

Health Professions Council

Visitors' report

Name of education provider	Royal Welsh College of Music and Drama
Name and titles of programme(s)	MA Music therapy
Mode of Delivery (FT/PT)	FT
Date of Visit	25/26 April 2006
Proposed date of approval to commence	1 September 2006
Name of HPC visitors attending (including member type and professional area)	Jennifer French, Music Therapist Donald Wetherick, Music Therapist
HPC Executive officer(s) (in attendance)	Abigail Creighton Amanda Hargood
Joint panel members in attendance (name and delegation):	Jeremy Ward (RWCMD Head of Music) Aidan Plender (RWCMD Programme Leader; Arts Management) James Robertson (Music Therapy Programme Co-ordinator, Queen Margaret University College, Edinburgh) Stephen Hill, Director of Flexible Learning and Community Engagement, University of Bristol Kym Roberts (Assistant Director, Academic Support, RWCMD)

Scope of visit (please tick)

New programme	<input type="checkbox"/>
Major change to existing programme	X
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 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"/>

1.2 Confirmation of facilities inspected

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

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

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

Proposed student cohort intake number please state	10
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ALL CONDITIONS SAMPLE

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

CONDITIONS

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: to fill the vacant 0.6 lecturer post for the start of the 2006 programme. If the team is unable to make a permanent appointment, other strategies should be used to cover the post in the interim period.

Reason: this is to ensure the programme has adequate staffing to deliver the programme effectively.

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

Condition 1: the medical studies component of module 1 to include teaching from a range of staff with relevant specialist expertise and knowledge in core health disciplines, e.g. psychiatrist, neurologist, clinical psychologist, paediatrician, nurse specialist etc., as available/appropriate.

Reason: This module is currently taught from a single discipline perspective. Additional input is required to ensure that subject areas relating to human health, development, disability, mental health, normal and abnormal psychology, acquired and organic disorders etc. are taught by staff with a range of specialist knowledge and expertise.

Condition 2: to show that the leader of the experiential group is appropriately qualified, and registered with a regulatory body or, in the absence of statutory registration, with a relevant governing professional body (e.g. BCP, UKCP, IGA).

Reason: This is not clear 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: to review the module contents, learning outcomes and assessment procedures with regard to the following proficiencies:

- student experience of working within a multi-disciplinary environment, of attending and participating in multi-disciplinary meetings (e.g. case conference, ward round, educational planning/review meeting); and of communicating about their work to professionals from a non-therapeutic background.

Reference: Standards of Proficiency 1b, Registrant arts therapists must
1b3 - be able to contribute effectively to work undertaken as part of a multi-disciplinary team
1b4 - be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and personal opinion to colleagues

Reason: It was not clear from meeting with Placement Providers whether students were expected to participate in interdisciplinary meetings and care planning.

- student experience of record keeping in line with established protocols, participation in evidence based practice, quality assurance, audit procedures etc where possible; and the availability of opportunities to conduct a small scale project (research, audit, evaluation).

Reference: Standards of Proficiency 2, Registrant arts therapists must
2b1 - be able to conduct evidence based practice, evaluate practice systematically, and participate in audit procedures
2b5: be able to maintain records appropriately
2c2 be able to audit, reflect on and review practice
- be able to maintain an effective audit trail
- participate in quality assurance programmes

Reason: It was not clear from meeting with Placement Providers and Programme Team whether students were expected to contribute to the placement's established protocols for record keeping in addition to records kept for training purposes. Also, the programme's approach to research/evidence based practice was strongly weighted to single case study designs. Where appropriate, participation in other research designs should be included.

- student competency in using a range of musical skills and techniques

Reference: Standards of Proficiency 3a1, Registrant arts therapists must:
- be able to improvise in a variety of styles and idioms
- know a broad range of musical styles and be aware of their cultural contexts.

Reason: the delivery and assessment of these learning outcomes and standards of proficiency are not fully evident or clearly articulated in the documentation.

SET 5. Practice placements standards

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

Condition 1: to demonstrate the availability of an adequate number and range of adult placements for the proposed student intake to the new programme.

Condition 2: to further expand the placement database to accommodate the intake of part time students expected in 2007. (A separate deadline for this condition and therefore the entire part-time version of the programme to be agreed with the Programme Team)

Reason: Information was given on only three adult placements. This is limited in terms of number and range for the students' needs. Other placements may be available, but this information was not included in the documentation.

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

Condition: to revise the placement contract to reflect the standards of education under 5.7.1, 5.7.5 and 5.8.3 (below), and the relevant standards of proficiency detailed in the condition at 4.1 of this document, and to show clearly the Education Provider's responsibilities to the Placement.

- 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;
 - 5.7.5 communication and lines of responsibility
- 5.8 Unless other arrangements are agreed, practice placement educators:
 - 5.8.3 undertake appropriate practice placement educator training.

Reason: The current contract does not reflect in full the expectation that placement education will measure learning outcomes and proficiencies from other areas of the training. Liaison is evident, but placement educators are not currently offered training.

SET 6. *Assessment standards*

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

Condition: documentation must specify that students must pass all components of any module in order to pass the module.

Reason: this is omitted from current documentation and is required to ensure fitness to practice can be demonstrated.

See also 4.1

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

Condition: to review the assessment framework and provide:

- assessment criteria and a marking grid for components that are assessed on a fine grade / percentage basis,
- clear minimum criteria for participation and attendance for components where this is the requirement on a pass/fail basis

Reason: this information is not provided in the documentation and is required to ensure that the assessment process is rigorous, transparent and effective.

Deadline for Conditions to be met: 1 July 2006

To be submitted to Approvals Panel on: 5 September 2006

Please note that approval of the part-time programme will be considered separately.

RECOMMENDATIONS

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

Recommendation: that the college clarify the expectation that students will remain in personal therapy for the duration of their training, and give an indication of the cost to the student of this undertaking

Reason: this is recommended to ensure that prospective students are fully aware of the expectations and costs associated with the programme

2.2 apply selection and entry criteria, including:

2.2.4 appropriate academic and/or professional entry standards;

Recommendation: That the college assess candidates' proficiency on a harmony instrument on entry to the programme.

Reason: This would provide a baseline measure to inform teaching content and ensure that standards of proficiency for musical skills under 3a1 could be met more easily.

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: That the programme team revise and update the reading lists and increase the available learning resources, including journals, books, CDs and music tutors.

Reason: This would increase the quality and availability of learning resources and eliminate the shortfalls as identified by the team.

SET 5. *Practice placements standards*

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

Recommendation: that the programme team consider changing the structure of the first placement to one full day in one placement, rather than two half days at different placements.

Reason: This would provide consistency and facilitate students to take a full part in the work of the placement, including expectations under the condition set at 4.1.

SET 6. *Assessment standards*

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

Recommendation: That the programme team consider making more use of discrete, formative assessment of the learning outcomes of module components.

Reason: At present, much of the assessment of learning outcomes is concentrated into modules 4 and 5 and uses an examination format. Discrete assessment by coursework, where appropriate, would enable the assessment of learning outcomes / proficiencies to be spread.

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

Recommendation: That the college review the structure of the assessment process regarding the roles of the internal examiner, the associate examiner and the external examiner to make clear the external examiner's moderating role.

Reason: External examiners are not usually directly involved in marking, but moderate the marking of the internal/associate examiners. Different terminologies used in different parts of the documentation meant it was not clear that whether this usual practice was being followed consistently.

Commendations

Commendations

The visitors commend the programme team for the strength, integrity and consistency of the psychotherapeutic philosophy underpinning the course.

The visitors commend the generally high quality of teaching and learning, particularly in the following areas of

- psychotherapeutic philosophy and practice,
- taught study skills/professional skills
- musical expressive/emotional qualities, and voicework skills

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 French

Donald Wetherick

Date: 5 May 2006

Health Professionals Council

Visitors' report

Name of education provider	The University of Northampton
Name and titles of programme(s)	Diploma of Higher Education in Paramedic Science
Mode of study	Full-time
Date of event	4 and 5 April 2006
Proposed date of approval to commence	September 2006
Name of HPC visitors attending (including member type and professional area)	Marcus Bailey (Paramedic) Paul Bates (Paramedic)
HPC Executive officer(s) (in attendance)	Abigail Creighton (Education Manager)
Joint panel members in attendance (name and delegation):	<p>Professor A Pilkington (Chair)</p> <p>Dr W Brakes (Internal Panel member - Director of Taught Programmes -<i>by correspondence</i>)</p> <p>Mrs S Bailey (Internal Panel member - Senior Lecturer, Northampton Business School)</p> <p>W Clowery (External Panel member - Clinical Support Officer, Dorset Ambulance Service)</p> <p>Paul Burke (External Panel member - Senior Lecturer –St George's Hospital Medical School)</p> <p>David Whitmore (Representative of the British Paramedic Association)</p> <p>Professor Malcolm Woollard (External Panel member - Visiting Professor, James Cook University Hospital, Middlesbrough)</p>

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"/>

1.1 Confirmation of meetings held

	Yes	No	n/a
Senior personnel of provider with responsibility for resources for the programme	✓		
Programme planning team	✓		
Placements providers and educators	✓		

1.2 Confirmation of facilities inspected

	Yes	No
Library learning centre	✓	
IT facilities	✓	
Specialist teaching accommodation	✓	

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.

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

Requirement (please insert detail)	Yes	No	n/a
1.			✓

Proposed student cohort intake number please state	20
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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 student handbook should be designed in such a way that enables prospective students to make an informed choice about the programme.

Reason: The current information does not inform the student to the nature and design of the programme including progression, achievement and the relationship with the partner ambulance trusts.

2.2 apply selection and entry criteria, including:

2.2.3 compliance with any health requirements; and

Condition: The HEI should have an agreed policy on health entry requirements.

Reason: The HEI currently has no requirements for health prior to commencement on the programme. However the partner ambulance trusts (1 of them) require a student to pass a fitness test prior to commencement on year 2 and 3 (including part time employment). It is feasible that a student may be discontinued at the end of year 1 for failing to meet the required fitness standard. This responsibility falls to the HEI to ensure fairness, equity and matching expectation with the sharing of information. The students need to be fully aware of this requirement and results of failing. If a fitness policy is adhered too then a clear failures and re-sit policy be detailed.

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 should provide evidence of active recruitment for paramedic lecturer to support programme.

Reason: The current arrangements were discussed with informal arrangements and recruitment planned. This needs to be actively formulated into a plan with evidence of recruitment. This is vital to ensure that adequate profession specific staffing exists to contextualise the shared learning, exam setting and student support.

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 should have a consent form and protocol in place for the programme.

Reason: No form was shown on the visit although its design was mentioned.

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 should develop a robust attendance policy for entire programme (theory and practice).

Reason: While a placement log with hours recorded and signed exists, there seemed to be no such policy for theory sessions. As a range of subject areas and complex skills are taught there is a need for attendance levels to be set to ensure safe practice, with a mechanism to record and monitor. Students must be aware of this and also if they fail to achieve this level. Having no threshold (as at present) represents a potential issue over a student's ability to demonstrate the SOPs in terms of range and ability.

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: The HEI should map the standards of proficiency (SOPs) against learning outcomes of each module. The HEI should ensure that all modules are achieved in order to demonstrate SOPs

Reason: With the HEI regulations it is possible for a student to fail a module but then for compensation to allow them to continue and complete the programme. This would fail to produce a student who meets the SOPs and therefore unable to register with the HPC. On the SOPs mapping it was unclear from the formatting of which modules would be met.

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

4.3 The curriculum must remain relevant to current practice.

Condition: The HEI should clearly differentiate between IHCD syllabus and currency of practice.

Reason: The programme team and partner trusts have used the IHCD framework for the course design. On reviewing the documentation there appears to be gaps in the

current practice of primary care and patient referral pathways. While it is acknowledged that the IHCD has given a base for development the course outcomes and module content needs to prepare students to demonstrate current healthcare provision. A key focus must be clinical decision making based around knowledge, skills and assessment. In order to achieve this, the programme must have this expanded range of practice to balance life threatening emergencies to encompass primary healthcare. This reflects current ambulance service demand and the values of “Taking Healthcare to Patients” document.

SET 5. Practice placements standards

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

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.

Condition: The HEI should have a mentor plan to ensure adequate placement education for student numbers.

Reason: There is an informal plan that means around 20 mentors are to be trained, but there are no clear standards for how they should be recruited and prepared.

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

Condition: The HEI should have a placement plan that articulates learning outcomes and duration.

Reason: Placements are listed in the course documentation but no plan exists to show student progression through such areas. It is important to identify the key areas from the professional body guidance where students will achieve learning outcomes along with experience of patient care that supports current paramedic practice.

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

Condition: The HEI should have a system for approving and monitoring all placements.

Reason: There was no current system in place to ensure consistency and quality of placements; this has been left to the partner ambulance trusts. However, it remains the responsibility of the HEI to ensure safety, consistency and student support.

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.

5.10 The education provider must ensure necessary information is supplied to practice placement providers.

Condition: The HEI should produce definitive a mentor-hand book and student handbook.

Reason: Currently there is no such document that meets these standards of education and training (SETs). It was offered, in parts, as draft with much formatting and paramedic specific content needing to be added. This is vital for students to ensure their experience and achievement. For placement educators this is a key reference document to assist with their support, assessment and mentorship of students. All documents should be clear to read, understand and refer to as required.

SET 6. *Assessment standards*

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

Condition: The HEI should revisit grading criteria.

Reason: Currently the grading criterion of D- allows a student to pass but require support. This means that they would not meet the SOPs or be able to enter the professional register. This must be reviewed to ensure adequacy of achievement with demonstrating the SOPs.

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

Condition: The HEI should review and produce definitive skills booklet and policy for completion. The HEI should produce an assessment policy for the portfolio.

Reason: The current skills book was still in draft and there was no clear assessment policy for the portfolio of evidence. This must be designed to be clear for student achievement and progression.

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

Condition: The HEI should have an OSCE marking sheet.

Reason: The use of OSCEs was detailed but no marking framework was provided. This is required for the panel to view to ensure that the assessment process is robust to ensure fitness for purpose.

6.7 Assessment regulations clearly specify requirements:

6.7.1 for student progression and achievement within the programme;

Condition: The HEI should articulate exit and progression strategy for the award.

Reason: There was no statement within the course documentation. It is possible to leave the programme for many reasons. If this exit occurs at the end of year one then it is possible to exit the programme with academic credits along with practical skills. This needs to be added to the student handbook and course programme. It also allows for the notion of transition where people may need to step off the programme for external reasons.

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

Condition: The HEI should appoint an external examiner from the Paramedic part of the register.

Reason: Currently no appointment has been made.

Deadline for Conditions to be met: 31 May 2006

To be submitted to Approvals Panel on: 13 June 2006

Recommendations:

There are no recommendations.

Commendations

The relationship and support between the HEI, partner ambulance trusts and SHA should be commended for the support and drive to establish paramedic education as an important need within the NHS for patient care.

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

Paul Bates

Date: 12th April 2006

ALL CONDITIONS MET

Health Professions Council

Visitors report

Name of education provider	University of York
Name and titles of programme(s)	Supplementary Prescribing for Allied Health Professionals
Date of event	13.06.2006
Proposed date of approval to commence	October 2006
Name of HPC visitors attending (including member type and professional area)	Mr Gwyn Thomas, HPC Partner, Paramedic Dr Jean Mooney, HPC Visitor, Podiatrist
HPC Executive officer(s) (in attendance)	Ms Joanna Kemp, Education Officer
Joint panel members in attendance (name and delegation):	Chair: Harold Mytum University Teaching Committee (Dept of Archaeology) Secretary: Lynne Scott Secretary to Head of Department

Scope of visit *(please tick)*

New programme	✓
Major change to existing programme	
Visit initiated through Annual Monitoring	

Confirmation of meetings held

	yes	no	n/a
Senior personnel of provider with responsibility for resources for the programme	✓		
Programme planning team	✓		
Placements providers and educators	✓		

Confirmation of facilities inspected

	yes	no
Library learning centre	✓	
IT facilities	✓	
Specialist teaching accommodation	✓	

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	32
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The following summarises the key outcomes of the approvals event and provides reasons for the decision.

ALL CONDITIONS MET

Preliminary Requirement: The Visitors request that the Course Team revise the Course Documentation to ensure that it accurately reflects that Allied Health Professionals (AHP) will form part of the student cohort; that AHP students will be able to apply to join the programme 3 years after gaining HPC Registration, and that the indicative timetable that supports the delivery of the course programme is current and correct.

CONDITIONS

Condition 1:

SETs 2.2.1, 2.2.2, 2.2.3 The admission procedures must apply selection and entry criteria, including evidence of a good command of written and spoken English, criminal convictions checks, and compliance with any health requirements;

Condition: The HEI must demonstrate, and include within the course admission documentation that it requires students enrolling in the Supplementary Prescribing for AHPs programme to be able to demonstrate that;

- by the completion of the programme that they have written and spoken English language to IELTS level 7
- they have been subject to a recent Criminal Records Bureau enhanced check
- they have the required health status.

Reason: It was not clear within the information supplied to the Visitors that all elements of this condition were met.

Condition 2:

SET 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 submit the CVs' of the principal teachers of the Supplementary Prescribing programme, so that the Visitors are assured that there are appropriately qualified and experienced in staff to deliver the programme.

Reason: The CVs of the staff delivering the programme were not included in the documentation presented to the Visitors.

Condition 3:

SET 3.6 A programme for staff development must be in place to ensure continuing professional and research development.

Condition: The HEI must submit evidence of the staff development activities of the principal teachers in the Supplementary Programme, so that the Visitors are assured that the HEI has supported staff development relevant to the delivery of the programme.

Reason: Details of staff development were not in the documentation presented to the Visitors.

Condition 4:

SET 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 copies of the standardised student consent form to participate in practical and clinical teaching (including role play).

Reason: Copies of the student consent form were not included in the documentation presented to the Visitors.

Condition 5:

SET 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 delineate within all course documentation its requirements for student attendance and how lost or missed time is recouped.

Reason: Details of the HEI attendance requirements and how lost or missed time is recouped was not specified within the documentation submitted to the Visitors.

Condition 6:

SET 5.5 The number, duration and range of placements must be appropriate to the achievement of the learning outcomes, and 5.7.2 Students and practice placement educators must be fully prepared for placement, to include information about and understanding of the timings and the duration of any placement experience and associated records to be maintained;

Condition: The HEI must clarify within all relevant documentation the earliest acceptable start date for clinical placements.

Reason: Whilst the HEI requirements were noted during discussion, their requirements were not specified within all relevant documentation.

Condition 7:

SET 5.7.4 Students and practice placement educators must be fully prepared for placement, to include information about and understanding of the assessment procedures including the implications of, and any action to be taken in the case of failure; and 6.7.1 Assessment regulations must clearly specify the requirements for student progression and achievement within the programme.

Condition: The HEI must give a clear statement within all course documentation on its criteria for resit opportunities, and the outcome of all resit assessments.

Reason: The HEI criteria for resit opportunities and the outcomes of all resit assessments were not made clear within the course documentation.

Condition 8:

SET 6.7.5: Assessment regulations must clearly specify that at least one external examiner to the programme must be appointed from the relevant part of the HPC Register.

Condition: The HEI is required to appoint an external examiner to the programme who is an HPC-Registered Physiotherapist or Radiographer or Chiropodist/Podiatrist.

Reason: Details of the External Examiner to the programme were not included within the course documentation presented to the Visitors.

Deadline for Conditions to be met: 28.07.06

To be submitted to Approvals Committee on: 03.08.06

RECOMMENDATIONS

Recommendation 1:

SET 5.8.3 Unless other arrangements are agreed, practice placement educators should undertake appropriate practice placement educator training.

Recommendation: The HEI should consider the development and incorporation of alternative ways that Medical Mentors can receive training as placement educators.

Reason: Alternative means of offering placement educator training were raised during the course of discussions between the Visitors and Trust-based placements providers, although there was no apparent current structure for alternative placement educator training delineated within the course documentation.

Recommendation 2:

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

Recommendation: The HEI may wish to revisit /review its range of descriptors used to describe attainment in the assessment of student's achievements in the OSCE and Portfolio.

Reason: Greater clarification of the distinction between work graded as Pass (Competent) and Fail (Not Competent) would be of benefit to the student and promote focus in the reassessment exercise.

COMMENDATIONS

- The Visitors commended the Course Team on their teamwork.
- The Visitors commended the team on the positive commendation offered by previous students to the programme, including the Team's input to the programme and the quality of the organisation of the programme.
- The Visitors commended the informal 'Buddy' system to be found in contributing Trusts where those staff who had completed the Supplementary Prescribing programme were linked informally with current students from similar disciplines, and urged the HEI to promote this example of good practice.

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 the conditions listed above being met).

Visitors' signatures:

**Jean Mooney
Gwyn Thomas**

Date: June 2006