

Health Professionals Council  
Department of Education and Policy

**Visitors report**

<b>Name of education provider</b>	University of Brighton
<b>Name and titles of programme(s)</b>	PGDip Occupational Therapy
<b>Date of event</b>	14 <sup>th</sup> and 15 <sup>th</sup> June
<b>Proposed date of approval to commence</b>	September 2005
<b>Name of HPC visitors attending (including member type and professional area)</b>	Catherine Wells Pauline Gacal
<b>HPC Executive officer(s) (in attendance)</b>	Nicole Borg
<b>Joint panel members in attendance (name and delegation):</b>	TBA

**Scope of visit (please tick)**

<b>New programme</b>	<input type="checkbox"/>
<b>Major change to existing programme</b>	<input checked="" type="checkbox"/>
<b>Visit initiated through Annual Monitoring</b>	<input type="checkbox"/>

**Part 1.**

**1.1 Confirmation of meetings held**

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

**1.2 Confirmation of facilities inspected**

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

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

<b>Requirement (please insert detail)</b>	<b>yes</b>	<b>No</b>	<b>n/a</b>
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Proposed student cohort intake number please state</b>	<b>40</b>
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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

### **SET 2 Programme admissions**

The admission procedures must:

*2.2 apply selection and entry criteria, including:*

*2.2.2 criminal convictions checks;*

**Condition 1:** An enhanced criminal records disclosure is required prior to admission to the programme and an annual update by self disclosure is documented.

**Reason:** HPC regulations require this information to be clearly specified within the course document.

*2.2.3 compliance with any health requirements;*

**Condition 2:** The HEI is required to document procedures for ensuring health screening is carried out prior to admission to the programme. Procedures for making reasonable adjustments to accommodate students with disabilities and / or health problems should be specified which do not impact on the student's ability to practice.

**Reason:** HPC regulations require these to be explicitly stated within the course document.

*SET 2.3 ensure that the education provider has 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 3:** The HEI's procedures on equal opportunities and anti-discriminatory practice is clearly stated in the course document and cross referenced to the appropriate handbook. An indication of how this will be implemented and monitored is required.

**Reason:** This policy was not included in the course document, and is an HPC requirement. Whilst this is clearly in existence it needs to be evident within the programme documentation rather than within general HEI regulations.

### 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 4:** A programme of staff development should be in place to facilitate the working of staff members across the two programme routes.

**Reason:** Students undertaking the two routes to qualification will have different learning requirements, and staff will be required to adjust their teaching, assessing and mentoring skills in response to these different requirements. Enhancing the staff member's ability to undertake these activities will draw the two programmes together and enable them to develop best practice.

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

**Condition 5:** Programme team must provide a written protocol for the informed consent of students to participate as patients / clients in practical, clinical and placement situations.

**Reason:** At present there would appear to be no procedure for students to give consent to participating in activities, eg role play, patient positioning techniques whilst practicing profession specific techniques, group work. The protocol is required so that students are fully briefed and can give informed consent. This should be included in the programme recruitment and admission procedures.

*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 6:** Must be a clear system for monitoring attendance and a policy for dealing with non compliance.

**Reason:** The mechanisms in place for monitoring should be robust to ensure accuracy of attendance and non attendance. The course document requires 80% attendance of the theoretical components so any process must accurately record the student experience.

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

- 5.1 Practice placements must be integral to the programme.
- 5.2 There must be an adequate number of appropriately qualified and experienced staff at the placement.
- 5.3 The practice placement settings must provide:
- 5.3.1 a safe environment; and for
  - 5.3.2 safe and effective practice.
- 5.4 Learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.
- 5.5 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes.
- 5.6 The education provider must maintain a thorough and effective system for approving and monitoring all placements.
- 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.
- 5.9 There must be collaboration between the education provider and practice placement providers.
- 5.10 The education provider must ensure necessary information is supplied to practice placement providers.
- 5.11 Practice placement providers must ensure necessary information is available at the appropriate time for both the education provider and students.
- 5.12 A range of learning and teaching methods that respect the rights and needs of patients or clients and colleagues must be in place throughout practice placements.
- 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 7:** Course documentation must contain fulsome information relating to practice placement standards, and cross referencing to the Practice Placement Handbook must be clearly identified.

**Reason:** The Practice Placement Handbook was not available to the team prior to the Approval event, and therefore could not be considered.

## RECOMMENDATIONS

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

**Recommendation** All supplementary documentation should be accurately cross referenced within the programme documents.

**Reason:** Further information was required to enable an informed decision to be reached. The existence of supplementary documents was evident at the approval event, but these were not available in advance. An indication within the programme documents of where further information can be accessed would ensure robust processes.

*SET 4.7 Where there is inter-professional learning the profession specific skills and knowledge of each professional group are adequately addressed.*

**Recommendation** The course team consider the opportunities for inter-professional learning within the HEI, and the learning opportunities within the two programmes.

**Reason:** The delivery of the part time BSc route at Eastbourne offers the potential for shared learning, and the existence of other health related programmes with the HEI provide an opportunity to enhance inter-professional learning.

## COMMENDATIONS

- The Career Planning Agreement is innovative and well structured to enable the development of a CPD portfolio
- There is a commitment to refurbishing and extending the physical resources for the programme which will enhance the learning experience
- The partnership working between the Programme team, the Placement Educators and the Strategic Health Authority was evident throughout discussions.