

Health Professions Council

Visitors' Report

Name of education provider	London South Bank University
Name and titles of programme(s)	Non-Medical Prescribing
Mode of Delivery (FT/PT)	P/T
Date of Visit	19 July 2006
Proposed date of approval to commence	September 2006
Name of HPC visitors attending (including member type and professional area)	Robert Cartwright – Paramedic Patricia Fillis – Radiography
HPC Executive officer(s) (in attendance)	Mandy Hargood – Education Officer George Bolster – Education Officer Observer
Joint panel members in attendance (name and delegation):	Dr Tony Burns, LSBU Maureen McPake, Society of Radiographers Dr Ken Spears, LSBU Catherine Moss, LSBU

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 type="checkbox"/>	<input checked="" 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	30
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ALL CONDITIONS MET

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

CONDITIONS

Condition 1

SET 2 Programme admissions

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:

To make explicit the criteria for the selection of students who do not work within the National Health Service.

Reason:

The documentation is based on the assumption that all applicants to the course would be from an NHS background. This may have the effect of discriminating against independent practitioners or practitioners from private health care organisations from developing the scope of their practice. The course should be open to all suitable candidates who meet the entry criteria irrespective of their employment status.

Condition 2

2.2.2 criminal convictions checks:

Condition:

To make explicit within the programme documentation the process for criminal conviction checks.

Reason:

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

Condition 3

SET 5. Practice placements standards

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

Condition:

To make explicit within the documentation the Audit and Quality Assurance mechanisms in place for practice placements.

Reason:

The documentation reviewed does not clearly set out the process of placement audit.

Condition 4

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 the documentation states the name of the External Examiner for the Programme and also states that they are from the relevant part of the register.

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.

Deadline for Conditions to be met: 11 August 2006

To be submitted to Approvals Panel/Committee on: September 2006

RECOMMENDATION

5.7 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:

Recommendation:

That the Programme Team reviews the current process of managing the induction of the Designated Medical Practitioners and their continued training.

Reason

To ensure that there is equity for all students in the quality of the placement experience.

COMMENDATIONS

- The Programme Team are commended on the development and use of the CD-ROM for teaching and learning on the programme; this is well supported by feedback from current students.
- The Programme Team are commended on the use of Blackboard to support delivery of the programme.
- The Programme Team are commended on the work involved in the preparation of the documentation.

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 Cartwright

Patricia Fillis

Date: 19 July 2006

ALL CONDITIONS MET

Health Professions Council

Visitors' report

Name of education provider	Oxford Brookes University
Name and titles of programme(s)	1) Allied Health Professions Supplementary Prescribing (Level 3) (U00000) 2) Allied Health Professions Supplementary Prescribing (Postgraduate Level) (P00000)
Mode of Delivery (FT/PT)	PT
Date of Visit	11.05.06
Proposed date of approval to commence	September 2006
Name of HPC visitors attending (including member type and professional area)	Ms Jennifer Morris (Radiographer) Dr Jean Mooney (Chiroprapist/Podiatrist)
HPC Executive officer(s) (in attendance)	Ms Abigail Creighton
Joint panel members in attendance (name and delegation):	Peter Bradley (Director of Academic Development and Quality – Chair) Cathi Fredricks (Programme and Review Manager – Secretary) Ailsa Clarke (Quality Assurance Officer)

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 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"/>

Confirmation of facilities inspected

	yes	no	n/a
Library learning centre	✓	<input type="checkbox"/>	<input type="checkbox"/>
IT facilities	✓	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation	✓	<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.

This is a new programme that has not been previously approved by HPC

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

Proposed student cohort intake number please state	55 per cohort, to include up to 12 AHPs
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ALL CONDITIONS SHEET

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

Overall requirement; that the programme documentation is made consistent throughout and reflects the inclusion of AHPs to the programme

CONDITIONS

SET 2 Programme admissions

2.1 The admission procedures must 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 information that is made available by the HEI to prospective applicants for the Supplementary Prescribing (SP) programme must

- Detail all entry criteria
- Detail the programme structure, length and modes of study
- Detail how the programme links to the recording of post-qualification Registration entitlements
- Detail the differences in the course work requirements and the disparity of assessment criteria between the two level of study at which the SP programme is offered

Reason: The documentation provided to the visitors was not explicit on these issues, and thus would not be available to prospective applicants and therefore would not give them the information they require to make an informed choice about whether to take up an offer of a place on the programmes

2.2 The admission procedures must apply selection and entry criteria, including:

2.2.1 evidence of a good command of written and spoken English

2.2.2 criminal convictions checks

2.2.3 compliance with any health requirements

Condition: The admissions procedure must detail the requirements that both NHS and non-NHS programme entrants:

- will have English Language at IELTS 7 by the completion of the programme
- have had a current enhanced CRB check before beginning the programme
- have had occupational health check before beginning the programme

Reason: As it is possible that non-NHS and staff, who do not have English as a first language, or who may not have undergone a recent enhanced CRB check, or do not have occupational or GP health clearance, may enrol to the programme, the HEI must undertake the same checks of post-registration student status as they would for applicants to their undergraduate health-related programmes.

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: The HEI must include an AHP, from one of the relevant section of the HPC Register, within the academic teaching team.

Reason: The inclusion of a relevant AHP to the academic teaching team will underpin, focus and enhance the AHP input to the programme. (e.g. by allowing profession specific input in the design of OSCE scenarios and tutorial sessions).

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 HEI must submit a copy of the consent form to the visitors, and also include a copy of this form in the student hand book.

Reason: It is essential that all students are aware of the need to give informed consent to participate in those areas of the programme that require them to act as model patients or participate in role play.

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 HEI must specify its attendance requirement, detail its mechanisms to monitor attendance on all parts of the programme (including the e-learning elements), and detail how student non-attendance is managed. This information must also be included within the student handbook, pre-programme information and the medical supervisor hand book.

Reason: The documentation supplied to the visitors did not demonstrate how the formal monitoring of attendance was undertaken, or how student non-attendance was managed by the HEI.

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 HEI must specify its formal and informal procedures to monitor and support practice-based learning. This information must be included within the student and medical supervisor handbooks.

Reason: It is essential to underpin the equity of the student placement experience, assure clinical learning, and support both the medical supervisor and the student during the placement period by establishing an ongoing dialogue that includes a programme of visits to the placement by HEI staff.

5.7 Students and practice placement educators must be fully prepared for placement

Condition: The medical supervisor hand book must be rewritten to focus its content to the target audience.

Reason: The medical supervisor handbook contained many textural errors that suggested it was directed to the student not the medical supervisor.

SET 6. Assessment standards

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

Condition: The HEI must rewrite its assessment procedures so that they are detailed, clear and unambiguous. The details of the assessment procedures must be included in the pre-course information, student hand book and medical supervisor handbook.

Reason: The documentation provided to the visitors was unclear as to the exact requirements of all the assessment requirements, procedures and processes.

Condition: The HEI must annotate the requirements of a pass mark at 40% at Level 3, in the light of professional requirements.

Reason: The HEI criteria for a pass mark at 40% indicates that the student's 'work is only just satisfactory and may also include cases where the student has underperformed in one element of the short course'. Professional requirements and public safety require that the HEI should specify criteria that demonstrate that a student who is awarded a pass at 40% in the Level 3 SP programme has demonstrated safe practice in all assessed elements of the programme.

6.7.5 Assessment regulations clearly specify requirements for the appointment of at least one external examiner from the relevant part of the Register.

Condition: The HEI must nominate at least one external examiner from the relevant part of the HPC Register.

Reason: Details of the external examiners to the Supplementary Prescribing programme were not included in the programme documentation.

Deadline for Conditions to be met: 30 June 2006
To be submitted to Approvals Panel on: 4 July 2006

RECOMMENDATIONS

SET 4. *Curriculum Standards*

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

Recommendation: It is recommended that the HEI review the learning outcomes of the level 3 programme to make explicit their relationship to evidence-based practice, reflection, analysis etc.

Reason: The documentation for the level 3 programme did not explicitly include these areas within the programme learning outcomes.

SET 6. *Assessment standards*

6.4 The measurement of student performance and progression must be an integral part of the wider process of monitoring and evaluation, and use objective criteria.

Recommendation: It is recommended that the HEI undertake formal evaluation of the inter-cohort experiences of the joint IP and SP cohort of students; that is the evaluation and comparison of the individual experience of the nurses, radiographers, physiotherapists and chiropodists/podiatrists following their completion of the combined IP & SP programme.

Reason: It is in the best interests of all sub-cohorts within the combined IP and SP cohort that the HEI evaluates the professionally-based issues within the students' experiences, as part of their overall QA process.

COMMENDATIONS

- The visitors were pleased to be able to commend the quality of the blended learning material offered to the student body.
- Nursing students who have already completed the programme were very enthusiastic about the opportunity to undertake blended learning.

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:

Jennifer Morris

Jean Mooney

Date: 19 May 2006

ALL CONDITIONS MET

Health Professions Council
Department of Education and Policy

Visitors report

Name of education provider	The Robert Gordon University, School of Life Sciences, Aberdeen
Name and titles of programme(s)	BSc (Hons) Applied Biomedical Science
Mode of study	Full time
Date of event	Tuesday 25 th - Wednesday 26 th October 2005
Proposed date of approval to commence	September 2006
Name of HPC visitors attending (including member type and professional area)	Neil Willis Martin Nicholson
HPC Executive officer(s) (in attendance)	Karen Scott Joanna Kasmir - observer
Joint panel members in attendance (name and delegation):	Professor Robert Newton (Chair) Mrs Jennie Parry (School of Nursing and Midwifery) Dr Clare Parks (Faculty Administrative Officer)

Scope of visit (please tick)

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

Part 1.

1.1 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 planning team	x	<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	x	<input type="checkbox"/>
IT facilities	x	<input type="checkbox"/>
Specialist teaching accommodation	x	<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

Requirement (please insert detail)	yes	No	n/a
1. A copy of the reply from the School of Life Sciences to the Internal Review Report 28-30 April 2004 is required. A number of issues raised in section 3.1.2.2 directly relate to issues which need to be confirmed as being resolved regarding the new course e.g. the requirement for a Memorandum of agreement applying to the Placement Educators.	X	<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	21
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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 documentation must reflect the fact that the programme does not automatically guarantee HPC registration for graduates but rather provides them with 'eligibility to apply' for HPC registration.

Reason: Applicants must be fully informed of the outcome of the course and of their responsibilities in regard to applying for HPC registration.

Condition 2: The documentation must remove all reference to **state** registration.

Reason: HPC registration, to which the documentation refers, is not state registration

Condition 3: The documentation must remove all reference to the HPC as a professional body.

Reason: The HPC is a statutory, regulatory body, rather than a professional body.

SET 3. *Programme management and resource standards*

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

Condition 4: The *Course Development Proposal Pro-forma* must be updated to demonstrate that the programme is included in the Faculty academic plan.

Reason: This section on the pro-forma document currently indicates that this is not the case.

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

Condition 5: The education provider must demonstrate how it expects students to be supported in terms of accommodation and other major expenses when on placement.

Reason: While the education provider is hoping to be able to provide bursaries to cover such expenses, this was not guaranteed at the time of the visit.

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: Clarification for students and placement educators regarding identifying mandatory attendance whilst on placements and how this is to be monitored.

Reason: This information was not clear at the time of the visit, nor was it evidenced in the documentation.

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 7: The provider must demonstrate that all learning outcomes are assessed (This condition is repeated at SET 6.1 below)

Reason: There was insufficient documentation regarding assessment of the learning outcomes on the practice placement

4.4 The curriculum must remain relevant to current practice:

Condition 8: The bibliography in the module descriptors must be updated to incorporate recent publications.

Reason: Many of the bibliographies are somewhat dated. The programme team advised that updated versions exist. These must be included in the current documentation.

Condition 9: The HPC's Standards of Conduct Performance and Ethics must be incorporated into the bibliography for module AS1999 and all practical modules

Reason: All graduates and students on placement must be familiar with these standards.

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

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 must have relevant qualification and experience;

5.8.2 must be appropriately registered; and

5.8.3 must 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 10: It is essential that a full placement plan is developed including details of the method of delivery and assessment. The full involvement of the placement educators in the development of the programme will be required.

Reason: The full involvement of all, including the placement educators, is essential for the development of a programme for this section of the course to meet the HPC Standards of Education and Training.

Condition 11 (repeated at SET 6.3 below): The programme documentation must be revised to clearly state which components of the IBMS Certificate of Competence are completed by the Education Provider and which are completed at the Practice Placement.

Reason: There was insufficient information provided about this aspect of the programme delivery. It is essential that students, placement educators and education provider staff are aware of where the responsibility for delivery and assessment of the learning outcomes are delivered.

Condition 12: Memoranda of Agreement must be drawn up between the University and all placement providers. The agreements must be drawn up in conjunction with the placement providers to ensure consistency in provision across all placements.

Reason: Memoranda of agreement with all placement providers will ensure that their duties and responsibilities are clear. There was doubt about the level of involvement of the placement providers in many areas of the programme and placement design and implementation.

5.8 Unless other arrangements are agreed, practice placement educators; 5.8.3 must undertake appropriate practice placement educator training

Condition 13: The 2 day CELT training programme must be made compulsory for all placement educators and delivered no later than the 2nd week of the tem.

Reason: Some placement educators had not been on the training programme and as such were not sufficiently trained as educators.

Condition 14: The 2 day CELT training programme must incorporate the aims and learning outcomes of the programme.

Reason: While the placement educators stated that the programme had been useful for improving their presentation skills and developing an understanding of the academic component of the programme, it was also stated that the educators had 'not considered the learning outcomes' during the training. This is considered to be critical to educator training as per SET 5.7.1.

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

Condition 15: The School must instigate formal, regular meetings between the programme team and all practice placement educators and trainers.

Reason: It was clear that the placement educators did not have sufficient information about the placements and what is entailed.

5.10 The education provider must ensure necessary information is supplied to practice placement educators:

Condition 16: The placement providers must be informed of the length of the placement period.

Reason: While the programme team clearly indicated that the placements were of 7 weeks duration, the placement educators indicated that they understood the length of the placement to be 6 weeks. This must also be clear throughout the documentation.

SET 6. Assessment standards

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

Condition 7: The provider must demonstrate that all learning outcomes are assessed (This condition is repeated at SET 6.1 below)

Reason: There was insufficient documentation regarding assessment of the learning outcomes on the practice placement

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

6.3 All assessments must provide a rigorous and effective process by which compliance with external frameworks can be measured

Condition 11 (repeated): The programme documentation must be revised to clearly state which components of the IBMS Certificate of Competence are completed by the Education Provider and which are completed at the Practice Placement.

Reason: There was insufficient information provided about this aspect of the programme delivery. It is essential that students, placement educators and education provider staff are aware of where the responsibility for delivery and assessment of the learning outcomes are delivered.

6.7 Assessment regulations must clearly specify requirements for

6.7.1 student progression and achievement within the programme

Condition 18: The education provider must articulate, in the documentation, the ways in which a student who misses a substantial part of a practice placement (due to illness or other legitimate reasons) will be accommodated and how the placement providers will be required to manage this.

Reason: There was no clear, across-the-board, understanding of how such circumstances would be managed at the placement level

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

Condition 19: There must be an HPC registered external Examiner appointed.

Reason: This was not in place at the time of the visit

Deadline for Conditions to be met: 7 July 2006

To be submitted to Approvals Committee on: 5 September 2006

RECOMMENDATIONS

Recommendation: The education provider reconsiders the programme title.

Reason: The use of the term 'with professional registration' in the programme title is potentially misleading to students, new graduates and to the public.

COMMENDATIONS

- 1) The excellent quality of the SETs and SoPs mapping exercise
- 2) The very positive comments from the students
- 3) The excellent laboratory facilities
- 4) The IT facilities and their rolling continuous replacement program
- 5) The general quality of their paperwork
- 6) The positive approach by the team

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

Visitors' signatures:

Neil Willis

Martin Nicholson

Date: 15 November 2005

Health Professions Council

Visitors' report

Name of education provider	Roehampton University
Name and titles of programme(s)	MA Music Therapy
Mode of Delivery (FT/PT)	Full Time and Part Time
Date of Visit	6 & 7 June 2006
Proposed date of approval to commence	September 2006
Name of HPC visitors attending (including member type and professional area)	John Strange – Music Therapist Sarah Johnson – Occupational Therapist
HPC Executive officer(s) (in attendance)	Joanna Kemp
Joint panel members in attendance (name and delegation):	Chair: Dr Chris Rodger, Dean of collaborative Provision Secretary: John Hodder, Standards Development Officer

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 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	8 full time 4 part time
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ALL CONDITIONS MET

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

CONDITIONS

Condition 1:

2.2.5 accreditation of Prior Learning and other inclusion mechanisms

Condition: The admissions procedure for APCL must be made clear in the documentation.

Reason: Students may wish to transfer from other programmes owing to personal circumstances. From the Visitors' reading of the documentation, it was not clear how this would impact on students' admission to the programme.

Condition 2:

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

Condition: In situations where students participate as patients or clients in practical and/or clinical teaching, an appropriate protocol must be signed by them to signify their consent. A copy of this protocol must be included in the documentation.

Reason: Although this was shown to Visitors during the meeting, this document needs to be included in the relevant documentation.

Condition 3:

5.7 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the following:

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

Condition: The assessment form in the Clinical Placement Educators handbook must clarify where the pass level is on the numerical marking scale. It also needs to be made clear that by the end of the two placements it is expected that all of the competencies would be met and if not, how this would be addressed by the University.

Reason: From the Visitors' reading of the documentation, this was not clear.

Condition 4:

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 University must ensure that placement providers have an equal opportunities and anti-discriminatory policy in relation to students together with an indication of how this will be implemented and monitored. This should be added to the documentation provided by the placement providers as part of the placement contract.

Reason: From the Visitors reading of the documents this was not evident.

Condition 5:

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;

6.7.3 for an aegrotat award not to provide eligibility for admission to the Register;

Condition: The University must include in the documentation the exit titles for awards arising from this programme that do not provide eligibility for inclusion onto the Register and these awards must not contain any reference to an HPC protected title in their title.

Reason: From the Visitors reading of the documents this was not evident.

Deadline for Conditions to be met: 20 July 2006

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

RECOMMENDATIONS

Recommendation 1:

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

Recommendation: The Visitors would encourage the University to monitor the level of resources (to include staffing, placements, library, IT and musical instruments) to ensure resources remain commensurate with the growth in student numbers.

Reason: This would ensure that the high quality of this programme is maintained for future cohorts.

Recommendation 2:

5.8 Unless other arrangements are agreed, practice placement educators:

5.8.3 Undertake appropriate practice placement educator training.

Recommendation: The Visitors suggest that the University consider developing more placement manager training which may be offered as a CPD option for practicing clinicians.

Reason: In meetings with the staff team, an Arts Therapies CPD course for placement managers was discussed; this would further develop the presence of the Arts Therapies within the University and with clinical colleagues.

Commendations

1. The Visitors were very impressed by the depth and experience of the staff team involved with the delivery of this programme.
2. There is clear integration of theory and practice within the programme design and management. This is to be commended.
3. The programme will enable students to develop clear reflective skills both in the University and practice and this is a real strength of the programme.

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

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

Visitors' signatures:

**John Strange
Sarah Johnson**

Date: June 2006

ALL CONDITIONS MET