

**Health Professions Council
Approvals Panel – 5 December 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
Canterbury Christ Church University & University of Greenwich	Postgraduate Diploma in Speech & Language Therapy	FT
Coventry University	Non Medical Prescribing	PT/FT
Manchester Metropolitan University	MSc Physiotherapy (Pre-registration)	FT
University of Ulster	BSc Hons Dietetics Postgraduate Diploma Dietetics MSc Dietetics	FT FT FT

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 (4)

Date of paper

23 November 2006

Health Professions Council

Visitors' Report

Name of education provider	Canterbury Christ Church University University of Greenwich
Name and titles of programme(s)	Postgraduate Diploma in Speech & Language Therapy
Mode of Delivery (FT/PT)	FT
Date of Visit	3/4 October 2006
Proposed date of approval to commence	March 2007
Name of HPC visitors attending (including member type and professional area)	Martin Duckworth (SLT) Caroline Sykes (SLT)
HPC Executive officer(s) (in attendance)	Osama Ammar Abigail Creighton (Observer)
Joint panel members in attendance (name and delegation):	<p>Mrs Jenny Hawkins – Chair, Canterbury Christ Church University Ms Gemma Houghton, Secretary, Canterbury Christ Church University</p> <p>Professor Jois Stansfield – External Advisor, Professor of Speech Pathology, Manchester Metropolitan University Mrs Shelagh Titchener –Director of Curriculum and Quality, Faculty of Health and Social Care, Canterbury Christ Church University Dr Christopher Stevens – Manager of Academic Partnerships, Quality and Standards Office, Canterbury Christ Church University Professor Melanie Jasper – Head of Department, Health and Social Welfare Studies, Canterbury Christ Church University Ms Lynne Jump - Senior Lecturer, School of Health and Social Care, Greenwich University Mr Steve Naylor - Quality Officer, Learning and Quality Unit, Division of Learning Enhancement, Greenwich University</p> <p>Mrs Rosalind Rogers – Representative from</p>

	Royal College of Speech and Language Therapists, Head of School of Communication, University of Ulster Mrs Sharon Woolf – Head of Professional Development, Royal College of Speech and Language Therapists
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Scope of visit (please tick)

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

Confirmation of meetings held

	Yes	No	N/A
Senior personnel of provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 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"/>
Students (current or past as appropriate)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Confirmation of facilities inspected

	Yes	No	N/A
Library learning centre	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IT facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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"/>	<input checked="" type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Proposed student cohort intake number please state	25
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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: Canterbury Christ Church University and University of Greenwich should submit the information (both documentary and web-based), which is given to prospective students about the programme. This information should accurately explain the role and relationship with HPC in terms of approving the programme and providing eligibility to register as a Speech and Language Therapist and the role of the RCSLT.

Reason: According to the documentation and web site information, there is still some confusion over the role of the HPC and the specific protected title that graduates would be eligible to use. The Visitors acknowledged that former terminology had been used, but felt that in order to meet this Standard; they needed to be satisfied that future applicants would be fully prepared for the joining the profession.

2.2.1 apply selection and entry criteria, including evidence of a good command of written and spoken English;

Condition: The information given to prospective students must include entry standards for English language requirements.

Reason: The current admissions criteria do not refer to English language requirements (e.g. IELTS)

2.2.4 apply selection and entry criteria, including appropriate academic and/or professional entry standards;

Condition: The information given to prospective students must specify the specific academic standards.

Reason: The current admissions criteria include the word 'normally', which suggests that students may be admitted who have an equivalent to a BSc (Hons) degree. Through discussions, it became apparent that Canterbury Christ Church University and University of Greenwich has already considered this issue and they had agreed to only accept applicants with BSc (Hons) degrees. It was felt that the admissions criteria needed to be made updated to reflect this.

The admission procedures must apply selection and entry criteria, including 2.2.5 accreditation of Prior Learning and other inclusion mechanisms

Condition: The documentation and memorandum of agreement must be revised to reflect the agreed policy on APL.

Reason: There is currently a variation in the stated policy on APL. The handbook suggests that APL follows Canterbury Christ Church University regulations, whilst the draft memorandum of agreement suggests that APL follows the base institution. Through discussions, it became apparent that whilst infrequent, the programme would be validated with the capacity to allow APL credits and as an academic matter, it would follow Canterbury Christ Church University regulations. It was felt that it needed to be made explicit to students which mechanism for APL would be followed.

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: The equal opportunities and anti-discriminatory policy of both institutions should be submitted, along with an indication of how they are implemented and monitored.

Reason: The Visitors were aware that these policies were in place and discussions were held over the parity between the two versions. Further clarification is needed on their implementation and monitoring.

SET 3. Programme management and resource standards

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

Condition: A final version of the memorandum of agreement must be agreed.

Reason: The memorandum of agreement was in draft form and through discussions it was agreed that updates were required to the areas including record keeping, external examiner and APL regulations.

3.2 The programme must be managed effectively.

Condition: Confirmation that both Canterbury Christ Church University and University of Greenwich have validated the awards.

Reason: Canterbury Christ Church University have deferred the final validation decision of the award until December 2006. Following validation by Canterbury Christ Church University, the University of Greenwich will confirm the validation of the award at their institution. The Visitors felt that in order to meet this Standard; they needed to be satisfied that both universities had agreed to validate the award.

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

Condition: There must be evidence of a commitment to increase staff numbers in the event student numbers double when the programme moves into its second year.

Reason: The core programme team currently includes 2.2 FTE Speech and Language Therapists. Whilst the Visitors accepted that this was an adequate number to support the first cohort of students, there was concern with long-term plans. In discussion, the senior and programme teams explained that they had were already intending to review the staffing at the end of the first year and the Visitors required more information about the remit of the review at the end of the first year of the programme.

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

Condition: There must be evidence to show that phonetics and linguistics for clinical applications, and communication problems resulting from acquired neurological problems can be taught by staff with relevant specialist expertise and knowledge.

Reason: It is not clear from the current documentation who will be responsible for teaching the key areas of clinical phonetics and linguistics, or the management of acquired neurological communication problems. From the available CVs, the Visitors were not assured that there were staff with the relevant specialist expertise and knowledge.

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.

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: There must be evidence of a commitment to provide all learning resources to support the programme from both universities. This must include budget and acquisition plans for library resources, specialist equipment (inclusive of resources for teaching phonetic transcription skills), technical support and estates refurbishment.

Reason: The Visitors acknowledged that prior to validation the purchasing of resources was unlikely, due to the financial risk. However, on the tour of facilities the Visitors were made aware of the planned purchases, rebuilding and support provision. Intended plans for the use of one virtual learning environment were also discussed. The Visitors felt that in order to meet these Standards; they needed to be satisfied that both universities were both committed to the plans and progressing with implementation.

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

Condition: There must be evidence that an appropriate protocol must be provided.

Reason: Through discussions, it was confirmed that a consent form existed and that students would be asked to complete it before participating as patients or clients in practical and clinical teaching. The Visitors wish to see a copy of the form.

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: There must be evidence of how the attendance policy is monitored and how the transition period is incorporated into the policy and monitoring mechanisms.

Reason: The Visitors were confident that the stated attendance policy would allow students to meet all the standards of proficiency, but they required more clarification on how the policy was monitored. Through discussions, it was confirmed that the transition period was included in the required hours of attendance for the programme. The Visitors felt that this needed to be clarified in the documentation, so students were clear of the role of the transition period and the repercussions of non-attendance during it.

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.

Condition: Canterbury Christ Church University and University of Greenwich must revisit the documentation so that it is clear where the Standards of Proficiency will be met in learning outcomes for the programme.

Reason: Through discussion, it became apparent the module descriptors would require amendment. The Visitors felt the programme required greater specificity in the management and treatment of adults with acquired neurological disorders in particular. Moreover, the Visitors noted that some modules have a very wide range of learning outcomes which needs to be reviewed. This relates particularly to phonetics and clinical phonetics which the Visitors felt was a core subject area needing a specific teaching time commitment. It was also noted that there were limitations in the specified reading which therefore needs to be reviewed and updated.

SET 5. Placements standards

5.3 The practice placement settings must provide:

5.3.1 a safe environment; and for

5.3.2 safe and effective practice.

Condition: There should be evidence available to demonstrate that the Educational Audit of Practice Placements will be carried out on all placements prior to students commencing their first placement and will be used as part of the ongoing placement monitoring.

Reason: The Educational Audit tabled during the visit is comprehensive but the Visitors were not informed that it had actually been undertaken for any of the proposed speech and language therapy placements.

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

Condition: Canterbury Christ Church University and University of Greenwich must revisit the documentation to clarify the number, duration and range of placements.

Reason: Through discussion it became apparent that the second placement which utilised conversation partner work would no longer form a discreet placement in its own right. Accordingly, the arrangements for placements and the application of learning outcomes to placements will require clarification in the documentation.

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

Condition: Canterbury Christ Church University and University of Greenwich must revisit the documentation to specify how the Educational Audit will be used in the process of placement approval and monitoring.

Reason: Though the Education Audit was tabled, insufficient time was available to determine how the tool was used as a method of approving and monitoring placements. Inclusion of this information in the documentation will allow the Visitors to determine the effectiveness of the placement approval and monitoring arrangements.

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;

Condition: Canterbury Christ Church University and University of Greenwich must revise the information to be provided to students and placement educators to include changes to the number, duration, range and learning outcomes ascribed to placements.

Reason: Through discussion it became apparent that the second placement which utilised conversation partner work would no longer form a discreet placement in its own right. Accordingly, the arrangements for placements and the application of learning outcomes to placements will require clarification in the documentation.

SET 6. *Assessment standards*

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

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

Condition: Canterbury Christ Church University and University of Greenwich must revise the assessment design in both academic modules and practice placements.

Reason: In order to ensure that graduates of the programme are fit to practise as Speech and Language Therapists the Visitors felt the assessment design for the modules needed to adequately assess the number of learning outcomes prescribed to each module. Furthermore, the Assessment of Practice Tool requires further work to ensure competencies are recorded as attained only when appropriate, and to adequately incorporate changes in the learning outcomes from the proposed re-design of the modules.

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

Condition: Canterbury Christ Church University and University of Greenwich must revise the Assessment of Practice Tool.

Reason: Through discussion it became apparent the Assessment of Practice Tool would require revision to successfully ensure competencies are recorded as attained only when appropriate. It was felt by the Visitors that the protocol for confirming the achievement of learning outcomes were not adequately described to include where responsibility lay for determining a competency being met and moderation arrangements.

6.7.2 Assessment regulations clearly specify requirements 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 University of Greenwich must confirm that they will award a Postgraduate Certificate, which does not provide eligibility for inclusion onto the Register and does not to contain any reference to an HPC protected title in its title.

Reason: Through Panel discussions, it became apparent that the University of Greenwich had not included a Postgraduate Certificate in the proposal. Representatives explained that it should be possible to include a similarly titled award and that it would need to be considered by the relevant Committee in their institution.

Deadline for Conditions to be met: 11th December 2006

Report to be submitted to Approvals Panel on

5th December 2006 for approval of report

1st February 2007 for approval of programme

RECOMMENDATIONS

SET 3. Programme management and resource standards

3.3 There must be a named programme leader who has overall responsibility for the programme and should be either on the relevant part of the HPC Register or otherwise appropriately qualified and experienced.

Recommendation: Canterbury Christ Church University and University of Greenwich should consider accelerating their plans for the appointment of a qualified Speech and Language Therapist as programme leader.

Reason: In order to develop the programme and its profession specific knowledge and skills, the Visitors felt the appointment of a Speech and Language Therapist with the relevant academic qualifications and experience would be appropriate.

SET 5. Practice placements standards

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

Recommendation: Canterbury Christ Church University and University of Greenwich should further develop the foundation of effective collaboration that exists with current placement providers.

Reason: Through discussion it was apparent the placement providers and education providers have worked closely to provide the impetus for a postgraduate Speech and Language Therapy programme in the area that will prioritise placements for Canterbury Christ Church University and University of Greenwich students. The Visitors felt that this collaboration should be encouraged as too should its development to increase the effectiveness of placement provider and education provider co-operation.

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:

Martin Duckworth

Caroline Sykes

Date: 20/10/06



Health Professions Council

Visitors' report

Name of education provider	Coventry University
Name and titles of programme(s)	Certificate in Non-Medical Prescribing
Mode of Delivery (FT/PT)	P/T F/T
Date of Visit	12 October 2006
Proposed date of approval to commence	February 2007
Name of HPC visitors attending (including member type and professional area)	Robert Fellows – Paramedic Patricia Fillis – Radiography
HPC Executive officer(s) (in attendance)	Abigail Creighton Daljit Mahoon (Observer)
Joint panel members in attendance (name and delegation):	Mr R Farmer (Chair) Associate Dean, Faculty of Engineering and Computing, Coventry University Mrs H Mills, Assistant Registrar, Quality Enhancement Unit, Coventry University Mr C Perkin, Principal Lecturer, Faculty of Business, Environment and Society Mr Ben -Yusuf Ali, Senior Lecturer, Faculty of Health and Social Care, University West of England Ms J James, Nursing and Midwifery Council

Scope of visit (please tick)

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

Confirmation of meetings held

	Yes	No	N/A
Senior personnel of provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 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"/>
Students (current or past as appropriate)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Confirmation of facilities inspected

	Yes	No	N/A
Library learning centre	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IT facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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"/>	<input checked="" type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Proposed student cohort intake number please state	25
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The following summarises the key outcomes of the Approvals event and provides reasons for the decision.

CONDITIONS

Condition 1

SET 2 *Programme admissions*

The admission procedures must:

- 2.2.2 criminal convictions checks;
- 2.2.3 compliance with any health requirements.

Condition:

To make explicit within the programme documentation the process for criminal conviction checks and health requirements for those applicants from the Independent Sector.

Reason:

The mechanism by which the process for criminal conviction checks are carried out on prospective students from the Independent Sector was not explicit within the documentation reviewed.

Condition 2

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.

Condition:

That the documentation specifies the team involved in the delivery of the programme.

Reason:

The documentation reviewed contained a number of CV's but it was not clear who from the total submitted would be part of the programme team and involved in the teaching on these modules.

Condition 3

SET 6 *Assessment standards*

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

Condition:

That for the Masters level route the assessment is amended for Module M34HS to include both an O.S.C.E. and a Viva component.

Reason:

The O.S.C.E. will bring to the assessment schedule an element of marked assessment that will allow demonstration of practice to be formally assessed.

Condition 4

SET 6 Assessment standards

6.7.1 Student progression and achievement within the programme.

Condition:

That the documentation for all module assessment at Level 3 and M Level be clarified and presented as a table indicating the method of assessment, the pass mark and the weighting of the assessment component for each module. This information should be presented consistently in module descriptors and student and supervisor handbooks.

Reason:

The methods of assessment together with individual pass marks and weightings were not clear within the documents reviewed.

Condition 5

SET 6 Assessment standards

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

Condition:

That documentation is provided that sets out the appointment process and criteria for appointment of the External Examiner for the programme.

Reason:

The documentation states that the programme has an appointed External Examiner but they are not named and it is not clear from which part of the register they have been appointed from or the application and selection process in place for the external examiner.

Deadline for Conditions to be met: 17th November 2006

To be submitted to Approvals Panel/Committee on 5th December 2006

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:

Robert Fellows

Patricia Fillis

Date: 16 October 2006

Health Professions Council

Visitors' report

Name of education provider	Manchester Metropolitan University
Name and titles of programme(s)	MSc Physiotherapy (Pre-registration)
Mode of Delivery (FT/PT)	FT
Date of Visit	26 – 27 September 2006
Proposed date of approval to commence	January 2007
Name of HPC visitors attending (including member type and professional area)	Anthony Power Katie Bosworth
HPC Executive officer(s) (in attendance)	Osama Ammar (lead) Mandy Hargood (observer)
Joint panel members in attendance (name and delegation):	Philip Lloyd (Chair) Stuart Ramsden (Secretary) Pat Procter (Faculty Representative) Peggy Cooke (Dean of Faculty Representative) Roy Turner (Academic Standards) Sandra Sharpe (Faculty Administrator) Susan Johnson (External Assessor) Susan Smith (External Assessor) Nina Thompson (CSP) Richard Stephenson (CSP)

Scope of visit (please tick)

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

Confirmation of meetings held

	Yes	No	N/A
Senior personnel of provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme 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"/>
Students (current or past as appropriate)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Confirmation of facilities inspected

	Yes	No	N/A
Library learning centre	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IT facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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"/>	<input checked="" type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Proposed student cohort intake number please state	14
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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 education provider must make clear the current Home Office restrictions on the employment of overseas physiotherapists in the United Kingdom in any advertising, promotional material for the course and at interview.

Reason: The visitors felt applicants to the programme may not be aware of the current restrictions on the employment of physiotherapists in the United Kingdom and that it is important these applicants are given accurate information to inform any decision on whether to undertake the programme.

SET 5. Practice placements standards

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 education provider must provide the new audit tool for assessing practice placement providers which must include particular reference to the placement provider having a satisfactory equal opportunities and anti-discrimination policies in place.

Reason: Currently placement providers are assessed by the programme team on the basis of in-depth knowledge of the provider built up through formal and informal contact. In future, the education provider may use a wider range of placement practice providers (for example, in the commercial and voluntary sector) and it is important that every provider is subject to scrutiny in terms of their equal opportunity and anti-discrimination policies.

SET 6. *Assessment standards*

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

Condition: The education provider must include in the programme specification/ definitive document the stipulation for the appointment of at least one external examiner from the relevant part of the Register.

Reason: Although the programme team intends to make use of an existing external examiner from the undergraduate programme, it is felt appropriate to ensure that any successive appointments will hold relevant profession specific knowledge.

Deadline for Conditions to be met: 20th October 2006

To be submitted to Approvals Panel on: 5th December 2006 (Panel)

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: Existing facilities are appropriate, but in light of the education provider's stated intention to develop e- learning approaches, the provision of information technology facilities and services needs prioritisation in the budget planning process. This recommendation is of particular importance in view of the planned relocation of the course to a new site in the near future.

Reason: The rationale for the course is predicated on the assumption that students, who are all graduates, will be able to manage their learning in an effective manner using a variety of study techniques including significant use of e-learning. If this is to be achieved in practice adequate facilities and support must be available.

SET 4. Curriculum Standards

4.4 The curriculum must remain relevant to current practice.

Recommendation: Given the growing awareness of the importance of inter-professional learning for physiotherapy students the education provider should seek to implement its inter-professional learning strategy as soon as possible.

Reason: The education provider has undertaken significant collaborative work with other programme teams in the Faculty of Health, Social Care and Education to develop a strategy for inter-professional learning. The education provider needs to

move from strategy formulation to implementation in order for students to benefit from this important aspect of education practice.

Commendations –

1. The management team for the proposed MSc Physiotherapy (pre-registration) operate in a cohesive and effective manner.
2. The programme for the course is well designed, rigorous and uses a range of imaginative learning and teaching approaches.

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:

Visitor: Anthony Power

Visitor: Kathleen Bosworth

Date: 2nd October 2006

Health Professions Council

Visitors' report

Name of education provider	University of Ulster
Name and titles of programme(s)	BSc Hons Dietetics MSc/PgDip Dietetics
Mode of Delivery (FT/PT)	FT
Date of Visit	6th October 2006
Proposed date of approval to commence	September 2007
Name of HPC visitors attending (including member type and professional area)	Gill Pearson Dietetic Partner Sylvia Butson Dietetic Partner
HPC Executive officer(s) (in attendance)	Mandy Hargood
Joint panel members in attendance (name and delegation):	Professor Denise McAllister, (PVC Teaching and Learning) Ms Gráinne Doohar, Administrative Officer, Quality Management and Audit Unit

Scope of visit (please tick)

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

Confirmation of meetings held

	Yes	No	N/A
Senior personnel of provider with responsibility for resources for the programme	X	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	X	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators	X	<input type="checkbox"/>	<input type="checkbox"/>
Students (current or past as appropriate)	X	<input type="checkbox"/>	<input type="checkbox"/>

Confirmation of facilities inspected

	Yes	No	N/A
Library learning centre	<input type="checkbox"/>	X	<input type="checkbox"/>
IT facilities	<input type="checkbox"/>	X	<input type="checkbox"/>
Specialist teaching accommodation	<input type="checkbox"/>	X	<input type="checkbox"/>

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 SET 3 and SET 5 and Benchmarking	<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"/>

Proposed student cohort intake number please state	MSc 10 BSc 24
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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 1

Condition: There must be a clear statement provided to students, prior to their taking up the offer of a place on the programme, that outlines the 2 routes of the programme and how students will be selected for each route. The programme team must produce clear criteria to be used to assign students to each route, if student choice fails to result in the desired number on each.

Reason: The students require this information in order to make an informed choice about whether to accept the offer of a place on the programme.

SET 3. Programme management and resource standards

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

Condition 2

Condition: A protocol, including the appropriate form, must be developed to obtain consent for students participating in practical teaching, such as role plays.

Reason: No such protocol or form currently exists

SET 5. Practice placements standards

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

Condition 3

Condition: The education provider must develop a robust procedure for approving and monitoring the quality of practice placements. This should include a system of annual monitoring and identify follow up visit arrangements.

Reason: To ensure that the current system is formalised to make certain that the quality of work based placements is maintained.

Deadline for Conditions to be met: 10 November 2006

RECOMMENDATIONS

SET 4. Curriculum Standards

4.3 Integration of theory and practice must be central to the curriculum to enable safe and effective practice.

Recommendation 1

Recommendation: To continue with the introduction of role play activities for the students, and to explore the potential of using the ward facilities on site for simulations.

To explore the potential for introducing more clinically based research projects, by undertaking them after the students have completed at least one of their 12 week placements.

Reason: This will allow the students to develop some of the skills of practice whilst in the academic institution, and apply their research knowledge in a clinically related area.

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

Recommendation 2

Recommendation: Consider ways to allow the students sufficient time for reflection and assimilation of knowledge, particularly on the new route, although all students are effected by the current arrangements of reducing the teaching weeks.

Reason: The current timing allows little time between the teaching and examination, and between the examination and commencing the B placement.

COMMENDATIONS

The recent appointment of new staff in both the nutrition and dietetic subject areas is commendable. The new staff are demonstrating innovative approaches to teaching, improved communication and collaboration between the University and the placement providers, and greater support for the placement providers.

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:

Gill Pearson

Sylvia Butson

Date: 11 October 2006