

Agenda Item 18

Enclosure 16

Paper ETC 16/03

Education and Training Committee

**BROCHURE ON " VISITORS ARE COMING TO MY
INSTITUTION, WHAT SHOULD I DO ? "**

from the Secretary

for discussion and approval

VISITORS ARE COMING TO MY INSTITUTION, WHAT SHOULD I DO ?

1. Introduction

Set out below are the activities and steps an awarding or delivering institution should take when expecting a " Visit " from HPC. HPC's ethos is to seek to make this a collaborative developmental activity wherever possible. .

2. Health Professions Council (HPC)

The Health Professions Council (HPC) is the new regulator whose duty is to safeguard the health and well-being of anyone using or needing the services of the 12 health care professions it regulates.

HPC, through its Education and Training Committee (ETC), is, therefore, the regulatory body for educational provision which qualifies those completing it for entry on the Register. HPC's most important activity here is to set standards.

HPC's main source of advice for its decisions on whether standards have been met is from its visitors. The success of visits is, therefore, of paramount importance.

3. " Validation " (of new Courses)

This is technically an internal activity at the institution and guidance and procedures – including on how to involve HPC's visitors in it – would normally be prepared by an Academic Registry. The guidance, below, however should be generally applicable in this context as well.

4. Visits

The following steps must be taken and should be in this order :-

1. Contact HPC (via appropriate contact for the profession concerned) to be sure to receive accurate up-to-date guidance on its requirements.
2. Request an informal meeting with HPC if needed.
3. Submit all relevant information as requested on the provision to be visited including a nominated contact point at the institution.
4. Receive information from HPC on the visitors and any arrangements they need.
5. Prepare a detailed programme for the visit together with all necessary supporting information. This programme must include clinical education.
6. Host the visit.

In this context " HPC " is used as the generic term for all the committees, members, officers, staff, and collaborative arrangements at HPC.

5. Documentation

The QAA Handbook for Academic Review [QAA, 2000b] and as up-dated should primarily be used as a tool for programme teams preparing for QAA subject or institutional review. While it is accepted that validation and review are discrete processes, the guidance on preparing documentation and on what may be considered by reviewers at an event, is of value to those preparing for review or validation. The handbook includes guidance on compiling the self-evaluation document, statistics, and programme specifications, which can form part of the HPC documentation. It also provides an aide-memoire for subject review events, highlights the importance of practice-based learning in subject review and advises on frequently asked questions at review events that may also arise as part of HPC processes.

The following provides a summary of documentation normally required for a review and re-validation :

- Self-evaluation document (including other HPC required appendices)
- Programme specification and programme document
- Student handbook
- Practice-based learning handbook – if not included in programme document
- Curriculum Vitae for all those involved in delivering the programme (if not in the programme document)

6. Multi – Professional Visits

HPC hopes that as much visiting as possible will be multi-professional. This will create a need to liaise with colleagues to ensure a coherent programme with enough time for each profession / programme for HPC to receive sound advice.

7. Schedule for Visit

The time-table for an event should be given to HPC for comment no later than four weeks beforehand to allow sufficient time for comments. The schedule for a visit should include the following :

- Tour of facilities – both information resources and profession-specific accommodation (and placements if requested)
- Meeting with senior staff responsible for resources for the programme(s)
- Meeting with programme(s) team
- Meeting with clinical educators and managers
- Meeting with students
- Private meeting of the panel

8. Administration of a Visit

Institutions should ensure that there are clear lines of communication between the programme team and the institution's registry or quality office, which may be organising the event. Each should be clear on their remit and responsibility before, during and after the event. Organisers of events should provide appropriate information to enable the visitors to fulfil their task adequately.

9. Collaboration

Part II of the HPO requires HPC conduct its business collaboratively and in co-operation with other stakeholders. While HPC must retain the independence and integrity of its procedures, it would hope to see its visitors discharging their duties in a manner integrated with the :

- institution's / s' internal procedures,
- Quality Assurance Agency (QAA),
- relevant professional bodies,
- relevant commissioning / funding bodies (who should encompass the patient / user interests),
- other employers and sectors who may recruit the graduates, and
- other regulators if relevant (eg. Nursing and Midwifery Council if a multi-professional visit to a Health Faculty is organised).

Both the Department of Health and QAA are promoting dialogue about collaborative arrangements (and their proper limits), and HPC will be mindful of their outcome.

10. Free-Standing Visits to Placements

Where these are needed, the general principles outlined above apply, but specific guidance is appended.

CHECKLIST FOR VISITS TO HEIs

1. Pre Visit Information	1	2	3	4
During Visit – 2.Senior Management; 3.Course Team; 4.Students				
Management				
<i>Course documents – to check if it is an approved course</i>	✓			
Is approved course being delivered?			✓	✓
<i>Are there course learning outcomes to demonstrate integration and progression?</i>	✓		✓	✓
Are there learning outcomes for individual subject areas/modules?			✓	✓
<i>Teaching and learning strategies</i>	✓		✓	✓
Support for the course within the institution	✓	✓	✓	
Department/School responsible for the course	✓	✓	✓	
Other departments/schools servicing the course, are specialist teachers used where appropriate?	✓		✓	✓
Shared learning/interprofessional learning	✓		✓	✓
Entry requirements, conform to HPC guidelines	✓		✓	
Health and criminal record checks	✓		✓	
<u>Staffing and Staff Development</u>				
<i>Conforms to HPC requirements</i>	✓		✓	
Adequate to deliver approved course	✓		✓	✓
<i>Staff development policies in place</i>	✓	✓	✓	
Staff Cvs	✓		✓	
<i>Research undertaken to support course?</i>	✓	✓	✓	
Is there adequate finance to support staff development and research?		✓	✓	
<i>Is there a regular review of staffing?</i>		✓	✓	
Clinical commitment of staff		✓		
<u>Standards and Audit</u>				
<i>Quality assurance mechanisms in place? – using eg external examiners, course committee and annual reports?</i>	✓	✓	✓	✓
Assessment does check that learning outcomes have been achieved?	✓		✓	✓
<i>To see during visit:- project reports</i>				
<i>Practical training report forms</i>				
<i>Examination papers</i>				
<u>Resources and Facilities</u>				
<i>Library</i>	✓	✓	✓	✓
IT facilities	✓	✓	✓	✓
<i>Teaching accommodation</i>		✓	✓	✓
Staff accommodation		✓	✓	
<i>Student support facilities – eg student counsellor, accommodation office, personal tutors</i>				✓

HEALTH PROFESSIONS COUNCIL

INDICATIVE GUIDELINES FOR PLACEMENT VISITS

These guidelines are indicative of appropriate procedures for an institution where a number of students are on placement. They can be adapted as appropriate for other circumstances. They can be sent to the named clinical supervisor/ trainer when the date of the visit is confirmed and to the visitors prior to the visit.

When: to suit all concerned but ideally when the maximum number of students is available. If no students are available then the visit should be re-arranged to another time. (NB This obviously does not apply to new centres.)

Length: 1 day.

Who to meet: clinician in charge of training
clinical manager
line manager
chief executive
other clinical staff who train students
students
other relevant staff

Discussion with clinicians and with students must be held in private.

It is suggested that the visitors have a room allocated to them for the day.

Others who may be met over lunch: consultants, nursing and AHP colleagues
personnel representatives
other general managers

In order to maximise the time seeing people, the following priorities are placed on visiting facilities which have altered since the previous visit. (This would be different if the visit is to a new placement):-

High: main department
area where students work
IT/clerical or secretarial facilities

Medium: outpatient area
library - if used as a student work base or if department dependent on it
for basic books

Low: non-specialist ward
Other relevant facilities

Suggested visit programme:

Visitors to meet prior to the visit so that issues to be raised are clearly identified.
3 hours with the clinicians.

One suggestion:-

9.15am	meet clinician in charge of training to discuss programme
10.45am	meet clinicians in groups - up to 6 in 1 hour session - i.e. if more than 6 allow 2 hours. If this is the case the visitors may want to separate and each see a group having already identified areas to discuss.
12.15pm	meet chief executive and clinical line manager
12.30pm	short meeting for visitors to discuss issues that may have arisen
lunch	meeting other colleagues
2.00pm	short tour of facilities
2.30pm	students
3.15pm	visitors meeting
4.00pm	feedback to clinician in charge of training
4.30pm	end