

## Health Professions Council

### Visitors' report

<b>Name of education provider</b>	St. Georges Medical School, University of London
<b>Name and titles of programme(s)</b>	Foundation Degree in Paramedic Science (in Partnership with London Ambulance Service), & Foundation Degree in Paramedic Science (in Partnership with South East Coastal Trust),
<b>Mode of Delivery (FT/PT)</b>	Full-time (1 <sup>st</sup> Year – Full Time academic study) 2 <sup>nd</sup> & 3 <sup>rd</sup> Year – Part Time academic study)
<b>Date of Visit</b>	28 <sup>th</sup> July 2006
<b>Proposed date of approval to commence</b>	September 2006
<b>Name of HPC visitors attending (including member type and professional area)</b>	Marcus Bailey (Paramedic) Gwyn Thomas (Paramedic)
<b>HPC Executive officer(s) (in attendance)</b>	Mandy Hargood Nicole Borg
<b>Joint panel members in attendance (name and delegation):</b>	Professor F Hay (Chair) Ms A Atkinson Mr D Baldwinson Dr T Poulton Mr G Taylor Mrs K Start

**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"/>

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

<b>Proposed student cohort intake number please state</b>	<b>20</b>
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ALL CONDITIONS MET

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: The Programme Team must clearly articulate the consequences on progression if a student fails to achieve the driving requirements**

**Reason: This is not currently stated in any admissions information**

### ***SET 3. Programme management and resource standards***

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

**Condition 2: The Programme Team must produce a current memorandum of understanding with partner ambulance trust.**

**Reason: There is no memorandum of understanding for the South Coast ambulance Trust and the London Ambulance Service one should be reviewed for currency.**

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

**Condition 3: The Programme Team must produce a written plan demonstrating paramedic staffing to support the programme.**

**Reason: Currently this was verbalised only and the visitors require this to be in written format.**

### ***SET 6. Assessment standards***

6.7 Assessment regulations clearly specify requirements:

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

**Condition 4: The Programme documentation Must clearly articulate that the certificate and diploma exit awards do not lead to HPC registration**

**Reason: Currently there is no differential in the award outcomes.**

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

**Condition 5: The Programme Team must produce an action plan for the appointment of an external examiner form the relevant part of the HPC register**

**Reason: Currently there is no external examiner assigned for this programme.**

**Deadline for *Conditions* to be met: 1 September 2006**

## **COMMENDATIONS**

- The visitors wish to commend the course team for their development of a degree pathway with mentorship preparation. This will enable a model of mentorship within the paramedic profession.

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

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

**Visitors' signatures:**

**Marcus Bailey**

**Gwyn Thomas**

**Date:** 28<sup>th</sup> July 2006

## Health Professions Council

### Visitors' Report

<b>Name of education provider</b>	Sheffield Hallam University
<b>Name and titles of programme(s)</b>	BSc(Hons) Physiotherapy
<b>Mode of Delivery (FT/PT)</b>	PT
<b>Date of Visit</b>	17th May 2006
<b>Proposed date of approval to commence</b>	September 2006
<b>Name of HPC visitors attending (including member type and professional area)</b>	Bernadette Waters Occupational Therapy Jackie Waterfield Physiotherapy
<b>HPC Executive officer(s) (in attendance)</b>	Jo Kemp Executive Officer
<b>Joint panel members in attendance (name and delegation):</b>	Jenny Carey Chartered Society of Physiotherapy

**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"/>

**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"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
IT facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Specialist teaching accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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**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 Review SETs 4, 5 and 6	<input checked="" 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	20
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ALL CONDITIONS MET

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

Please note that this visit covered a major change to an existing programme of study and as such the visitors considered SET 4 Curriculum Standards, SET 5 Practice Placements Standards, SET 6 Assessment Standards, predominantly.

## **CONDITIONS**

### **Condition 1:**

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

Including:

**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**

**5.3.2 safe and effective practice.**

**5.8 Unless other arrangements are agreed, practice placement educators:**

**5.8.1 must have relevant qualifications and experience;**

**5.8.2 must be appropriately registered.**

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

**Condition:** The University must establish and maintain a thorough and effective system for approving and monitoring all placements and this should be evidenced in the course documents. By designing and implementing a system the University is required to ensure that SET 5.2, 5.3.1, 5.3.2, 5.8.1, 5.8.2 and 5.13 are addressed.

**Reason:** From the documents reviewed by the HPC visitors and during the discussion with the programme team and SHU's Quality and Enhancement Co-ordinator, it was evident that initial and ongoing assessment of the quality of the various placements used within the BSc Physiotherapy programme lacks consistency.

### **Condition 2:**

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

**Condition:** The programme team must clarify in all documentation, including student handbooks, the proposed methods by which a student may 'retrieve' a failed placement.

**Reason:** With the restructuring of the programme from 4.5 years to 4 years the placements have been re sited within the 'levels'; additionally the students are now being offered the opportunity to undertake placements by either a 3 day or 5 day attendance mode. Although the team were able to describe options for retrieval in

discussion, it is not clear in the documentation how or when an opportunity to retake a placement will be offered to students. The impact this might have on a student's progress through the levels is also not described in the document.

**Deadline for Conditions to be met: 23 June 2006**

**To be submitted to Approvals Panel/Committee on: 3 August 2006**

## **RECOMMENDATIONS**

**General recommendation:** That the programme team ensures that all documentation is written in such a way that the part time programme's philosophy and rationale is clearly evidenced. Also any typing errors, inconsistencies, repetitions and other presentation issues are addressed.

**Reason:** From the reading of the document, there were many anomalies, ambiguities and inconsistencies. However, in presentation and discussion, many of these were clarified or corrected.

### **Recommendation 1:**

**3.10 A system of academic and pastoral student support must be in place.**

**Recommendation:** Within all programme documentation, including the student handbook and clinical educators' handbook, a robust system of both academic and pastoral support is made explicit for the part time students.

**Reason:** From the documents reviewed by the visitors and from discussions with students, it is not clear what mechanisms are in place to accommodate students undertaking the part time programme.

### **Recommendation 2:**

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

**Recommendation:** The programme team and the university should continue to explore methods and opportunities to enhance both intra and inter-professional learning opportunities for part time students.

**Reason:** From the meeting with both full and part time students there was a sense that intra- and inter-professional learning opportunities were limited and that the number of other disciplines involved in inter-professional learning differed between the two routes. Additionally, it was not always clear from the documentation in which modules, or parts of modules, intra or inter- professional learning occurred.

### **Recommendation 3:**

**5.7.5 communication and lines of responsibility.**

**Recommendation:** That the role of the visiting University tutor is clarified in all documentation and at placement preparation for students and clinical educators.



**Reason:** From the discussion with the programme team, placement providers and students, it was evident that there was inconsistency in the understanding of the role of the visiting university tutor. In the documentation it lists the responsibilities but does not define the role.

**Recommendation 4:**

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

**Recommendation:** The programme team and the university should continue to explore methods and opportunities to enhance collaboration between the education provider and practice placement providers in order to allow the latter to influence the development of the curriculum and learning outcomes.

**Reason:** From the meeting with the programme team and placement providers there was recognition of good practice already occurring but with the changing nature of the health care arena it was difficult to release staff to attend the University for planning meetings. It may be that other approaches to education and placement feedback might be explored; for example 'roadshows'.

**Commendations**

The HPC visitors would like to commend the programme team for clearly listening, evaluating and taking appropriate action relating to student feedback as evidenced in the discussions with the student group.

The HPC visitors would like to commend the programme team for engaging in professional and constructive discussion about the 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:**

**Jackie Waterfield  
Bernadette Waters**

**May 2006**