

Health Professions Council

Visitors' report

Name of education provider	University of Sunderland
Name and titles of programme(s)	BSc(Hons) Applied Biomedical Sciences
Mode of Delivery (FT/PT)	Full Time
Date of Visit	9 th and 10 th May 2006
Proposed date of approval to commence	September 2006
Name of HPC visitors attending (including member type and professional area)	Mary Popeck William Gilmore
HPC Executive officer(s) (in attendance)	Nicole Borg
Joint panel members in attendance (name and delegation):	15

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	TBC
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ALL CONDITIONS MET - PROGRAMME APPROVED

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

CONDITIONS

SET 2 *Programme admissions*

The admission procedures must:

2.1 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

Conditions: The education provider must submit the information they provided to potential students prior to entry to ensure applicant makes an informed choice.

Reason: This information is available, however was not submitted as part of the programme documentation.

2.2 apply selection and entry criteria, including:

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

Condition: The education provider must provide evidence that applicants have, before admission to the programme attained the appropriate English language skills (written and oral) to ensure that they are able to meet the HPC's requirements upon graduation

Reason: This information is not explicit in the documentation provided

2.2.2 criminal convictions checks;

Condition: The education provider must provide evidence that applicants have, before admission to the programme completed the relevant criminal conviction checks.

Reason: This Information is not included in the documentation

SET 3. *Programme management and resource standards*

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

Condition: The education provider must clearly demonstrate that the programme has a secure place in the University's business plan.

Reason: The Senior staff member responsible for the resource allocation was unable to be present at the formal meetings of the panel and therefore will need to indicate, in writing, that the programme has a secure place within the future plans of the institution.

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

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

Condition: The education provider must clearly demonstrate, in the programme documentation, that there are an adequate number of appropriately qualified and experienced staff and visiting lectures, with relevant specialist expertise and knowledge to successfully deliver the programme.

Reason: It was generally felt that there should be more input from practising Biomedical Scientists to complement the full time teaching staff in the institution in order to deliver an effective programme. In particular, there is a seeming lack of expertise in cellular pathology and histopathology (SOP 3a.1) and that in Clinical Biochemistry there is evidence that SOP 2b.1 (application of SI units) may not have been met. These deficiencies could easily be redressed either by the involvement of part-time staff or the appointment of appropriate full time staff.

SET 5. Practice placements standards

5.1 Practice placements must be integral to the programme.

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

5.3 The practice placement settings must provide:

5.3.1 a safe environment; and for

5.3.2 safe and effective practice.

5.4 Learning, teaching and supervision must be designed to encourage safe and effective practice, independent learning and professional conduct.

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

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

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

5.7.1 the learning outcomes to be achieved;

5.7.2 timings and the duration of any placement experience and associated records to be maintained;

5.7.3 expectations of professional conduct;

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

5.7.5 communication and lines of responsibility.

5.8 Unless other arrangements are agreed, practice placement educators:

- 5.8.1 have relevant qualification and experience;
- 5.8.2 are appropriately registered; and
- 5.8.3 undertake appropriate practice placement educator training.
- 5.9 There must be collaboration between the education provider and practice placement providers.
- 5.10 The education provider must ensure necessary information is supplied to practice placement providers.
- 5.11 Practice placement providers must ensure necessary information is available at the appropriate time for both the education provider and students.
- 5.12 A range of learning and teaching methods that respect the rights and needs of patients or clients and colleagues must be in place throughout practice placements.
- 5.13 The placement providers must have an equal opportunities and anti-discriminatory policy in relation to candidates and students, together with an indication of how this will be implemented and monitored.

Condition: programme documentation for the practice placement standards needs to be further developed and rewritten to explicitly meet all the standards, 5.1 to 5.13, of SET 5.

Reason:

The documentation does not give clear advice on the how the objectives listed will be achieved. The documentation does not give clear advice on the communication channels for the student whilst on placement or the full role of the placement tutor in the placement and his/her time allocation for this role. The forms of support for the placement tutor at the workplace are not indicated in the documentation.

Detail on the workplace assessment of the student's work is not adequate to ascertain that the student will, on completion of the placement, have acquired the learning outcomes and the skills to practise safely and effectively.

There is insufficient detail on the preparation of the tutor in the workplace for the student.

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

Condition: The education provider must clarify the award title and requirements, for those award(s) which do not lead to eligibility for inclusion onto the register.

Reason: The titles of the various forms of this degree need clarification to ensure that there is full comprehension of what the specific degree involves and which degree would lead to inclusion on the HPC register.

Commendations

The Clinical diary is an innovative approach to the student's method of his documentation of the placement year. There is assistance on what is needed for good

reflective practice and this should, over all, be helpful for the student but also a useful means for the placement tutor and the workplace tutor to chart the students progress in the workplace.

The programme has an enthusiastic and committed leadership.

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:

Mary Popeck

William Gilmore

Date: 22nd May 2006

ALL CONDITIONS MET - PROGRAMME APPROVED