

Health Professionals Council
Department of Education and Policy

Visitors report

Name of education provider	London Metropolitan University
Name and titles of programme(s)	Supplementary Prescribing for Allied Health Professionals
Date of event	17 and 18 May 2005
Proposed date of approval to commence	September 2005
Name of HPC visitors attending (including member type and professional area)	Patricia Fillis Radiography James Petter Paramedic
HPC Executive officer(s) (in attendance)	Nicole Borg
Joint panel members in attendance (name and delegation):	

Scope of visit (*please tick*)

New programme (new award title)	√
Major change to existing programme (framework within existing programme)	X
Visit initiated through Annual Monitoring	X

Part 1

1.1 Confirmation of meetings held

	yes	No	n/a
Senior personnel of provider with responsibility for resources for the programme	√	<input type="checkbox"/>	<input type="checkbox"/>
Programme planning team	√	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators		x <input type="checkbox"/>	<input type="checkbox"/>

1.2 Confirmation of facilities inspected

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

1.3 Confirmation that particular requirements/specific instructions (if any) of the Education and Training Committee that have been explored e.g. specific aspects arising from annual monitoring reports.

Requirement (please insert detail)	yes	No	N/a
1.	<input type="checkbox"/>	<input type="checkbox"/>	√

Proposed student cohort intake number please state	20
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ALL CONDITIONS MET - PROGRAMME APPROVED

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

CONDITIONS and

SET 2 Programme admissions

The admission procedures:

2.1 give both the applicant and the education provider the information they require to make an informed choice about whether to make, or take up the offer of a place on a programme

Condition 1:

That the documentation provides explicit details of the application and admissions processes for both students and designated medical practitioners.

Reason:

This information was not explicit within the programme documentation reviewed.

2.2 apply selection and entry criteria, including:

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

Condition 2:

That the documentation clarifies the level of English language required for entry onto this programme of study for home and international applicants.

Reason:

This information was not included in the programme documentation reviewed.

2.2.2 criminal convictions checks;

Condition 3:

The programme documentation should clarify what policies are in place for criminal records bureau (CRB) checks on students.

Reason:

Systems should be in place to monitor the status of individuals on application and on-going status of individual students that will identify new convictions, if any, as they progress through the programme. It was not clear in the documentation provided how this is to be managed and communicated to students.

In addition it was not made explicit that it is the responsibility of the student to inform the University of any such new convictions as they occur. Within the existing policy the action plan for specific cases such as, a student who commits an offence that would lead to them not being able to gain/maintain Health Professions Council registration, needs to be set out.

2.2.3 compliance with any health requirements;

Condition 4:

The programme documentation to clarify the pre-entry health checks policy for students.

Reason:

The documentation provided states that pre-entry health checks are undertaken on prospective students but does not make explicit the process or those responsible for ensuring that the appropriate checks are undertaken and subsequent actions are carried out.

2.2.4 appropriate academic and/or professional entry standards;

2.2.5 accreditation of Prior Learning and other inclusion mechanisms

Condition 5:

The programme documentation must clearly articulate the accreditation of prior learning processes for those students who may wish to claim credit exemption(s) from aspects of the programme.

Reason:

In order that potential students can design an individual programme of study reflecting their past academic and or experiential learning it must be clear to them what is required in terms of presenting pre-programme documentation and evidence to support their claim(s) for credit together with the level of support and guidance they can expect to receive from the university or department to pursue a claim.

If the nature of the programme is such that accreditation of prior learning is not applicable this must be stated within the document.

The applicant must be made aware of the timescale for the application to be made and at what point before joining their programme of study they will be informed of the level of credit exemption awarded to them.

SET 3. Programme management and resource standards

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

Condition 6:

The documentation needs to include a rationale for why this practice is not in place and not required in this short programme of study.

Reason:

This Set was not met within the programme documentation reviewed.

SET 5. Practice placements standards

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

Condition 7:

Documentary evidence is required of the qualifications and level of experience of Designated Medical Practitioner's (D.M.P's) involved with the programme.

Reason:

This information was not available within the documentation provided.

5.3.1 a safe environment; and for

5.3.2 safe and effective practice.

Condition 8:

That a mechanism is put into place that ensures monitoring of placements is undertaken and to ensure these Sets are met.

Reason:

This information was not made explicit within the documentation provided.

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

Condition 9:

That a mechanism is put into place that ensures monitoring of placements is undertaken and to ensure this Set is met.

Reason:

This information was not made explicit within the documentation provided.

5.7.5 communication and lines of responsibility.

Condition 10:

The documentation should demonstrate lines of communication and responsibility between placement providers and the university to better inform future provision and integrate theory to practice.

Reason:

This information was not available within the documentation reviewed

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 11:

To clearly articulate within the documentation how these SETS are met.

Reason:

This information is not made explicit within the documentation reviewed. For Set 5.8.3 it should be clarified how training is provided for all placement educators and the records kept of that training.

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

Condition 12:

To clearly articulate within the documentation how these SET is met.

Reason:

This information is not made explicit within the programme documentation reviewed.

5.13 The placement providers have an equal opportunities and anti-discriminatory policy in relation to candidates and students, together with an indication of how this is implemented and monitored.

Condition13:

The documentation must clearly evidence that placement providers have policy in place on Equal Opportunities and Anti-discriminatory behaviour.

Reason:

This information is not articulated within the documentation reviewed.

SET 6. Assessment standards

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

Condition 14:

The programme documentation must reflect that the assessment method(s) employed across the programme not only meet the learning outcomes and measure the skills that are to be achieved in order to practise safely but in addition provide equity and objectivity in all assessment methods employed.

Reason:

It was not made explicit within the documentation which aspects of the assessment schedule assessed which particular learning outcome and in addition it was felt that to bring objectivity and equity into the OSCE process this exam should be double marked so that the students designated medical practitioner is not the sole assessor, or the process be video recorded and moderated by a independent practitioner.

RECOMMENDATIONS

SET 3. Programme management and resource standards

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

Recommendation 1:

To make explicit the professional development undertaken by the programme team.

Reason:

This information was not explicit within the programme documentation reviewed.

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

Recommendation 2:

To acknowledge in the documentation that student support may change over time given the range of potential student profile and to report on this through the annual monitoring process.

Reason:

As the profile of student admissions changes and a range of allied health professionals are recruited to the programme the needs of those students could vary considerably in terms of underpinning knowledge and on-going clinical support.

3.8 Facilities are available to support and ensure the welfare and well-being of students.

Recommendation 3:

The programme team should create an expectation that a tutorial will take place within the programme and that time will be set aside for this activity. In addition it will be reported upon through the annual monitoring process.

Reason:

It was not clear how this Set was met for all students undertaking the programme. Mechanisms exist for student support but rely on the student to initiate it.

Summary:

CONDITIONS 14 applies to 17 SETS from 2, 3, 5 and 6

RECOMMENDATIONS- 3 these apply to SET 3

Deadline for *Conditions* to be met:

To be submitted to Approvals Committee on:

Commendations

We would like to thank the Faculty and programme teams for their helpful responses and for providing information and we wish to make the following commendations;

There are clear and impressive strategies for student support and staff development.

There is a comprehensive and impressive programme of interprofessional learning in place.

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, Supplementary Prescribing for Allied Health Professionals, (subject to any conditions being met).

Visitors' signatures:

**Patricia Fillis
James Petter
22 May 2005**