

Visitors' report

Name of education provider	Suffolk College
Name and titles of programme(s)	Non Medical Prescribing
Mode of Delivery (FT/PT)	PT
Date of Visit	5th July 2007
Proposed date of approval to commence	October 2007
Name of HPC visitors attending (including member type and professional area)	Simon Walker – Radiographer Glyn Harding - Paramedic
HPC Executive officer(s) (in attendance)	Katherine Lock Marva Stewart (Observing)
Joint panel members in attendance (name and delegation):	Nigel South, Pro-Vice Chancellor (Academic and Regional Development), University of Essex – Chair Alison McQuinn, Administrative Officer – Secretary Graham Avery, Lecturer in Nursing, University of Essex Jonathan Mason, Lecturer in Nursing, University of East Anglia Tom Foster, Senior Lecturer, School of Post-Registration Studies and Social Work, Suffolk College Denise Knight, Academic Group Leader: Primary Care Nursing, Department of Nursing and Midwifery, University of Hertfordshire Alex Seabrook, Project Officer, Academic Partnerships, University of Essex Sue Winterburn, Senior Lecturer in Nursing, Sheffield Hallam University

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	☒	☐	☐

Deleted: Non Medical Prescribing Suffolk College

Inserted: r

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	25

Deleted: Non Medical Prescribing Suffolk College

Inserted: r

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 programme team must redraft and resubmit the student application form to take into account the intake of allied health professionals.

Reason: The documentation included an application form for students. Although the form stipulated the required number of years experience in for prospective students in nursing and pharmacy it did not include this for AHPs. It stated that unless Section 5 tick boxes were all completed the student could not enrol onto the programme.

2.2.2 The admission procedures must apply selection and entry criteria, including;
    criminal convictions checks;

Condition: The programme team must redraft and resubmit documentation to outline the process that is in place to monitor CRB checks in the admission procedure.

Reason: The documentation did not outline any process in place to monitor student CRB checks in the admission procedures. When the panel asked the programme team what system was in place they explained that the responsibility was in the hands of the employer in the past but now will be the responsibility of the education provider. This was not explained in the documentation for student information.

SET 5. *Practice placements standards*

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

Condition: The programme team must redraft and resubmit both the Masters level and Honours level module descriptors to include HPC standards of conduct, performance and ethics

Reason: The module descriptors specified NMC's standards. The programme team had entitled this section of the module descriptor 'Professional Accountability and Responsibility' as this programme will now enrol registrants from HPC the documentation must include information for relevant professions.

RECOMMENDATIONS

SET 3. Programme management and resource standards

3.12 The resources provided, both on and off site, must adequately support the required learning and teaching activities of the programme.
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: The programme team are recommended to inform the HPC through the Major/Minor process when the campus is relocated.

Reason: The programme team explained that the provision will be, at some time next year, moving to another nearby campus. This may result in a Major Change under the HPC's requirements.

SET 5. *Practice placements standards*

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

Recommendation: The programme team are recommended to consider formalising quality standards of student support in placement.

Reason: The Visitors felt that there was currently an informal process of monitoring of student support in placement. As the HPC do not approve placements a more rigorous system may be needed to ensure equity of support in the range of placements used.

Commendations
- **The visitors would like to commend the strong sense of student support from the programme team.**

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:

Simon Walker

Glyn Harding

Date: 6th July 2007

Health Professions Council

Visitors' report

Name of education provider	University of the West of England
Name and titles of programme(s)	BSc (Hons) Applied Biomedical Science (Clinical)
Mode of delivery (FT/PT)	Full time
Date of visit	20 - 21 June 2007
Proposed date of approval to commence	September 2007
Name of HPC visitors attending (including member type and professional area)	Robert Keeble, Principal Biomedical Scientist, Ipswich Hospital NHS Trust Philip John Warren, Senior Lecturer, Biomedical Sciences, University of Portsmouth
HPC executive officer(s) (in attendance)	Chris Hipkins
Joint panel members in attendance (name and delegation):	Neil Larsen (Chair), UWE, Tracey Horton (Secretary), UWE, Neil Willis (IBMS), Chas Chowdery (IBMS), Reg England (IBMS), Mrs Sue Yilmaz (Internal Panel Member), Assistant Academic Registrar, UWE Ms Helen Millican (Internal Panel Member), Assistant Academic Registrar

Scope of visit *(please tick)*

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

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	☒	☐	☐

Deleted: Final

Inserted: Final

Deleted: Draft

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	15

Deleted: Final

Inserted: Final

Deleted: Draft

The following summarises the key outcomes of the approval 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 University must rename the programme in such a way that prospective and current students will not be given the impression that completion of the programme automatically leads to registration with the HPC.

Reason: By using the word 'Registration' in the title of the programme students may be given the impression that registration will be automatic.

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 documentation must be revised to make it clear to students that successful completion of the programme will lead to eligibility to apply for HPC registration and that this process is not automatic.

Reason: The documentation refers to state registration upon completion of the course, however the term state registration is no longer appropriate and students could also be given the false impression that registration will be automatic.

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 advertising material provided to prospective students must make a clear distinction between the programme that leads to eligibility to apply for HPC registration and the programmes that do not.

Reason: There are several pathways that students can take and it needs to be very clear from the outset which programmes will lead to eligibility to apply for HPC registration and which ones will not.

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: The University must put in place an appropriate mechanism to monitor student attendance.

Reason: The University does not currently have a formal mechanism for monitoring student attendance in place.

SET 5. *Practice placements standards*

Deleted: Final

Inserted: Final

Deleted: Draft

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

Condition: The University must put in place an appropriate pre-placement approval process and ongoing monitoring system to ensure that placement laboratories have an adequate number of appropriately qualified staff, provide a safe environment for practice, and have an equal opportunities and anti-discriminatory policies in place.

Reason: There is currently no formal process for approving practice placements. The process used by placement laboratories selecting students was a poor experience for students.

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 the 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.

Condition: The University must put in place a more comprehensive handbook or set of guidelines for practice placement educators to ensure that they are aware of all the learning outcomes to be achieved, the records to be kept, the expectations of the placement provider, and the lines of responsibility.

Reason: There is currently too much emphasis on the portfolio as the only means of managing the placement, the University needs to ensure that steps are taken to ensure that there is a well balanced placement experience.

5.8.3 Unless other arrangements are agreed, practice placement educators undertake appropriate practice placement educator training.

Condition: The University must put in place a formal mechanism for ensuring the placement educators receive appropriate placement educator training.

Reason: There is currently no formal practice placement educator training programme in place.

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

Condition: The University must put in place a more regular and structured mechanism to ensure greater engagement with placement providers, particularly with regard to ongoing programme and curriculum development.

Reason: Placement providers indicated that they had little input into the development and delivery of the on-campus components of the programme and suggested that they had little contact with the University aside from specific placement issues.

SET 6. *Assessment standards*

6.7.1 Assessment regulations clearly specify requirements for student progression and achievement within the programme.

Condition: The University must revise the documentation to make it clear to students what will happen if they do not meet progression requirements.

Reason: This information is not currently stated clearly in the documentation.

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: Where possible and appropriate staff should be encouraged to engage in further professional development of their skills in current laboratory practice.

Reason: While there is a good programme of staff development in place, a stronger emphasis on currency of clinical skills could be beneficial.

COMMENDATIONS

- The University's e-portfolio system is an exciting innovation that provides an effective tool for supporting management of the student placement experience.
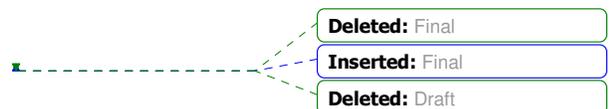
The nature and quality of instruction and facilities meets the standards of education and training. We recommend to the Education and Training Committee of the HPC that they approve this programme, subject to any conditions being met.

Visitors' signatures:

Philip John Warren

Robert Keeble

Date: 22 June 2007

Deleted: Final

Inserted: Final

Deleted: Draft